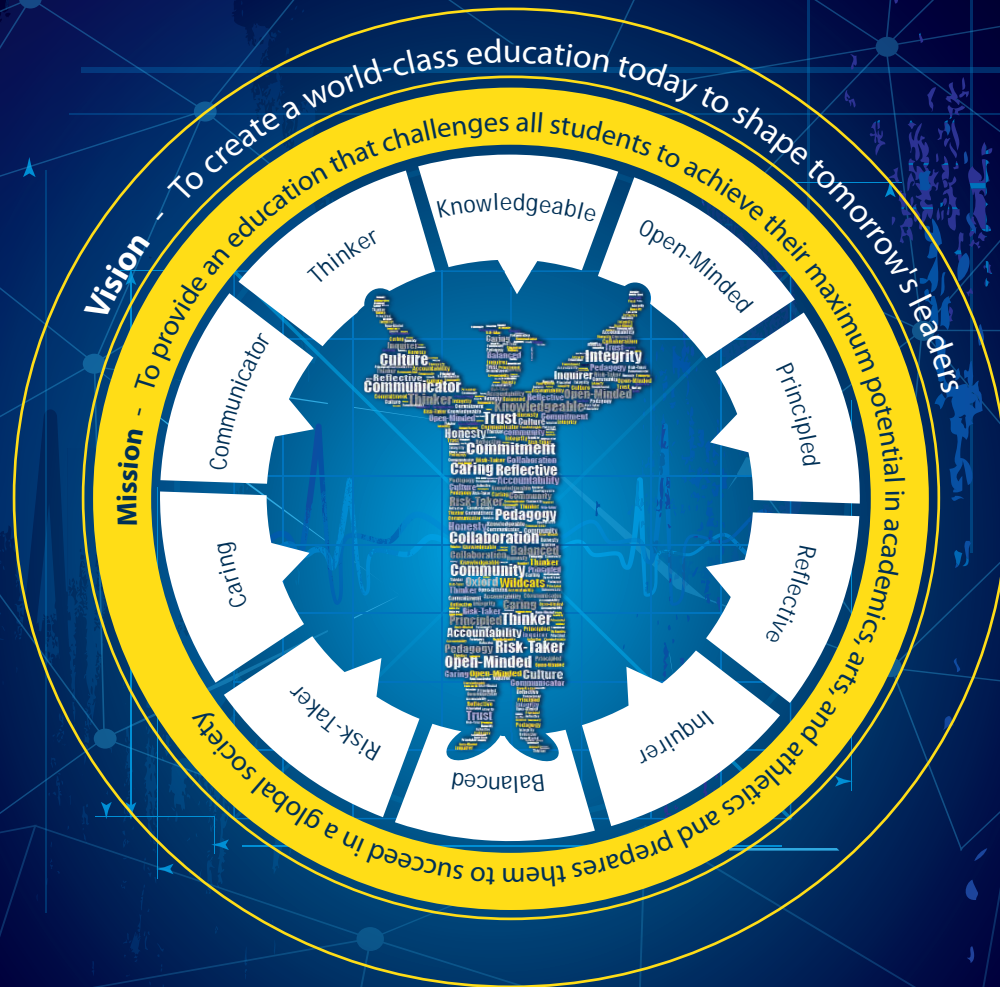


2022-2023 Oxford Community Schools District Course Catalog



The Portrait of a Graduate articulates our shared vision for all Oxford students as a result of their educational experiences in Oxford Community Schools. We considered the career aspirations our students may have and included the skills and habits of mind they will need to be successful in an ever-evolving, global society.

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Graduation Alliance



International Baccalaureate

Primary Years Programme

Our goal is to nurture a balanced learner who is well equipped with not only knowledge, but the skills and confidence necessary to succeed in our rapidly changing world. To achieve this goal, the PYP Programme embeds five key essential elements into the curriculum:

- Knowledge
- Key Concepts
- Approaches to learning
- Action
- Agency



For more information about the PYP Programme, visit www.ibo.org.

SUZUKI STRINGS

The kindergarten students have the opportunity to receive Suzuki strings (violin, cello, or guitar) instruction. This course is offered to students outside of the school day (before or after school). Participants must pay the semi-annual fee. In addition, the instruments are available to students for rent or purchase.



“SPECIALS”

PHYSICAL EDUCATION 30M X 2 DAYS/WK

The physical education curriculum provides the programs, activities, and instruction necessary to develop healthy, lifelong, responsible citizens.

MUSIC 30M PER WEEK

The program is focused developing an appreciation and understanding of music.

ART 60M BIWEEKLY

The art curriculum emphasizes imagination and personal experiences.

WORLD LANGUAGE 30M/DAY

The curriculum emphasizes authentic language learning combined with cultural experiences. Each elementary school offers daily instruction in Spanish.

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KINDERGARTEN



CURRICULUM GUIDE

INFORMATION FOR PARENTS

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abc

LANGUAGE ARTS

150 Minutes/Day - 5 Days/Week

Utilizing the Common Core Standards, our K-5 Language Arts program has been divided into three components.

UNITS OF STUDY

- Reading: Read Aloud; Shared Reading; Reading Workshop
- Writing: Shared Writing; Interactive Writing; Writing Workshop
- Word Work: High Frequency Word Work; Developmental Word Work

SOCIAL STUDIES

150 Minutes/Week

The Kindergarten social studies curriculum focuses on the world in which each child lives. Students will begin to develop a sense of time, understand relationships to their environment, identify resources and services around them, and discover that rules and others influence decisions.

UNITS OF STUDY

- My Personal History
- Where I live
- My Responsibilities

MATH

90 Minutes/Day - 5 Days/Week

Using the Common Core Standards to guide instruction, Kindergarten mathematics emphasizes the balance between use of concrete manipulatives with computation skills. Both components are necessary, as concrete materials allow students to explore and develop ideas fundamental to the study of mathematics.

UNITS OF STUDY

- Measurement
- Geometry
- Number Sense
- Estimation
- Whole Number Operations



SCIENCE

150 Minutes/Week

Kindergarten science investigates topics in each of the three science disciplines: life, earth, and physical science. Instructional focus includes inquiry-based learning, informational reading, experimental design, and reflective writing.





International Baccalaureate

Primary Years Programme

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- Agency



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SUZUKI STRINGS

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ART 60M BIWEEKLY

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WORLD LANGUAGE 30M/DAY

The curriculum emphasizes authentic language learning combined with cultural experiences. Students receive daily language instruction in Spanish.

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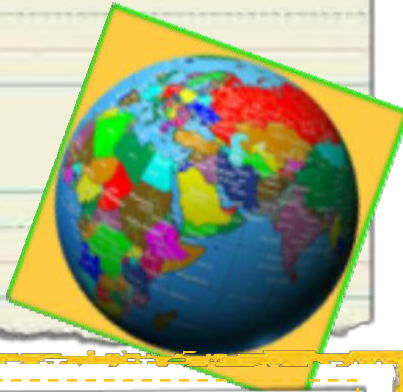
1ST GRADE



CURRICULUM GUIDE

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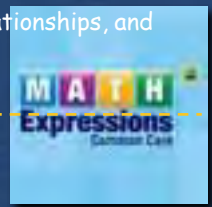
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MATH

90 Minutes/Day- 5 Days/Week

Using the Common Core Standards to guide instruction, our first grade mathematics emphasizes the use of manipulatives and concrete materials for students to explore and develop ideas fundamental to the study of mathematics in the following areas: fractions and decimals, whole number computation and operations, number sense and numeration, geometry and spatial sense, statistics and probability, patterns and relationships, and measurement.

UNITS OF STUDY



- Exploration
- Measurement
- Patterns and Relationships
- Statistics and Probability
- Geometry and Spatial Sense
- Number Sense and Numeration
- Concepts of Whole Number Operations
- Whole Number Computation
- Fractions and Decimals

LANGUAGE ARTS

150 Minutes/Day - 5 Days/Week

Utilizing the Common Core Standards, our K-5 Language Arts program has been divided into three components.

UNITS OF STUDY

- Reading: Read Aloud; Shared Reading; Reading Workshop
- Writing: Shared Writing; Interactive Writing; Writing Workshop
- Word Work: High Frequency Word Work; Developmental Word Work

SOCIAL STUDIES

150 Minutes/Week

The first grade social studies curriculum includes the study of family life, school life, and others. Students study aspects of history, geography, civics and economics as they relate to their broadening world.

UNITS OF STUDY

- Our history - home and school
- Where we live and go to school
- Our responsibilities at home and school
- Occupations around us

SCIENCE

150 Minutes/Week

First grade science investigates topics in each of the three science disciplines: life, earth, and physical science. Instructional emphasis includes discovery and inquiry-based learning, reading, experimental design, and reflective writing.





International Baccalaureate

Primary Years Programme

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- Knowledge
- Key Concepts
- Approaches to Learning
- Action
- Agency



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SUZUKI STRINGS

The second grade students have the opportunity to receive Suzuki strings (violin, cello, or guitar) instruction. This course is offered to students outside of the school day (before or after school). Participants must pay the semi-annual fee. In addition, the instruments are available to students for rent or purchase.



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MUSIC 30M PER WEEK

The program is focused developing an appreciation and understanding of music.

ART 60M BIWEEKLY

The art curriculum emphasizes imagination and personal experiences.

WORLD LANGUAGE 30M/DAY

The curriculum emphasizes authentic language learning combined with cultural experiences. Each elementary school offers daily language instruction in Spanish.

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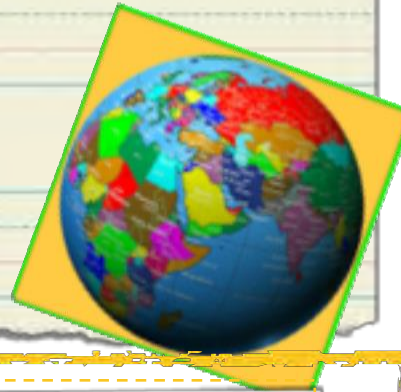
2ND GRADE



CURRICULUM GUIDE

INFORMATION FOR PARENTS

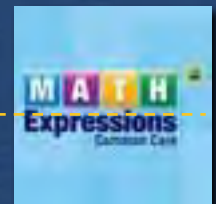
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MATH

90 Minutes/Day- 5 Days/Week

Using the Common Core Standards to guide instruction, second grade mathematics emphasizes the balance between use of concrete manipulatives with computation skills. Both components are necessary, as concrete materials allow students to explore and develop ideas fundamental to the study of mathematics. Fact memorization, computation, and using paper and pencil are also critical at this level.



UNITS OF STUDY

- Exploration
- Statistics
- Whole Number Operations and Computations
- Patterns
- Number Sense and Numeration
- Measurement
- Geometry
- Graphing

SCIENCE

150 Minutes/Week

Second grade science investigates topics in each of the three science disciplines: life, earth, and physical science. Instructional focus includes inquiry-based learning, informational reading, experimental design, and reflective writing.



LANGUAGE ARTS

150 Minutes/Day - 5 Days/Week

Utilizing the Common Core Standards, our K-5 Language Arts program has been divided into three components.

UNITS OF STUDY

- Reading: Read Aloud; Shared Reading; Reading Workshop
- Writing: Shared Writing; Interactive Writing; Writing Workshop
- Word Work: High Frequency Word Work; Developmental Word Work

SOCIAL STUDIES

150 Minutes/Week

The second grade social studies curriculum includes the study communities, with an emphasis on the community in which the student lives.

UNITS OF STUDY

- History and the Oxford Community
- Geography and the Oxford Community
- Government and the Oxford Community
- Economics and the Oxford Community



International Baccalaureate

Primary Years Programme

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- Knowledge
- Key Concepts
- Approaches to Learning
- Action
- Agency



For more information about the PYP Programme, visit www.ibo.org.

SUZUKI STRINGS

The third grade students have the opportunity to receive Suzuki strings (violin, cello, or guitar) instruction. This course is offered to students outside of the school day (before or after school). Participants must pay the semi-annual fee. In addition, the instruments are available to students for rent or purchase.



“SPECIALS”

PHYSICAL EDUCATION 30M X 2 DAYS/WK

The physical education curriculum provides the programs, activities, and instruction necessary to develop healthy, lifelong, responsible citizens.

MUSIC 30M PER WEEK

The program is focused developing an appreciation and understanding of music.

ART 60M BIWEEKLY

The art curriculum emphasizes imagination and personal experiences.

WORLD LANGUAGE 30M/DAY

The curriculum emphasizes authentic language learning combined with cultural experiences. Each elementary school offers daily language instruction in Spanish.

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3RD GRADE



CURRICULUM GUIDE

INFORMATION FOR PARENTS

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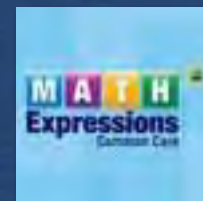
MATH

90 Minutes/Day- 4 Days/Week

Using the Common Core Standards to guide instruction, third grade mathematics will help the students make sense of the world. The will draw logical conclusions using mathematics to explain their thinking. Manipulatives and pictorial models will play an important role.

UNITS OF STUDY

- Graphs
- Place Value
- Estimating and Rounding
- Addition and Subtraction
- Time
- Multiplication & Division
- Geometry
- Fractions



SCIENCE

150 Minutes/Week

Third Grade science investigates topics in each of the three science disciplines: life, earth, and physical science. Instructional focus includes inquiry-based learning, informational reading, experimental design, and reflective writing.



LANGUAGE ARTS

150 Minutes/Day - 5 Days/Week

Utilizing the Common Core Standards, our K-5 Language Arts program has been divided into three components.

UNITS OF STUDY

- Reading: Read Aloud; Shared Reading; Reading Workshop
- Writing: Shared Writing; Interactive Writing; Writing Workshop
- Word Work: High Frequency Word Work; Developmental Word Work

SOCIAL STUDIES

150 Minutes/Week

The third grade social studies curriculum includes the study of Michigan from the glacial period up to statehood in 1837.

UNITS OF STUDY

- Michigan's Economic Growth
- Natural Resources
- Purpose of Government
- Branches of Government (Local & State)
- Public Issues in Michigan
- Geography of Early Michigan



International Baccalaureate

Primary Years Programme

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- Knowledge
- Key Concepts
- Approaches to Learning
- Action
- Agency



For more information about the PYP Programme, visit www.ibo.org.

ORCHESTRA

The fourth grade students have the opportunity to receive orchestra instruction. This course is offered to students outside of the school day (before school). Participants must attend the class at Lakeville Elementary (1st year) or OMS (2nd year). The instruments are available to students for rent or purchase.



“SPECIALS”

PHYSICAL EDUCATION 30 MIN. X 2 DAYS/WK

The physical education curriculum provides the programs, activities, and instruction necessary to develop healthy, lifelong, responsible citizens.

MUSIC 30 MIN. PER WEEK

The program is focused developing an appreciation and understanding of music.

ART 60 MIN. BIWEEKLY

The art curriculum emphasizes imagination and personal experiences.

WORLD LANGUAGE 30MIN./DAY

The curriculum emphasizes authentic language learning combined with cultural experiences. Each elementary school offers daily instruction in Spanish.

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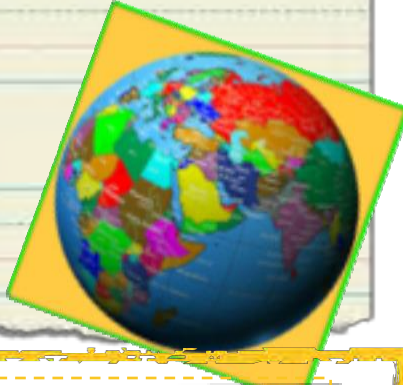
4TH GRADE



CURRICULUM GUIDE

INFORMATION FOR PARENTS

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<https://courses.oxfordvirtualacademy.org/>



LANGUAGE ARTS

150 Minutes/Day - 5 Days/Week

Utilizing the Common Core Standards and the Units of Study program, our K-5 Language Arts program has been divided into three components.

UNITS OF STUDY

- Reading: Read Aloud; Shared Reading; Reading Workshop
- Writing: Shared Writing; Interactive Writing; Writing Workshop
- Word Work: High Frequency Word Work; Developmental Word Work

SOCIAL STUDIES

150 Minutes/Week

The fourth grade social studies curriculum introduces students to history, geography, economy, and government of Michigan from statehood to present.

UNITS OF STUDY

- Foundations in Social Studies
- The U.S. in Spatial Terms (Regions)
- Human Geography in the U.S.
- Exploring Economics
- Our Federal Government
- Rights & Responsibilities of Citizenship

MATH

90 Minutes/Day- 5 Days/Week

Using the Common Core Standards to guide instruction, fourth grade mathematics will help the students make sense of the world. They will draw logical conclusions using mathematics to explain their thinking. Manipulatives and pictorial models will play an important role.

UNITS OF STUDY

- Problem Solving
- Math Connections
- Reasoning
- Communication
- Estimation
- Patterns & Relationships
- Statistics & Probability
- Whole Number & Mental Computation
- Whole Number Operations
- Measurement
- Number Sense
- Fractions & Decimals



SCIENCE

150 Minutes/Week

Fourth grade science investigates topics in each of the three science disciplines: life, earth, and physical science. Instructional focus includes inquiry-based learning, informational reading, experimental design, and reflective writing.





International Baccalaureate

Primary Years Programme

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- Knowledge
- Key Concepts
- Approaches to Learning
- Action
- Agency



For more information about the PYP Programme, visit www.ibo.org.

ORCHESTRA

The fifth grade students have the opportunity to receive orchestra instruction. This course is offered to students outside of the school day (before school). Participants must attend the class at Lakeville Elementary (1st year) or OMS (2nd year). The instruments are available to students for rent or purchase.



“SPECIALS”

PHYSICAL EDUCATION 30MIN. X 2 DAYS/WK

The physical education curriculum provides the programs, activities, and instruction necessary to develop healthy, lifelong, responsible citizens.

MUSIC 30 MIN. PER WEEK

The program is focused developing an appreciation and understanding of music.

ART 60 MIN. BIWEEKLY

The art curriculum emphasizes imagination and personal experiences.

WORLD LANGUAGE 30MIN./DAY

The curriculum emphasizes authentic language learning combined with cultural experiences. Each elementary school offers daily instruction in Spanish.

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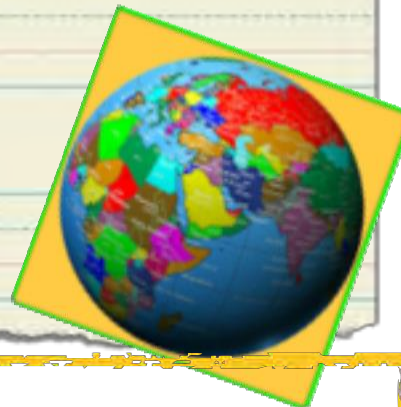
5TH GRADE



CURRICULUM GUIDE

INFORMATION FOR PARENTS

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LANGUAGE ARTS

150 Minutes/Day - 5 Days/Week

Utilizing the Common Core Standards, our K-5 Language Arts program has been divided into three components.

UNITS OF STUDY

- Reading: Read Aloud; Shared Reading; Reading Workshop
- Writing: Shared Writing; Interactive Writing; Writing Workshop
- Word Work: High Frequency Word Work; Developmental Word Work

SOCIAL STUDIES

150 Minutes/Week

The fifth grade social studies curriculum includes the study of the evolution of basic democratic values.

UNITS OF STUDY

- Native Americans
- Explorers
- American Colonization
- American Revolution
- The Government Forms

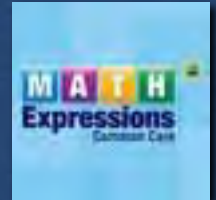
MATH

90 Minutes/Day- 5 Days/Week

Using the Common Core Standards to guide instruction, fifth grade mathematics help students expand their computational skills. Practicing various problem solving strategies will help students to solve word problems. Using manipulatives and calculators, students will explore and understand new concepts.

UNITS OF STUDY

- Numbers & Number Relationships
- Number Systems & Number Theory
- Computation & Estimation
- Algebra
- Statistics & Probability
- Geometry
- Measurement
- Fractions & Decimals
- Problem Solving



SCIENCE

150 Minutes/Week

Fifth Grade science investigates topics in each of the three science disciplines: life, earth, and physical science. Instructional focus includes inquiry-based learning, informational reading, experimental design, and reflective writing.



**Oxford Middle School
Curriculum Guide 2022-2023
Sixth Grade**

Oxford Middle School is an International Baccalaureate Middle Years Programme school. Students are required to participate in an inquiry-based curriculum in the following areas: Language and Literature, Individuals & Societies, Mathematics, Sciences, Language Acquisition, Design, Arts and Physical Education/Health.

| Music Students | Non-Music Students |
|--|---|
| <p>Choose between Band, Choir, or Orchestra</p> <p>Music students may choose a second music class but he/she will split time equally between the two classes.</p> | <p>Must take:</p> <ul style="list-style-type: none"> ✿ Physical Education – year-long ✿ STEM I – one semester ✿ Intro to Fine Arts – one semester |
| <p>And must take:</p> <ul style="list-style-type: none"> ✿ STEM I – one semester ✿ Physical Education – one semester | |
| <p>Remediation in reading and math may be recommended for students who would benefit from these classes based on standardized test scores and screeners in Reading and Math.</p> | |

CORE COURSES

Advisory – 6

Year-Long

Oxford Middle School integrates Advisory into the daily fabric of learning which consists of a coordinated set of activities intended to build the whole learner. These activities are rooted in the rich tradition of Oxford Community Schools: Communication and Problem Solving, Diversity and Global Awareness, IB/MYP Objectives, School Improvement Based Goals, Team Building and Individual Development. It is during this time we focus on the Olweus Bully Prevention Program and welcome OHS Bully Busters and WEB Leaders to the classrooms, participate in academic discussions about our progress with 1:1 conferences with our Advisory teacher, learn about current events, enjoy staff vs. student competitions, and show our school spirit by competing for Wildcat Points. Our vision is that we are Better Everyday...and it is during Advisory that we decide what we want to BE and create goals to BE it!

English Language Arts - 6

Year-Long

The sixth grade English language arts curriculum expands the development of literacy through each of the language arts. In reading, students use context as a basis for predicting meaning of unfamiliar words, further develop strategies for reading narrative and informational text, and use evidence to support their inferences and conclusions while reading. In writing, students continue to refine their use of the writing process and compose readable drafts using appropriate spelling conventions and grammar. Through the use of claim, evidence and reasoning students develop structures to compose writing for a variety of purposes. Through the use of a variety of literature and other text sixth graders explore various topics in the units of study.

Direct Instruction Language Arts – 6

Year-Long

The sixth grade English language arts curriculum expands the development of literacy through each of the language arts. In reading, students use context as a basis for predicting meaning of unfamiliar words, further develop strategies for reading narrative and informational text, and use evidence to support their inferences and conclusions while reading. In writing, students continue to refine their use of the writing process and compose readable drafts using appropriate spelling conventions and grammar. Through the use of claim, evidence and reasoning students develop structures to compose writing for a variety of purposes. Through the use of a variety of literature and other text sixth graders explore various topics in the units of study. ***Students with special needs may be placed in this class for specialized instruction based on the recommendation from the IEP team. Students will access the general education curriculum with modifications based on their needs as stated in their IEP.***

Accelerated Mathematics - 6

Year-Long

Students test to place into Accelerated Mathematics. The placement test score, the math screener score and M-Step scores will determine placement in this class. This class is an accelerated version of the 6th and 7th grade math curriculum. The course focuses on Pre-Algebraic concepts and problem solving. The course is rigorous and intense and is meant for the accelerated math learner. **There will be a pre-requisite summer course that must be successfully completed prior to 1st day of 6th grade.**

Successful completion of 80% prepares students to enter Algebra I in 7th grade and Geometry in 8th grade, which will satisfy State of Michigan MME requirements for Algebra and Geometry. High School credit will be awarded for Algebra and Geometry if the student earns a 78% for a year-long grade. A student's grade for Algebra and Geometry will be recorded on high school transcript but will not be counted for High School GPA.

OR

Mathematics - 6

Year-Long

Students will demonstrate various math skills involving problem solving, critical thinking, number sense, and communication according to the standards as adopted by the State and the Oxford District Math Frameworks Curriculum. Sixth grade students will be able to work cooperatively in whole groups and small groups as well as individually, using mathematics in authentic ways. Students will be aware of mathematical skills needed for various life skills and be familiar with technology in the workplace today. Students who take this class will be prepared to take the 7th grade Math curriculum the following year and either Pre-Algebra or Algebra I in eighth grade.

OR

Direct Instruction Math – 6

One Semester or Year-Long

Students will demonstrate various math skills involving problem solving, critical thinking, number sense, and communication according to the standards as adopted by the State and the Oxford District Math Frameworks Curriculum. Sixth grade students will be able to work cooperatively in whole groups and small groups as well as individually, using mathematics in authentic ways. Students will be aware of mathematical skills needed for various life skills and be familiar with technology in the workplace today. Students who take this class will be prepared to take the 7th grade Math curriculum the following year and either Pre-Algebra or Algebra I in eighth grade. ***Students with special needs may be placed in this class for specialized instruction based on the recommendation from the IEP team. Students will access the general education curriculum with modifications based on their needs as stated in their IEP.***

Science - 6

Year-Long

This course explores topics in each of the four science disciplines: chemistry, life, earth, and physical science. Using the theme of changes in energy, students will use a variety of resources and skills to investigate the concepts of light energy and phases of matter, how water can change the earth's surface, and ecology including human impact on the environment. Instructional emphasis includes inquiry, basic laboratory skills, informational reading, and reflective writing. At its core, the IQWST curriculum engages students in scientific practices as they experience, investigate, and explain phenomena while learning core ideas. Rather than memorizing facts, students build understanding by connecting ideas across disciplines and across the middle grades.

Geography - 6

Year-Long

Our sixth grade World Geography curriculum establishes the foundations of social studies. In doing so, students deepen their understanding of the disciplines of history, geography, economics, government and culture. Using geographic themes, students are introduced to the physical and human geography of the world. Students use geographic inquiry and analysis to answer questions of global significance. Students examine the world using both primary sources and secondary sources such as informational text, online atlases, online activities, and reliable websites. Students will conduct research, create visual and oral presentations, collaborate with peers, and engage in a variety of classroom activities.

World Language Chinese

Chinese 1-A (Prerequisite: elementary Chinese)

Year-Long

This year-long class is the first half of the Chinese 1 curriculum. It is an introduction to the language and culture of the Chinese speaking world. Each student will work on attaining an acceptable degree of proficiency in the four skills of listening, speaking, reading and writing. Students will be encouraged to use Chinese for communication and self-expression. Students will be able to hear and practice the language, be paired with others learning to speak the language, and interact with the teacher, as well as listen to native speakers. From the start, students realize that the Chinese culture directly affects their lives in many ways. ***1/2 High School credit will be awarded if the student earns a 78% for a year-long grade. Student's grade will be recorded on high school transcript but will not be counted for High School GPA.***

OR

Introduction to Chinese (Prerequisite: None)

Year-Long

This year-long class is an introduction to the language and culture for students new to Chinese class.

World Language Spanish

Spanish 1-A (Prerequisite: elementary Spanish)

Year-Long

This course is for 6th grade students who completed the elementary Spanish program and receive teacher recommendation for placement. Spanish 1-A is the first half of the Spanish 1 curriculum. It is an introduction to the language and culture of the Spanish speaking world. Each student will work on attaining an acceptable degree of proficiency in the four skills of listening, speaking, reading and writing. Students will be encouraged to use Spanish for communication and self-expression. Students will be able to hear and practice the language, be paired with others learning to speak the language, and interact with the teacher, as well as listen to native speakers. From the start, students realize that the Spanish culture directly affects their lives in many ways. ***1/2 High School credit will be awarded if the student earns a 78% for a year-long grade. Student's grade will be recorded on high school transcript but will not be counted for High School GPA.***

OR

Introduction to Spanish (Prerequisite: None)**Year-Long**

This year-long Introduction to Spanish class teaches foundational vocabulary and grammar. Students will explore 4 units that grow their reading, writing, listening and speaking skills. By the end of the year they will be prepared for Spanish 1A.

ELECTIVE COURSES**STEM I – 6****One Semester**

This course is a pre-engineering course which uses solid modeling (a very sophisticated mathematical technique for representing solid objects - CADD using Inventor) to introduce students to the design process. Utilizing this design approach, students understand how solid modeling has influenced their lives. Students also learn sketching techniques, and use descriptive geometry as a component of design, measurement, and computer modeling. This is the introductory course to the STEM technology courses which can be continued throughout high school.

Physical Education - 6**One Semester or Year-Long**

This course is designed to be a participation class in which the students work to improve their basic level of skill, learn to follow the rules of the activities, and demonstrate their level of fitness. The skills and rules are presented in a manner to allow some success in each of the activities. Fitness activities try to combine cardiovascular and strength training in ways that can be fun for students. Class activities may include but are not limited to physical fitness, flag football, soccer (indoor and outdoor), badminton, whiffle ball, archery, volleyball, softball, and bowling. The Presidential physical fitness test is administered as a measure of overall fitness.

Introduction to Fine Arts - 6**One Semester**

This course is divided into two 9 week segments. Students split their time between Art and Theater for 9 weeks each. The focus of this course is the development of a strong base of productions skills and vocabulary of the arts. In Art, students will have an opportunity to experience a variety of media which may include drawing, painting, sculpture and ceramics. Connections will be made regarding various artist and art styles of different time periods. In Theater, students study basic theater terminology, movement, improvisation, and storytelling. The classes combine for a culminating lesson on theatrical storytelling through theater masks. Students in this class will perform a short scene for an audience of their peers.

Band - 6 (Prerequisite – Band Director Approval)**Year-Long**

6th Grade band is for students who have had at least one year of experience in 5th grade. Students will continue their music education where they left off in 5th grade. The course will further the students understanding of basic fundamentals of tone production and note reading. Elements of music are taught through exercises of increasing difficulty which present challenging and interesting problems for students to master through individual practice and class rehearsal. This is a year-long class. There are at least two concerts per year.

Beginning Band - 6**Year-Long**

Beginning band is for students who have no musical experience previously. Students and parents will be assisted in all matters pertaining to instrument procurement and materials for class. All students in these classes have been or will be tested to determine which instrument they will play. Instruments will be assigned primarily according to the abilities of the student and then the needs of the band program. This course will cover the basic fundamentals of tone production and note reading. Elements of music are introduced through exercises of increasing difficulty which present challenging and interesting problems for students to master through individual practice and class rehearsal. This is a year-long class. There are two concerts per year.

Choir - 6**Year-Long**

6th Grade Celebration Choir is an introduction to the study of choral music and choral techniques. This class empowers students to develop musicianship and to participate in authentic musical activity. Each student will develop skills in reading music, demonstrating appropriate rehearsal conduct, performing with correct posture, and creating a relaxed choral tone. Every student will be expected to rehearse and perform. Enrollment in this course requires student participation in concerts outside the school day. The overall aim of music performance is to achieve self-growth and enjoyment by educating musicianship that will serve the whole person.

Concert Orchestra - 6 (Prerequisite – Orchestra Director Approval)**Year-Long**

Concert orchestra is for advanced students interested in furthering their knowledge and skills on their stringed instrument. In this class, students will continue to develop and refine their musical skills such as tone production, music reading, and accuracy of pitch through the playing of orchestra literature. Students are encouraged to perform on an individual basis and participate in small or large ensembles. Students should anticipate possible after-school practices and evening performances. Out of school concerts are also part of the class requirements. Previous participation in orchestra and an audition/meeting with the conductor is required. Ownership or rental of an instrument is required for class participation and students will be required to purchase a Method book.

Beginning Orchestra - 6**Year-Long**

Beginning Orchestra is for students who have played a string instrument for one year or less and are interested in developing their knowledge and skills on a stringed instrument. Students in 6th-Grade beginning orchestra will develop playing skills, learn note and rhythmic reading, learn scales, understand and use musical language correctly, and develop performance skills. Out of school concerts are also part of the class requirements. Ownership or rental of an instrument is required for class participation and students will be required to purchase a Method book.

Content Reading – 6**One Semester or Year-Long**

A student will be selected for this class by OMS counselors through a careful review of a student's academic progress. Recent research and assessment analysis has indicated the need to continue reading instruction through the middle school years and the research indicates that reading instruction falls into three broad categories: Tier I instruction for students who are at or above grade level; Tier II instruction, which provides students who are a year or two below grade level with additional supplemental instruction; and Tier III instruction for students who are significantly below grade level by more than two years. This class will focus on Tier II strategies to assist the student who is reading a year or two below grade level.

Math Lab - 6**One Semester or Year-Long**

A student will be selected for this class by OMS counselors through a careful review of a student's academic progress and testing in math. Students selected for this class will receive additional instruction in math to strengthen their understanding of math concepts and skills. Students will be re-taught current and previous math concepts to address individual learning needs and deficiencies to prepare students for success in algebra I in 8th or 9th grade. In addition, students enrolled in this class will have more success in their current math class when needs and deficiencies are addressed in the student's math education. It is not a homework completion class.

Academic Center Lab – 6**One Semester or Year-Long**

A student will be selected for this class by OMS counselors through a careful review of a student's academic progress. Academic Center Lab offers whole, small group or individualized instruction that supplements the general curriculum of core and elective courses. Student support services include organizational strategies, study skills and communication skills.

Enrichment – 6**Year-Long**

Enrichment class is an elective class for students who have an individual education plan (IEP). Students are placed in this class based on the recommendations from the IEP team. Enrichment is a class that teaches students the skills needed to become life-long learners by developing skills of planning, time management, and critical thinking. In addition, students receive instruction in their deficit areas and work towards making progress on their IEP goals.

Functional Enrichment**Year-Long**

Functional Enrichment class is an elective class for students who have an individual education plan (IEP). This course is designed to meet the individual needs of each student therefore topics will be determined based on the individual's IEP. Activities of focus will include: daily living skills, calendar skills, age-appropriate communication skills, small group and independent reading, building and maintaining relationships, and progress monitoring on an individual level.

Social Skills/Enrichment**Year-Long**

Social Skills class is an elective class for students who have an individual education plan (IEP). This course is designed to meet the individual needs of each student. Topics will be determined based on the individual's IEP. Activities of focus will include: manners, appropriate conversations with specific audiences, building and maintaining relationships, and academic independence based on individual student level.

Life Skills**Year-Long**

Life Skills class is an elective class for students who have an individual education plan (IEP). This course is designed to meet the individual needs of each student. Topics will be determined based on the individual's IEP. This class is a combination of academic skills and daily living skills. Activities of focus will include: cooking, getting around the community and community signs, self-care and hygiene, developing healthy habits, manners, and general knowledge that will enhance independent living.

Functional Life Skills**Year-Long**

The Functional Life Skills class is an elective class for students who have an individual education plan (IEP). This course is designed to meet the individual needs of each student therefore topics will be determined based on the individual's IEP. Activities of focus will include: Social and emotional check ins with the 5-point emotional scale, meditation, cooking, hygiene, developing healthy habits, age-appropriate communication building, and general knowledge that will enhance independent living.

On-Line Learning for Seated Students

Students eligible for this option may enroll in an online course in place of their seated course. The deadline to submit a request is March 17, 2022 for the 2022-23 school year and requires pre-approval by the Principal. Contact a counselor if you are interested (by student last name).

Community Vendor Classes

If you are interested in taking a Community Vendor class with an optional learning experience in place of one of your current general elective classes, please contact your counselor for more information about Community Vendor locations.

You may also view our Community Vendor electives with optional learning experiences at the following links:

S23 Elementary CV Optional Learning Experience Courses
S23 Middle School CV Optional Learning Experience Courses
S23 High School CV Optional Learning Experience Courses

Transportation will be provided on a case-by-case basis within the school day.

You may contact the Middle School Counselors if you have any questions -

| | | |
|----------------------|-----------------|--|
| A-D: Heather Thick | 248-969-1813 or | heather.thick@oxfordschools.org |
| E-K: Katelyn Malburg | 248-969-1815 or | katelyn.malburg@oxfordschools.org |
| L-R: Chris Gill | 248-969-1811 or | chris.gill@oxfordschools.org |
| S-C: Casey Kotrba | 248-572-9572 or | casey.kotrba@oxfordschools.org |

**Oxford Middle School
Curriculum Guide 2022-2023
Seventh Grade**

Oxford Middle School is an International Baccalaureate Middle Years Programme school. Students are required to participate in an inquiry-based curriculum in the following areas: Language and Literature, Individuals & Societies, Mathematics, Sciences, Language Acquisition, Design, Arts and Physical Education/Health.

| Music Students | Non-Music Students |
|--|--|
| <p>Choose between Band, Choir, or Orchestra</p> <p>Music students may choose a second music class but he/she will split time equally between the two classes.</p> | <p>Non-Music students will choose <u>two</u> of the following semester electives, in order of preference:</p> <p style="text-align: center;">Physical Education Art Theatre</p> <p><i>*Students may not be enrolled in their first choice. Requests are filled as best as possible.</i></p> |
| <p>Must take: STEM II - one semester Physical Education/Health - one semester</p> | <p>Must take: STEM II – one semester Physical Education/Health – one semester</p> |
| <p>Remediation in reading and math may be recommended for students who would benefit from these classes based on standardized test scores and screeners in Reading and Math.</p> | |

CORE COURSES

Advisory - 7

Year-Long

Oxford Middle School integrates Advisory into the daily fabric of learning which consists of a coordinated set of activities intended to build the whole learner. These activities are rooted in the rich tradition of Oxford Community Schools: Communication and Problem Solving, Diversity and Global Awareness, IB/MYP Objectives, School Improvement Based Goals, Team Building and Individual Development. It is during this time we focus on the Olweus Bully Prevention Program and welcome OHS Bully Busters and WEB Leaders to the classrooms, participate in academic discussions about our progress with 1:1 conferences with our Advisory teacher, learn about current events, enjoy staff vs. student competitions, and show our school spirit by competing for Wildcat Points. Our vision is that we are Better Everyday...and it is during Advisory that we decide what we want to BE and create goals to BE it!

English Language Arts - 7

Year-Long

The seventh grade English Language Arts curriculum gives students an important foundation in reading and writing narrative, informational, and argument texts. As students analyze and produce these three types of text, they become more advanced readers, thinkers, and writers. By reading and writing they come to understand the distinctions between narrative, informational and argument texts by studying fiction and nonfiction in a variety of formats, while developing a more thorough understanding of audience and purpose. For each unit, students are encouraged to be independent, engaged, and empowered learners by participating in activities that promote close reading, idea generation, drafting, and revision.

OR

Direct Instruction Language Arts – 7

Year-Long

The seventh grade English Language Arts curriculum gives students an important foundation in reading and writing narrative, informational, and argument texts. As students analyze and produce these three types of text, they become more advanced readers, thinkers, and writers. By reading and writing they come to understand the distinctions between narrative, informational and argument texts by studying fiction and nonfiction in a variety of formats, while developing a more thorough understanding of audience and purpose. Using a reader/writer’s notebook for each unit, encourages students to be independent, engaged, and empowered learners by participating in activities that promote close reading, idea generation, drafting, and revision. ***Students with special needs may be placed in this class for specialized instruction based on the recommendation from the IEP team. Students will access the general education curriculum with modifications based on their needs as stated in their IEP.***

Geography - 7

Year-Long

Seventh grade students will review the tools and mental constructs used by historians and geographers. They will develop an understanding of Ancient World History (Eras 1-3) of the Eastern and Western Hemispheres. Students will study how the ingredients of a civilization (organized religion, centralized government, social classes, writing systems, monumental architecture, inventions/innovations, cities and job specialization) affected early human societies, the ancient river-based civilizations, classical civilizations and early American civilizations.

Algebra 1 - 7 (Prerequisite: Accelerated Math in 6th grade)

Year-Long

Algebra 1 is a high school credited course that requires higher level knowledge and understanding. Students will apply mathematical knowledge to investigate patterns and make conjectures while they persevere through challenging problems and exercises. Students will be required to communicate their thinking and analysis of diverse problems. Students will be actively involved in learning while developing mathematical reasoning to solve real-life situations.

Successful completion prepares students to enter Geometry in 8th grade, which will satisfy State of Michigan MME requirements for Algebra and Geometry. High School credit will be awarded if the student earns a 78% for a year-long grade. Student's grade will be recorded on high school transcript but will not be counted for High School GPA.

OR

Accelerated Math – 7

Year Long

Students are placed in this course based on teacher recommendation as well as placement assessments.

Accelerated Math 7 students will acquire mathematical knowledge and understanding of how math plays a role in real world situations. Students will persevere as they investigate patterns and communicate mathematics through different forms. This course provides a broad yet solid foundation in both algebra and geometry that helps students move from arithmetic to high school math.

OR

Math - 7

Year-Long

Math 7 is a full year course required of 7th grade students. Students will be placed based on teacher recommendation as well as placement assessments. Students will acquire mathematical knowledge and understanding of how math plays a role in real world situations. Students will persevere as they investigate patterns and communicate mathematics through different forms. This course provides a broad yet solid foundation in both algebra and geometry that helps students move from arithmetic to high school math.

OR

Direct Instruction Math – 7

Year-Long

Mathematics is designed to help students recognize and appreciate the role math plays in the real world. It also shows students the connections between different areas of mathematics, algebra, geometry, patterns and functions. This course provides a broad yet solid foundation for pre-algebra and beginning geometry that helps students move from elementary math to high school math. ***Students with special needs may be placed in this class for specialized instruction based on the recommendation from the IEP team. Students will access the general education curriculum with modifications based on their needs as stated in their IEP.***

Science - 7

Year-Long

7th grade science is a course in which students will explore a variety of topics in four units. Unit 1- Life Science: body systems and cellular processes. Unit 2- Intro to Chemistry: chemical reactions, conservation of matter. Unit 3- Physical Science: transfer, transformation, and conservation of energy. Unit 4- Earth Science: atmospheric processes in weather and climate. Students will use a variety of resources and techniques to investigate these concepts. Instructional emphasis includes experimental design, laboratory skills, technical reading, and reflective writing and the global impacts of science technology. Part of the maturing process is learning to take responsibility for learning. Students that are prepared with their work completed and materials brought to class daily are more successful and find their classes more interesting. Students that do not have their work completed or the necessary materials cannot participate in class fully. They become frustrated and fall behind. Students should use a daily agenda for in-class and homework assignments.

World Language Chinese

Chinese 1-B (Prerequisite: Chinese 1-A)

Year-Long

This class is for students who have completed Chinese 1-A during the previous year. This class completes the first year introduction to the language and culture of the Chinese speaking world. Essentially, this year-long class is the second half of Chinese I. Each student will work on attaining an acceptable degree of proficiency in the four skills of listening, speaking, reading and writing. Students will be encouraged to use Chinese for communication and self-expression. Students will be able to hear and practice the language, be paired with others learning to speak the language, and interact with the teacher, as well as listen to native speakers. From the start, students realize that the Chinese culture directly affects their lives in many ways. ***1/2 High School credit will be awarded if the student earns a 78% for a year-long grade. Student's grade will be recorded on high school transcript but will not be counted for High School GPA.***

OR

Chinese 1-A

Year-Long

7th grade students who did not successfully pass Chinese 1-A during their 6th grade year will be placed in Chinese 1-A again. This year-long class is the first half of the Chinese 1 curriculum. It is an introduction to the language and culture of the Chinese speaking world. Each student will work on attaining an acceptable degree of proficiency in the four skills of listening, speaking, reading and writing. Students will be encouraged to use Chinese for communication and self-expression. Students will be able to hear and practice the language, be paired with others learning to speak the language, and interact with the teacher, as well as listen to native speakers. From the start, students realize that the Chinese culture directly affects their lives in many ways. ***1/2 High School credit will be awarded if the student earns a 78% for a year-long grade. Student's grade will be recorded on high school transcript but will not be counted for High School GPA.***

World Language Spanish

Spanish 1-B (Prerequisite: Spanish 1-A)

Year-Long

This class is for students who have completed Spanish 1-A during the previous year. This class completes the first year introduction to the language and culture of the Spanish speaking world. Essentially, this year-long class is the second half of Spanish 1. Each student will work on attaining an acceptable degree of proficiency in the four skills of listening, speaking, reading and writing. Students will be encouraged to use Spanish for communication and self-expression. Students will be able to hear and practice the language, be paired with others learning to speak the language, and interact with the teacher, as well as listen to native speakers. From the start, students realize that the Hispanic culture directly affects their lives in many ways. ***1/2 High School credit will be awarded if the student earns a 78% for a year-long grade. Student's grade will be recorded on high school transcript but will not be counted for High School GPA.***

OR

Spanish 1-A

Year-Long

This course is for 7th grade students who successfully completed Introduction to Spanish in 6th grade and 7th grade students who did not successfully pass Spanish 1-A during their 6th grade year. This year-long class is the first half of the Spanish 1 curriculum. It is an introduction to the language and culture of the Spanish speaking world. Each student will work on attaining an acceptable degree of proficiency in the four skills of listening, speaking, reading and writing. Students will be encouraged to use Spanish for communication and self-expression. Students will be able to hear and practice the language, be paired with others learning to speak the language, and interact with the teacher, as well as listen to native speakers. From the start, students realize that the Spanish culture directly affects their lives in many ways. ***1/2 High School credit will be awarded if the student earns a 78% for a year-long grade. Student's grade will be recorded on high school transcript but will not be counted for High School GPA.***

ELECTIVE COURSES

Physical Education – 7 (Required for Non-Music Students)

One Semester

This course is designed to develop the basic skills and knowledge necessary to participate in various team and individual activities. The skills and rules are taught in a progressive manner so the students will be able to achieve some success in each of the activities. These activities include but are not limited to physical fitness, flag football, soccer (indoor and outdoor), basketball, floor hockey, volleyball, tumbling, wrestling, field hockey, softball, jogging, bowling, and lead up games. Through participation in these activities, students will demonstrate appropriate behaviors of sportsmanship while interacting with others during play. The Presidential physical fitness test will be administered to every student. Through these tests, each student will demonstrate minimal levels of muscular strength, flexibility, and endurance. Each student will also be required to demonstrate minimal levels of cardiovascular endurance. Emphasis will be placed on lifelong fitness, stressing the importance of leading an active, healthy lifestyle.

Health/Physical Education – 7 (Required)

One Semester

This course examines the essential concepts of health and explores ways of protecting and promoting health and wellness. Refusal skills and positive pressure tactics will be practiced in order to encourage students to avoid the dangers of making choices that are harmful to their well-being. Students will understand the effect of exercise on lifestyle, stress, and benefits on overall health. Students will learn about utilizing good nutritional habits in combination with physical fitness strategies. The course will investigate issues associated with physical, social, emotional and mental health. By practicing effective verbal and non-verbal communication to enhance health, students will identify ways to communicate care, consideration, and respect for others. Key concepts in this unit include, recognizing their own habits, how to avoid unsafe behaviors, and using decision-making models to improve the quality of their decisions.

STEM II - 7 (Required)

One Semester

Students trace the history and development of automation and robotics. They learn about structures, energy transfer, machine automation, and computer control systems. Students acquire knowledge and skills in engineering problem solving and explore requirements for careers in engineering. This cutting-edge program addresses the interest and energy of middle school students, while incorporating national standards in mathematics, science, and technology. This class is "activity oriented" to show students how technology is used in engineering to solve everyday problems.

Band - 7**Year-Long**

This year-long course is designed for students who have completed at least one year of study on a band instrument. Students are expected to be performing at grade level on their instruments. They should be striving to maintain excellent team-oriented discipline. Elements of music are approached through challenging, interesting, and enriching activities. Solo and group contests provide competitive opportunities for students to receive constructive criticism from adjudicators outside the district. There are four concerts per year, plus an adjudicated festival performance.

Choir - 7**Year-long**

The Oxford Middle School Festival Choir is a performance based class for students who like to sing. Students will learn more about the correct way to sing through a variety of quality music literature, including pieces in foreign languages. They will sing music in different styles and genres, including jazz, blues, swing, show tunes, and folksongs. The Festival Choir performs four concerts during the year. In addition, students have the opportunity to participate in many other musical activities such as Solo and Ensemble Festival, Choral Festival and performing at community events. This class will help all students enjoy singing and maximize their potential. The overall aim of music performance is to achieve self-growth and enjoyment by educating musicianship that will serve the whole person.

Orchestra - 7**Year-long**

Orchestra is for students interested in furthering their knowledge and skills on their stringed instrument. In this class, students will continue to develop and refine their musical skills such as tone production, music reading, and accuracy of pitch through the playing of orchestra literature. Students are encouraged to perform on an individual basis and participate in small or large ensembles. Students should anticipate possible after-school practices and evening performances. Out of school concerts and contest trips are also part of the class requirements. Students participate in three concerts that include participation in the MSBOA orchestra festival. Students may also elect to participate in the MSBOA solo and ensemble festival. Previous participation in orchestra and an audition/meeting with the conductor is required. Ownership or rental of an instrument is required for class participation and students will be required to purchase a Method book.

Art - 7**One Semester**

The focus of this 20-week course is designed to give students a solid base knowledge of art concepts and skills. These skills are needed for further study in art. Students will have an opportunity to experience a variety of media which may include drawing, painting, sculpture and ceramics. Students will be introduced to basic color theory, perspective drawing and clay hand building.

Theatre - 7**One Semester**

This course is second year of theater offered at the middle school level. Students taking this class will study 6 units including: Quality Performance, Character, Movement, Design, Comedy and Puppetry. All performances in this class will be of workshop nature and will be kept within the classroom.

Content Reading – 7**One Semester or Year-Long**

A student will be selected for this class by OMS Counselors through a careful review of a student's academic progress. Recent research and assessment analysis has indicated the need to continue reading instruction through the middle school years and the research indicates that reading instruction falls into three broad categories: Tier I instruction for students who are at or above grade level; Tier II instruction, which provides students who are a year or two below grade level with additional supplemental instruction; and Tier III instruction for students who are significantly below grade level by more than two years. This class will focus on Tier II strategies to assist the student who is reading a year or two below grade level.

Math Lab - 7**One Semester or Year-Long**

A student will be selected for this class by OMS counselors through a careful review of a student's academic progress and testing in math. Students selected for this class will receive additional instruction in math to strengthen their understanding of math concepts and skills. Students will be re-taught current and previous math concepts to address individual learning needs and deficiencies to prepare students for success in algebra I in 8th or 9th grade. In addition, students enrolled in this class will have more success in their current math class when needs and deficiencies are addressed in the student's math education. It is not a homework completion class.

Academic Center Lab - 7**One Semester or Year-Long**

A student will be selected for this class by OMS counselors through a careful review of a student's academic progress. Academic Center Lab offers whole, small group or individualized instruction that supplements the general curriculum of core and elective courses. Student support services include organizational strategies, study skills and communication skills.

Enrichment – 7**Year-Long**

Enrichment class is an elective class for students who have an individual education plan (IEP). Students are placed in this class based on the recommendations from the IEP team. Enrichment is a class that teaches students the skills needed to become life-long learners by developing skills of planning, time management, and critical thinking. In addition, students receive instruction in their deficit areas and work towards making progress on their IEP goals.

Functional Enrichment**Year-Long**

Functional Enrichment class is an elective class for students who have an individual education plan (IEP). This course is designed to meet the individual needs of each student therefore topics will be determined based on the individual's IEP. Activities of focus will include: daily living skills, calendar skills, age-appropriate communication skills, small group and independent reading, building and maintaining relationships, and progress monitoring on an individual level.

Social Skills/Enrichment**Year-Long**

Social Skills class is an elective class for students who have an individual education plan (IEP). This course is designed to meet the individual needs of each student. Topics will be determined based on the individual's IEP. Activities of focus will include: manners, appropriate conversations with specific audiences, building and maintaining relationships, and academic independence based on individual student level.

Functional Life Skills**Year-Long**

The Functional Life Skills class is an elective class for students who have an individual education plan (IEP). This course is designed to meet the individual needs of each student therefore topics will be determined based on the individual's IEP. Activities of focus will include: Social and emotional check ins with the 5-point emotional scale, meditation, cooking, hygiene, developing healthy habits, age-appropriate communication building, and general knowledge that will enhance independent living.

On-Line Learning for Seated Students

Students eligible for this option may enroll in an online course in place of their seated course. The deadline to submit a request is February 23, 2022 for the 2022-23 school year and requires pre-approval by the Principal. Contact your child's counselor if you are interested (by student last name).

Community Vendor Classes

If you are interested in taking a Community Vendor class with an optional learning experience in place of one of your current general elective classes, please contact your counselor for more information about Community Vendor locations.

You may also view our Community Vendor electives with optional learning experiences at the following links:

[S23 Elementary CV Optional Learning Experience Courses](#)

[S23 Middle School CV Optional Learning Experience Courses](#)

[S23 High School CV Optional Learning Experience Courses](#)

Transportation will be provided on a case-by-case basis within the school day.

You may contact the Middle School Counselors if you have any questions –

| | | |
|----------------------|-----------------|---|
| A-D: Heather Thick | 248-969-1813 or | <u>heather.thick@oxfordschools.org</u> |
| E-K: Katelyn Malburg | 248-969-1815 or | <u>katelyn.malburg@oxfordschools.org</u> |
| L-R: Chris Gill | 248-969-1811 or | <u>chris.gill@oxfordschools.org</u> |
| S-C: Casey Kotrba | 248-572-9572 or | <u>casey.kotrba@oxfordschools.org</u> |

**Oxford Middle School
Curriculum Guide 2022-2023
Eighth Grade**

Oxford Middle School is an International Baccalaureate Middle Years Programme school. Students are required to participate in an inquiry-based curriculum in the following areas: Language and Literature, Individuals & Societies, Mathematics, Sciences, Language Acquisition, Design, Arts and Physical Education/Health.

| Music Students | Non-Music Students |
|---|---|
| <p>Choose between Band, Choir, or Orchestra</p> <p>Music students may choose a second music class but he/she will split time equally between the two classes.</p> | <p>Non-Music students must choose <u>one</u> of the following semester electives:</p> <p style="text-align: center;">Art Ceramics Theatre</p> |
| <p>Music students will choose <u>one</u> of the following semester electives, in order of preference:</p> <p style="text-align: center;">STEM III or Intro to Computer Programming</p> <p><i>*Students may not be enrolled in their first choice. Requests are filled as best as possible.</i></p> | <p>Non-Music students will choose <u>one</u> of the following semester electives, in order of preference:</p> <p style="text-align: center;">STEM III or Intro to Computer Programming</p> <p><i>*Students may not be enrolled in their first choice. Requests are filled as best as possible.</i></p> |
| <p>Must take: Physical Education - one semester</p> | <p>Must take: Physical Education - year-long</p> |
| <p>May substitute: Newspaper or Yearbook for STEM and P.E. and Intro to Computer Programming</p> | <p>May substitute: Newspaper or Yearbook for PSTEM and Intro to Computer Programming</p> |
| <p>Remediation in reading and math may be recommended for students who would benefit from these classes based on standardized test scores and screeners in Reading and Math.</p> | |

CORE COURSES

Advisory - 8

Year-Long

Oxford Middle School integrates Advisory into the daily fabric of learning which consists of a coordinated set of activities intended to build the whole learner. These activities are rooted in the rich tradition of Oxford Community Schools: Communication and Problem Solving, Diversity and Global Awareness, IB/MYP Objectives, School Improvement Based Goals, Team Building and Individual Development. It is during this time we focus on the Olweus Bully Prevention Program and welcome OHS Bully Busters and WEB Leaders to the classrooms, participate in academic discussions about our progress with 1:1 conferences with our Advisory teacher, learn about current events, enjoy staff vs. student competitions, and show our school spirit by competing for Wildcat Points. Our vision is that we are Better Everyday...and it is during Advisory that we decide what we want to BE and create goals to BE it!

Geometry - 8 (Prerequisite: successful completion of Algebra I)

Year-Long

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.

Successful completion prepares students to enter Algebra II in 9th grade, which will satisfy State of Michigan MME requirements for Algebra and Geometry. High school credit will be awarded if the student earns a 78% for a year-long grade. Student's grade will be recorded on high school transcript but will not be counted for high school GPA.

OR

Algebra 1 - 8 (Prerequisite: successful completion of Accelerated Math 7)

Year-Long

Algebra I is the student's first course in higher level abstract mathematics. Much of the time will be spent connecting these abstractions to real-life problems. The focus of the course is learning the "rules" of algebra. Time is spent working with expressions, equations, inequalities, and functions (linear, quadratic, and exponential). Students reason about number systems, number sense, representations and relationships. Of particular importance is the graphing of functions, enhanced by graphing calculator use.

Successful completion prepares students to enter Geometry in 9th grade, which will satisfy State of Michigan MME requirements for Algebra and Geometry. High school credit will be awarded if the student earns a 78% for a year-long grade. Student's grade will be recorded on high school transcript but will not be counted for high school GPA.

OR

Math - 8

Year-Long

Math 8 is designed to provide practice in the fundamentals of solving problems arithmetically, graphically and algebraically. Basic concepts in algebra are reviewed early and practiced throughout the year. Students will reinforce arithmetic operations of real numbers through a variety of instructional techniques. Topics include algebraic equation solving, geometric transformation, angle relationships, linear relationships, systems of equations, functions, the Pythagorean Theorem, two-variable statistics and exponents. ***This class is a transition to 9th grade Algebra I.***

OR

Direct Instruction Math – 8

Year-Long

Direct Instruction Math 8 is designed to provide practice in the fundamentals of solving problems arithmetically, graphically and algebraically. Basic concepts in algebra are reviewed early and practiced throughout the year. Students will reinforce arithmetic operations of real numbers through a variety of instructional techniques. Topics include number manipulation, integers, algebra expressions and equations, graphs, transformations, Pythagorean Theorem, and two-variable statistics. ***This class is a transition to 9th grade Algebra I. Students with special needs may be placed in this class for specialized instruction based on the recommendation from the IEP team. Students will access the general education curriculum with modifications based on their needs as stated in their IEP.***

American History - 8

Year-Long

In American History, the students will gain an understanding of the early development of the United States from the ratification of the Constitution to the beginning of the twentieth century. Students will be provided with a balanced examination of the history of the United States. Geography, economics and civics will be included in the historical units of this course. Through the study of the emergence of the Constitution and the development of American Institutions, students will develop a commitment to the democratic values of our national heritage. Students will complete the study of American History from the early 20th Century to the present in their high school courses.

English Language Arts – 9 (ELA-9)

Year-Long

ELA-9 placement will be based on performance data (ELA 7, FAST assessments, & 6th grade M-Step). Eligible students will be contacted.

This course will follow the curriculum for English 9 at Oxford High School. In this course, students will analyze elements of literary genres, including short story, drama, autobiography, and poetry. The literature selections are organized into thematic units, which explore such topics as human nature, life stories, and heroic journeys. In addition, students work with basic essay structure and concepts related to expository writing, and they compose several formal writing pieces. Spelling, vocabulary, and grammar are regular components of the class. ***High school credit will be awarded if the student earns a 78% or higher on average for the year. Student's grade will be recorded on high school transcript but will not be counted for high school GPA.***

OR

English Language Arts - 8

Year-Long

The eighth grade English language arts curriculum expands the development of literacy through each of the language arts. In reading, students use context as a basis for predicting meaning of unfamiliar words, they self-correct using knowledge of language structure, and they use sound-symbol relationships. In writing, students continue to refine their use of the writing process and compose readable drafts using appropriate spelling conventions and grammar. Through the use of classic and contemporary literature and other text referring to our common teenage culture, eighth graders explore a variety of topics in the units of study.

OR

Direct Instruction Language Arts – 8

Year-Long

The eighth grade English language arts curriculum expands the development of literacy through each of the language arts. In reading, students use context as a basis for predicting meaning of unfamiliar words, they self-correct using knowledge of language structure, and they use sound-symbol relationships. In writing, students continue to refine their use of the writing process and compose readable drafts using appropriate spelling conventions and grammar. Through the use of classic and contemporary literature and other text referring to our common teenage culture, eighth graders explore a variety of topics in the units of study. ***Students with special needs may be placed in this class for specialized instruction based on the recommendation from the IEP team. Students will access the general education curriculum with modifications based on their needs as stated in their IEP.***

Earth Science - 8

Year-Long

8th grade science is a year-long course exploring four aspects of science: Life science, Chemistry, Earth Science and Physical Science. The life science unit is organized around three clusters of ideas: heredity, variation within and between species, and natural selection. These three clusters of ideas focus on different levels of organization: the individual, species, and populations. The chemistry unit serves to deepen understandings of the molecular aspects of how food provides organisms with energy and building blocks as well as the chemical reactions and energy conversions that occur during photosynthesis and cellular respiration. The Earth science unit focuses on plate tectonics and builds on key conceptual understandings including the conservation of matter, convection, and energy transfer. Lastly, the physical science unit contextualizes concepts dealing with forces and motion in students' real-world experiences.

World Language Spanish

Spanish 2 (Prerequisite: Spanish 1-A and 1-B)

Year-Long

Students who successfully completed both Spanish 1A and 1B in 6th and 7th grade will be placed into this course their 8th grade year. This class provides students with the second year of their study of the language and culture of the Spanish speaking world. Each student will work on attaining an acceptable degree of proficiency in the four skills of listening, speaking, reading and writing. Students will be encouraged to use Spanish for communication and self-expression. Students will be able to hear and practice the language, be paired with others learning to speak the language, and interact with the teacher, as well as listen to native speakers. **One (1) high school credit will be awarded if the student earns a 78% for a year-long grade. Student's grade will be recorded on high school transcript but will not be counted for high school GPA.**

OR

Spanish 1-B (Prerequisite: Spanish 1-A or placement test)

Year-Long

8th grade students who did not successfully pass Spanish 1-B during their 7th grade year will be placed in Spanish 1-B again. This class completes the first year introduction to the language and culture of the Spanish speaking world. Essentially, this year-long class is the second half of Spanish I. Each student will work on attaining an acceptable degree of proficiency in the four skills of listening, speaking, reading and writing. Students will be encouraged to use Spanish for communication and self-expression. Students will be able to hear and practice the language, be paired with others learning to speak the language, and interact with the teacher, as well as listen to native speakers. From the start, students realize that the Hispanic culture directly affects their lives in many ways. **1/2 High School credit will be awarded if the student earns a 78% for a year-long grade. Student's grade will be recorded on high school transcript but will not be counted for high school GPA.**

OR

Spanish 1 (8th Grade only)

Year-Long

This class is for students who have not had either a Chinese or Spanish foreign language class or who have not gained middle school credit in either Spanish 1-A or 1-B. Spanish I provides an introduction to the language and culture of the Spanish-speaking world. Essentially, this year-long class is a traditionally paced Spanish I class. Each student will work on attaining an acceptable degree of proficiency in the four skills of listening, speaking, reading and writing. Students will be encouraged to use Spanish for communication and self-expression. Students will be able to hear and practice the language, be paired with others learning to speak the language, and interact with the teacher, as well as listen to native speakers. From the start, students realize that the Hispanic culture directly affects their lives in many ways. **One (1) high school credit will be awarded if the student earns a 78% for a year-long grade. Student's grade will be recorded on high school transcript but will not be counted for high school GPA.**

World Language Chinese

Chinese 2 (8th Grade Only - Prerequisite: Chinese 1-A and 1-B)

Year-Long

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. **One (1) high School credit will be awarded if the student earns a 78% for a year-long grade. Student's grade will be recorded on high school transcript but will not be counted for high school GPA.**

OR

Chinese 1-B (Prerequisite: Chinese 1-A)

Year-Long

8th grade students who did not successfully pass Chinese 1-B during their 7th grade year will be placed in Chinese 1-B again. This class completes the first year introduction to the language and culture of the Chinese speaking world. Essentially, this year-long class is the second half of Chinese I. Each student will work on attaining an acceptable degree of proficiency in the four skills of listening, speaking, reading and writing. Students will be encouraged to use Chinese for communication and self-expression. Students will be able to hear and practice the language, be paired with others learning to speak the language, and interact with the teacher, as well as listen to native speakers. From the start, students realize that the Chinese culture directly affects their lives in many ways. **1/2 high school credit will be awarded if the student earns a 78% for a year-long grade. Student's grade will be recorded on high school transcript but will not be counted for high school GPA.**

ELECTIVE COURSES

Choir - 8

Year-Long

The Oxford Middle School Festival Choir is a performance based class for students who like to sing. Students will learn more about the correct way to sing through a variety of quality music literature, including pieces in foreign languages. They will sing music in different styles and genres, including jazz, blues, swing, show tunes, and folksongs. The Festival Choir performs four concerts during the year. In addition, students have the opportunity to participate in many other musical activities such as Solo and Ensemble Festival, Choral Festival and performing at community events. This class will help all students enjoy singing and maximize their potential. The overall aim of music performance is to achieve self-growth and enjoyment by educating musicianship that will serve the whole person.

Band - 8

Year-Long

This year-long course is designed for students who have completed at least two years of study on a band instrument. Students are expected to be performing at grade level on their instruments. They should be striving to maintain excellent team-oriented discipline. Elements of music are approached through challenging, interesting, and enriching activities. Solo and group contests provide competitive opportunities for students to receive constructive criticism from adjudicators outside the district. There are four concerts per year, plus an adjudicated festival performance.

Orchestra - 8

Year-Long

8th grade orchestra is for students interested in furthering their knowledge and skills on their stringed instrument. In this class, students will continue to develop and refine their musical skills such as tone production, music reading, and accuracy of pitch through the playing of orchestra literature. Students are encouraged to perform on an individual basis and participate in small or large ensembles. Students should anticipate possible after-school practices and evening performances. Out of school concerts and contest trips are also part of the class requirements. Students participate in three concerts that include participation in the MSBOA orchestra festival. Students may also elect to participate in the MSBOA solo and ensemble festival. Previous participation in orchestra and an audition/meeting with the conductor is required. Ownership or rental of an instrument is required for class participation and students will be required to purchase a Method book.

Physical Education - 8

Year-Long

This course is designed to continue developing the skills and knowledge necessary to participate in various team and individual activities. Emphasis will be placed on lifetime fitness and recreational activities that promote lifelong participation in those selected activities. These activities include but are not limited to physical fitness, flag football, dance, basketball, volleyball, floor hockey, softball, badminton, aerobic activities, track and field, kickball, walking/jogging and jump roping. Through participation in these activities, students will demonstrate appropriate behaviors of sportsmanship and knowledge of game rules while interacting with others. The Presidential physical fitness test will be administered to every student. Through these tests, each student will demonstrate minimal levels of muscular strength, flexibility and endurance. Each student will also be required to demonstrate minimal levels of cardiovascular endurance. Emphasis will be placed on lifelong fitness, stressing the importance of leading an active, healthy lifestyle.

Newspaper: Writing for Publications - 8

Year-Long

(Prerequisite: Submission of Publications Application for Approval)

This year long course is for students who are interested in writing and photojournalism for the publication of the school newspaper. Students will learn the basics of the newspaper publications process including: layout, editing, photography, interviewing, research and a newspaper style of writing. Those who wish to take this course will aid in the monthly publication of the school newspaper - *Paw Print*. Students who wish to take this class should be highly competent and motivated in the area of writing, photography, design and editing. Interested students must submit the publication's application for approval. Students **may not** take both the Newspaper and Yearbook course.

Yearbook: Writing for Publications - 8

Year-Long

(Prerequisite: Submission of Publications Application for Approval)

This year long course will cover the basics of yearbook including copywriting, photography, and page design. Other topics to be covered include theme development, content and coverage. In this course, students supervise picture taking, design the lay-out of each page, and write copy. Members of this class work to publish the Oxford Middle School Yearbook and are responsible for providing the student body with an accurate representation of the year's events. In order to take this course, students must have above-average writing skills, work independently, and a commitment to enroll for both semesters. Interested students must submit the publication's application for approval. Students **may not** take both the Yearbook and Newspaper course.

STEM III - 8 (required)

One Semester

The purpose of this course is to introduce the student to the science involved in technological design and development. Students will explore scientific concepts and related them to how they are used in design and other technological processes. Using the prototyping and fabrication processes, students will create models and documentation that represent solutions to problems. Students will also learn about the mechanics of motion, the conversion of energy, and the use of science & technology to improve communication.

Intro to Computer Programming - 8 (may be taken in lieu of STEM III)**One Semester**

Computer science is a growing priority in classrooms around the globe. In this semester-long course, Students will learn basic coding skills by using a block-based coding platform that gives students the opportunity to code their own interactive games, stories, and more. Students will also expand their knowledge of coding by exploring a variety of coding methods. Students are empowered to create authentic artifacts and engage with computer science as a medium for creativity, communication, problem solving, and fun.

Art - 8**One Semester**

The focus of this 20-week course is the familiarization of the elements and principals of design as they relate to both 2 and 3 dimensional art forms created by the students. Students will have an opportunity to experience a variety of media which may include drawing, painting, sculpture and ceramics. At the same time, they will be engaged in the development of a more sophisticated art vocabulary as well as more advanced production activities. Connections will be made regarding various artists and art styles of various time periods, as well as applications to their daily life.

Ceramics - 8**One Semester**

The focus of this 20-week course is primarily for students to experience created ceramic works of art. Students will learn about many techniques of hand building and decoration. This course also offers a unit on color theory and the creation of low relief sculptural work. Principles of design and study of art history will inspire student artworks. Assignments will include functional and sculptural objects, with an emphasis on the color, form, texture, and design of the created objects.

Theatre - 8**One Semester**

This course is the third year of theater offered at the middle school level. Students taking this class will study 6 units including: Genre, Leading Theatrical Exercises, Character, Interpreting a Script, Adaptation and Production. Performances in this class are of a polished nature, some of which will be in front of an audience outside of their classroom peers. This class also requires students to attend a performance outside the classroom and write an evaluation on it. Students will have the entire semester to do this.

Content Reading - 8**One Semester or Year-Long**

A student will be selected for this class by OMS counselors through a careful review of a student's academic progress. Recent research and assessment analysis has indicated the need to continue reading instruction through the middle school years and the research indicates that reading instruction falls into three broad categories: Tier I instruction for students who are at or above grade level; Tier II instruction, which provides students who are a year or two below grade level with additional supplemental instruction; and Tier III instruction for students who are significantly below grade level by more than two years. This class will focus on Tier II strategies to assist the student who is reading a year or two below grade level.

Math Lab - 8**One Semester or Year-Long**

A student will be selected for this class by OMS counselors through a careful review of a student's academic progress and testing in math. Students selected for this class will receive additional instruction in math to strengthen their understanding of math concepts and skills. Students will be re-taught current and previous math concepts to address individual learning needs and deficiencies to prepare students for success in algebra I in 8th or 9th grade. In addition, students enrolled in this class will have more success in their current math class when needs and deficiencies are addressed in the student's math education. It is not a homework completion class.

Academic Center Lab – 8**One Semester or Year-Long**

A student will be selected for this class by OMS counselors through a careful review of a student's academic progress. Academic Center Lab offers whole, small group or individualized instruction that supplements the general curriculum of core and elective courses. Student support services include organizational strategies, study skills and communication skills.

Enrichment – 8**Year-Long**

Enrichment class is an elective class for students who have an individual education plan (IEP). Students are placed in this class based on the recommendations from the IEP team. Enrichment is a class that teaches students the skills needed to become life-long learners by developing skills of planning, time management, and critical thinking. In addition, students receive instruction in their deficit areas and work towards making progress on their IEP goals.

Functional Enrichment**Year-Long**

Functional Enrichment class is an elective class for students who have an individual education plan (IEP). This course is designed to meet the individual needs of each student therefore topics will be determined based on the individual's IEP. Activities of focus will include: daily living skills, calendar skills, age-appropriate communication skills, small group and independent reading, building and maintaining relationships, and progress monitoring on an individual level.

Social Skills/Enrichment**Year-Long**

Social Skills class is an elective class for students who have an individual education plan (IEP). This course is designed to meet the individual needs of each student. Topics will be determined based on the individual's IEP. Activities of focus will include: manners, appropriate conversations with specific audiences, building and maintaining relationships, and academic independence based on individual student level.

Functional Life Skills**Year-Long**

The Functional Life Skills class is an elective class for students who have an individual education plan (IEP). This course is designed to meet the individual needs of each student therefore topics will be determined based on the individual's IEP. Activities of focus will include: Social and emotional check ins with the 5-point emotional scale, meditation, cooking, hygiene, developing healthy habits, age-appropriate communication building, and general knowledge that will enhance independent living.

On-Line Learning for Seated Students

Students eligible for this option may enroll in an online course in place of their seated course. The deadline to submit a request is February 23, 2022 for the 2022-23 school year and requires pre-approval by the Principal. Contact your child's counselor if you are interested (by student last name).

Community Vendor Classes

If you are interested in taking a Community Vendor class with an optional learning experience in place of one of your current general elective classes, please contact your counselor for more information about Community Vendor locations.

You may also view our Community Vendor electives with optional learning experiences at the following links:

S23 Elementary CV Optional Learning Experience Courses
S23 Middle School CV Optional Learning Experience Courses
S23 High School CV Optional Learning Experience Courses

Transportation will be provided on a case-by-case basis within the school day.

You may contact the Middle School Counselors if you have any questions –

| | | |
|----------------------|-----------------|--|
| A-D: Heather Thick | 248-969-1813 or | heather.thick@oxfordschools.org |
| E-K: Katelyn Malburg | 248-969-1815 or | katelyn.malburg@oxfordschools.org |
| L-R: Chris Gill | 248-969-1811 or | chris.gill@oxfordschools.org |
| S-C: Casey Kotrba | 248-572-9572 or | casey.kotrba@oxfordschools.org |

Oxford High School 2022-2023 Course Catalog



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,

Dacia Beazley
Principal
Oxford High School



High School Administration

| | |
|------------------------|--|
| Dacia Beazley | Principal |
| Kristy Gibson-Marshall | Assistant Principal for Student Last Names A-F |
| Kurt Nuss | Assistant Principal for Student Last Names G-M |
| Kevin Nelms | Assistant Principal for Student Last Names N-Z |
| Tony Demare | Athletic Director |

COUNSELING DEPARTMENT

| | |
|-----------------|---------------------------------------|
| Charles Jergler | Counselor for Student Last Names A-Ca |
| Anna Hotchkiss | Counselor for Student Last Names Ch-F |
| Stacey Taplin | Counselor for Student Last Names G-Ko |
| Michael Brennan | Counselor for Student Last Names Kr-M |
| Kristen Glaz | Counselor for Student Last Names N-Sh |
| Laura Stanjones | Counselor for Student Last Names Si-Z |

STUDENT SUPPORT PROGRAM COORDINATORS

| | |
|-------------------|--|
| Lisa Butts | Career Focused Education Director |
| Mitchell Brooks | Dean of Students |
| Mark Suckley | Oxford Schools Early College Director |
| Kevin Kalbfleisch | Family School Liaison for Student Last Names A-F |
| Ashley Fortney | Family School Liaison for Student Last Names G-M |
| Pamela Fine | Family School Liaison for Student Last Names N-Z |

INTERNATIONAL BACCALAUREATE PROGRAM

| | |
|----------------|----------------------------------|
| Nicole Barnett | IB Diploma Programme Coordinator |
|----------------|----------------------------------|

CENTRAL ADMINISTRATION

| | |
|---------------------|--|
| Ken Weaver | Superintendent |
| David Pass | Deputy Superintendent of Human Resources |
| Sam Barna | Assistant Superintendent of Business & Maintenance |
| Anita Qonja-Collins | Assistant Superintendent of Elementary Instruction |
| Jill Lemond | Assistant Superintendent of Safety & School Operations |
| Steve Wolf | Assistant Superintendent of Secondary Instruction |

BOARD OF EDUCATION 2022-2023

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

Oxford High School Course Catalog

2022-2023

745 North Oxford • Oxford • Michigan • 48371

Phone: (248) 969-5100

Fax: (248) 969-5145

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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 resilience 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 rights..

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® (IB) World School. The Middle Years Programme (MYP) is a connection for students who have attended one of Oxford's Primary Year's Programmes (PYP) 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 the Diploma Programme (DP) in 11-12 grade. The IB is a nonprofit international educational foundation, motivated by its mission, and 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) for students in grades 6-10. It provides a framework of academic challenges that encourage 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. 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) <p style="text-align: center;">OR</p> Biology (1 credit) Chemistry (1 credit), Physical Science P (½ credit) Chemistry (1 credit) and Science Elective (½ credit) <p style="text-align: center;">OR</p> Biology (1 credit), Physical Science C (½ credit) Physics (1 credit) Science Elective (½ credit) <p style="text-align: center;">* See the CTE exchange chart</p> | <ul style="list-style-type: none"> ● World History (1 credit) ● US History (1 credit) ● US Civics (½ credit) ● Economics (½ credit) <p>Technology Experience: ½ Credit</p> <p>Visual/Performing Arts: 1 Credit</p> <p>Language Acquisition: 2 Credits</p> <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. <p style="text-align: right;"><i>*See the CTE exchange chart</i></p> |
| 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 | | |

Class of 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"> ● World History (1 credit) ● US History (1 credit) ● US Civics (½ credit) ● Economics (½ 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 |
| 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 | | 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> |

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)

This experience will begin in a Freshman advisory class setting for graduating students of the class of 2026. 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.

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.

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

*denotes semester courses

Transfer Students

Adjustments will be made so that a student receives neither an advantage nor a disadvantage when transferring credits. Homeschooled 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 web page, <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. Courses 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 courses 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 or 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 the board requirement for a 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 one 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 courses 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 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 please visit the Michigan Department of Education website and search for "Dual Enrollment"

Community Vendor Classes

If you are interested in taking a Community Vendor class with an optional learning experience in place of one of your current general elective classes, please contact your counselor for more information about Community Vendor locations.

You may also view our Community Vendor electives with optional learning experiences at the following links:

[S23 Elementary CV Optional Learning Experience Courses](#)

[S23 Middle School CV Optional Learning Experience Courses](#)

[S23 High School CV Optional Learning Experience Courses](#)

Transportation will be provided on a case-by-case basis within the school day.

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 are 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 at 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 courses 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 DP Math, chosen from IB DP Math Analysis SL/HL or IB DP 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 2022-2023 school year The total cost of a full IB Diploma Programme Candidate is approximately \$714, but may vary from year to year 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 DP 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, Lawrence Tech 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 World History (1 credit) US History (1 credit) US Civics (½ credit) Economics (½ credit) |
| Language Arts | 4 | |
| Science | 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) |
| Social Studies | 3 | |
| World Language | 2 | 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 |
| Physical Education | .5 | |
| Health | .5 | |
| Visual and Performing Arts | 1 | |
| OSEC Capstone Project | 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) |
| College & Career Prep Freshman or Sophomore Yr. | 1 | |
| SAT Preparation Recommended | .5 | Language Acquisition (World Language): 2 Credits *Must be sequential courses |
| Remaining Electives | 4 | Physical Education: ½ Credit Health Education: ½ Credit |
| Total High School | 24 | Visual and Performing Arts: 1 Credit College & Career Prep: 1 Credit |
| Minimum College With MEMCA Certificate | 24 | SAT Preparation: ½ Credit |

*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. |
|--|

Optional Testing

| |
|--|
| PSAT/NMSQT (Optional for Juniors) |
|--|

| |
|-------------|
| -Early Fall |
|-------------|

| |
|---|
| Preliminary SAT/National Merit Scholarship Qualifying Test. Register in OHS Counseling Office. |
|---|

| |
|------------|
| SAT |
|------------|

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

| |
|------------|
| ACT |
|------------|

| |
|--|
| To view test dates, locations and register for the ACT, go to www.actstudent.org . |
|--|

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 to 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 available free of charge, 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 will need to request their scores directly from the test agencies, either www.actstudent.org or www.collegeboard.com and have them sent 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 following 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 | Medals Determined by Scholar Rank |
| <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 | <ul style="list-style-type: none"> ● Top Scholar – Recognition of the top 25 students based on cumulative GPA and SAT score (Scholar Rank) ● Salutatorian ● Valedictorian |
| Stoles | Departmental Awards |
| <ul style="list-style-type: none"> ● IB Full Diploma Candidates ● OSEC Candidates | 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 assessments:

- | | |
|-----------------------------|-------------------------------|
| -AP Language Test - 4 | - IB Diploma Language SL –5 |
| -IB Diploma Language HL – 4 | -STAMP 4S – High Intermediate |

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

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 the ballot. Top 33% of OHS senior female students and top 33% of OSEC 4th-year OHS-seated female students are placed on the female segment of the 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

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

Oxford High School uses 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 causing disadvantage to 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 courses. 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 courses.
- All Online and transfer AP and IB Diploma SL and HL level courses.
- 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:
 - o College entrance and course resume
 - o Improving SAT scores (college entrance), and
 - o 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 | $\frac{4.02}{4.0} * 80$ | 1450 | $* 20 =$ | 98.525 | Rank 1 |
| | SAT | 1450 | $\frac{1450}{1600} * 20$ | 1600 | | | |
| Student 2 | GPA | 3.94 | $\frac{3.94}{4.0} * 80$ | 1150 | $* 20 =$ | 93.175 | Rank 2 |
| | SAT | 1150 | $\frac{1150}{1600} * 20$ | 1600 | | | |
| Student 3 | GPA | 3.51 | $\frac{3.51}{4.0} * 80$ | 1250 | $* 20 =$ | 85.825 | Rank 3 |
| | SAT | 1250 | $\frac{1250}{1600} * 20$ | 1600 | | | |

*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, and 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 requirements 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.

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-

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 pathways.



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.

Program Completer & Credit Equivalency Guide

| 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* <small>(Auto I, Auto II)</small> | ✓ | ✓ | ✓ | | | | ✓ <small>Auto I or II or III</small> |
| Business Management & Administration -Program Completer After 2 years* (1 year if doubled) <small>(Business Management, Business Strategies, Financial Management I & II)</small> | ✓ | ✓ | ✓ | | | | ✓ <small>Finance I/II or I & II</small> |
| Computer Programming -Program Completer After 1 year* <small>(Computer Science Principles)</small> | ✓ | ✓ | ✓ | ✓ | | | ✓ <small>CSP or CPSS or Web or CSA-AP</small> |
| Digital Multi-Media & Information Resources (IT) -Program Completer After 1 year* <small>(Digital Imaging Technologies)</small> | ✓ | ✓ | ✓ | | | | |
| Engineering -Program Completer After 1 year* <small>(Intro to Engineering Design)</small> | ✓ | ✓ | ✓ | ✓ <small>After CIM Only</small> | | ✓ <small>After POE Only</small> | ✓ <small>IED or CIM or POE</small> |
| Finance -Program Completer After 1 year* <small>(Accounting I)</small> | ✓ | ✓ | ✓ | | | | ✓ |
| Marketing -Program Completer After 1 year* <small>(Marketing Concepts)</small> | ✓ | ✓ | ✓ | | ✓ | | |
| Mechatronics -Program Completer After 2 years* <small>(Mechatronics/Robotics Engineering I, Mechatronics/Robotics Engineering II)</small> | ✓ | ✓ | ✓ | | | | ✓ <small>Mech/Robotics I or II</small> |
| Radio, TV & Broadcast Technology -Program Completer After 1 year* <small>(Radio, TV & Film I)</small> | ✓ | ✓ | ✓ | | | | |
| Health Science -Program Completer After 1 year* <small>(Medical Foundations)</small> | ✓ | ✓ | ✓ | ✓ | | | ✓ <small>Medical Foundations or PCT or EMT</small> |

*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 Senior Math Elective or the VPAA Exchange credit, you do not need to be a program completer, only successfully pass the specific course. For the Math Elective, this is applicable only during your 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 required, the total number of credits needed for graduation does not change.

Post-Secondary Articulation Options

| 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 | | | | | | |



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.

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, torquing 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. Students will have an opportunity to earn a nationally recognized Certificate in Business Management through Precision Exams.

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. Students will have an opportunity to earn a nationally recognized Certificate in Personal Financial Responsibility through Precision Exams.

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. Students will have an opportunity to earn a nationally recognized Certificate in Personal Financial Responsibility through Precision Exams.

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 D

0501

Grades: 10-12

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 engage 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 websites. Students learn and apply the essentials of website 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. Note: This course is the same as Web Design I P, and will have some differentiation for students depending on their successful completion of Digital Imaging Technologies or Computer Science Principles.

Web Design II D

0508

Grades: 10-12

One Semester: ½ credit

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

The Web Design II D 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. Note: This course is the same as Web Design II P, and will have some differentiation for students depending on their successful completion of Digital Imaging Technologies or Computer Science Principles.

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: 11-12**One Semester: ½ credit**Prerequisite: Digital Imaging Technologies and a B- or better in Digital Creations I*

Students will gain beginning/intermediate skills in the areas of file management, typography color theory, Illustration, 2D raster and vector, and design and layout using Adobe Illustrator - the leading vector based illustration tool.

Computer Programming

Computer Science Principles

0497 & 0498

Grades: 9-12

Two Semesters: 1 credit

Prerequisite: none

Research shows that students who study computer science perform better in other subjects, excel in problem-solving, and are more likely to attend college. Computer science is everywhere, from our smartphones and video games to music, medicine, and much more. By providing multiple hands-on experiences, Computer Science Principles (CSP) can help students understand how computing and technology shape the world around them. This year-long course leads students through several key ideas in computer science: creativity, data and information, global impact of computing, the internet, algorithms and programming. By collaborating with computer science professionals, CSP prepares students for college and career. Students will create their own apps and learn skills to help use technology better and safer. This course is designed for all students. This is not an AP class, but does provide students the opportunity to take the AP exam and offers career certification. 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 Python. Python is a language with a simple syntax, and a powerful set of libraries. While it is easy for beginners to learn, it is widely used. Students will have the opportunity to take the Python certification exam.

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 is a year-long course designed to help students master the basics of Java programming language with an emphasis on object-oriented programming and design. AP Computer Science A is equivalent to a first-semester, college-level course in computer science. This class will expose students to the programming skills that will reflect those on the exam: the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. 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. Microsoft certification in Java will be offered.

Web Design I P

0506

Grades: 10-12

One Semester: ½ credit

Prerequisite: Computer Science Principles

Web Page Design I P 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 engage 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 Websites. 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. Note: This course is the same as Web Design I D, and will have some differentiation for students depending on their successful completion of Digital Imaging Technologies or Computer Science Principles.

Web Design II P

0507

Grades: 10-12

One Semester: ½ credit

Prerequisite: Demonstrated success in Web Design I

The Web Design II P 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. Note: This course is the same as Web Design II D, and will have some differentiation for students depending on their successful completion of Digital Imaging Technologies or Computer Science Principles.

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

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. Students will have an opportunity to earn a nationally recognized Certificate Accounting through Precision Exams.

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 O-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: 10-12

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: Intro to Engineering

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™ & 7511

7510

Grades: 11-12

Two Semesters: 1 credit

Prerequisite: none

Students will use and 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. Students will have the opportunity to obtain Certified Manufacturing Associate certification through ToolingU in this course.

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). 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. Students will have the opportunity to obtain Certified Manufacturing Associate certification through ToolingU in this 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.

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 healthcare 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 principles. 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)

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 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. In addition, students will have the opportunity to obtain the American Heart Association Basic Life Support certification as part of this course. 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 the 7th hour. Students must provide/arrange for their own transportation to and from placement. Class size is limited, so applications 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 Technician (NREMT) exam to become an Emergency Medical Technician.

Physical Education

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.

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 |
|---|--|--|
| A | 9/10 Health | Emerging Health Issues |
| B | 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 (MCL 380.1507, 380.1507b, 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.

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.

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.

Fit 4 All

2833

Grades: 10-12

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, Stryan 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 requires 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: 10-12

One Semester: ½ credit

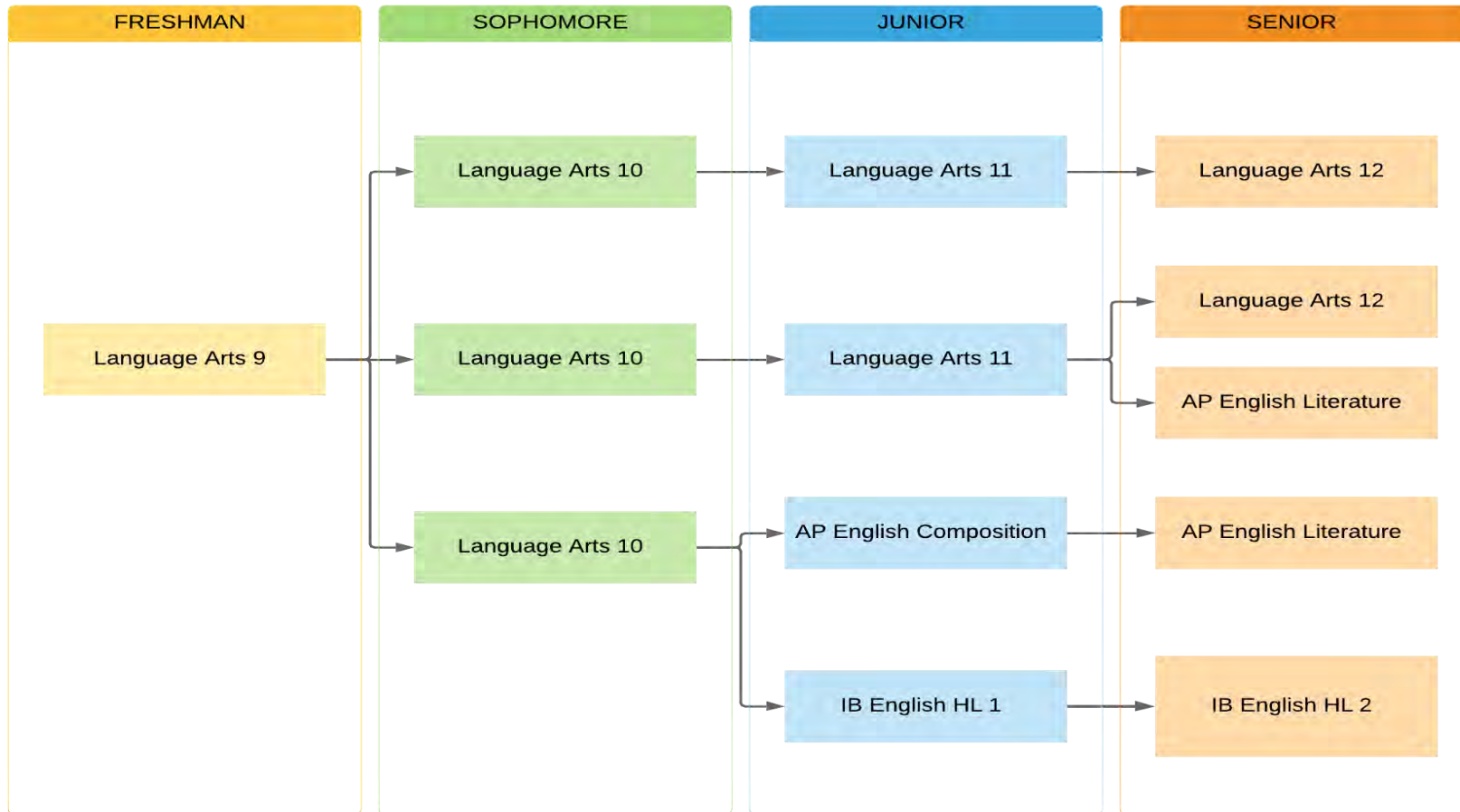
Prerequisite: none

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 principles 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 (MCL 380.1507, 380.1507b, 380.1169). Assessments will include various projects and a comprehensive final exam.

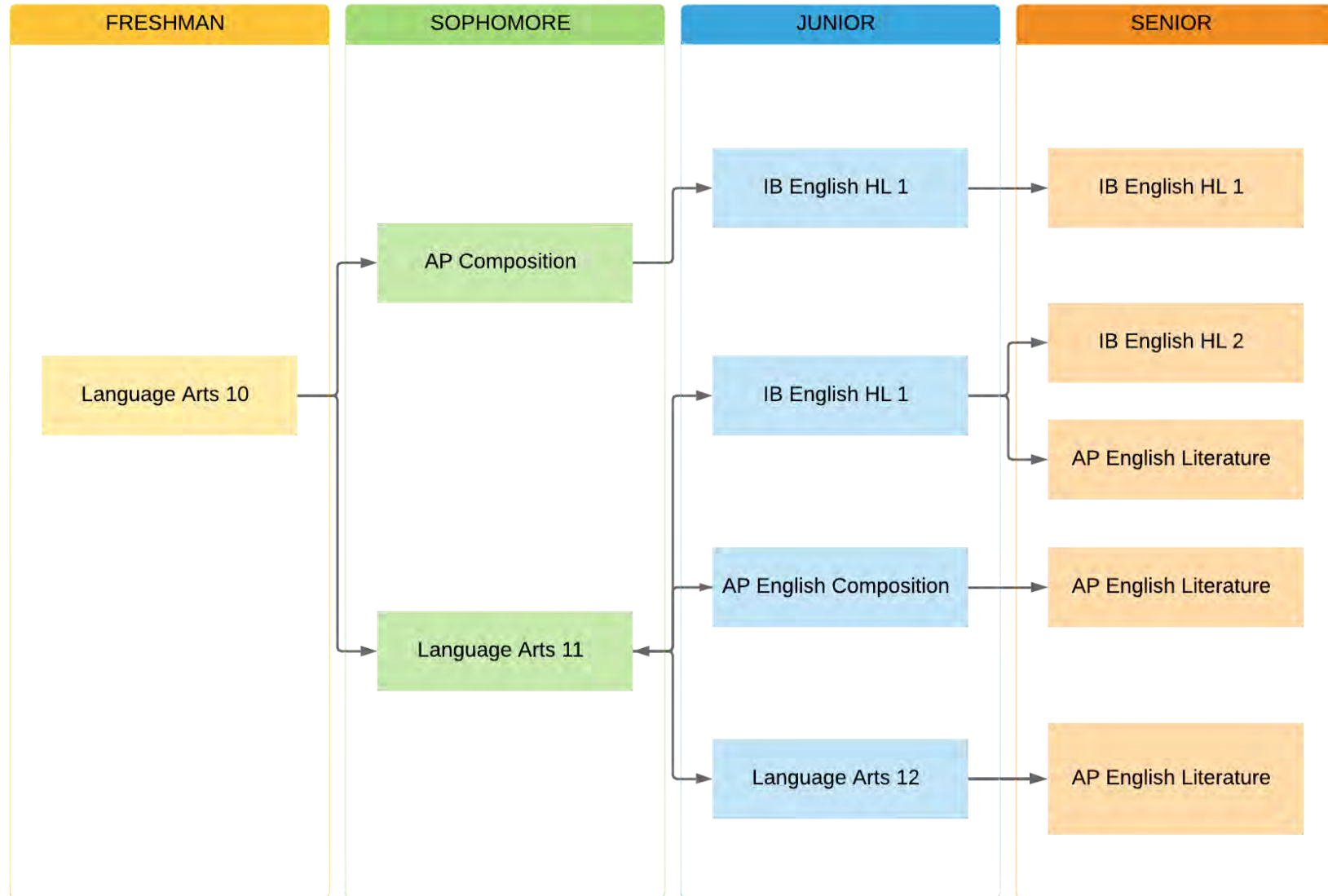
Language and Literature (Language Arts)

Language Arts : Course Sequence Flow Charts

General Language Arts Sequence



Language Arts: Accelerated or IB DP Sequence



Language and Literature (Language Arts) Courses

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 nonfiction 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 (AP) 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 (AP) 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 AP 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 DP 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 into 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 DP 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 DP 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

This 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 prerequisite 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: 10-12

Two Semesters: 1 credit

Prerequisite: Successful completion of Writing for Publication: Newspaper I

This advanced newspaper course is for students who have successfully completed Writing for Publications: Newspaper I or Newspaper II 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 introduction 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

This introduction to yearbook course is 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 as 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 try out 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: 10-12**Two Semesters: 1 credit**Prerequisite: By application and instructor approval*

This advanced Yearbook course is for students who have successfully completed Yearbook I and Yearbook II (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 yearbook 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, Yearbook II 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.

ELA Skills 9**9508***Grade: 9**One semester: ½ credit**Prerequisite: IEP and/or caseload teacher approval*

This course is taken at the same time as grade-level ELA to enhance the probability of success through pre-teaching, re-teaching, and the use of evidence-based intervention. The class focuses on improving student performance in language comprehension (background knowledge, vocabulary, language structures, verbal reasoning, literacy knowledge) word recognition (phonological awareness, decoding, sight recognition), skilled reading, and written expression. Class time will also be dedicated to supporting general education coursework. *This course could meet an English requirement for students with IEPs through the Personal Curriculum process.*

ELA Skills 10**9509***Grade: 10**One semester: ½ credit**Prerequisite: IEP and/or caseload teacher approval*

This course is taken at the same time as grade-level ELA to enhance the probability of success through pre-teaching, re-teaching, and the use of evidence-based intervention. The class focuses on improving student performance in language comprehension (background knowledge, vocabulary, language structures, verbal reasoning, literacy knowledge) word recognition (phonological awareness, decoding, sight recognition), skilled reading, and written expression. Class time will also be dedicated to supporting general education coursework. *This course could meet an English requirement for students with IEPs through the Personal Curriculum process.*

General Electives

Supported Life Skills

9644 & 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 Center Lab 7301

Grades: 9-12

One Semester: ½ credit

Prerequisite: Administrator or counselor approval

Academic Center 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 Center 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 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 oftentimes 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 DP 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 Theory of Knowledge (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: Creativity, Activity and Service, (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 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 DP 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 Theory of Knowledge (TOK) journal. The final exam for this course is a completed TOK Presentation. Following each TOK unit of study, there is an Extended Essay (EE) and Creativity, Activity, and Service (CAS) experience, both of which will culminate at the end of IB Core II. The three strands of CAS 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.

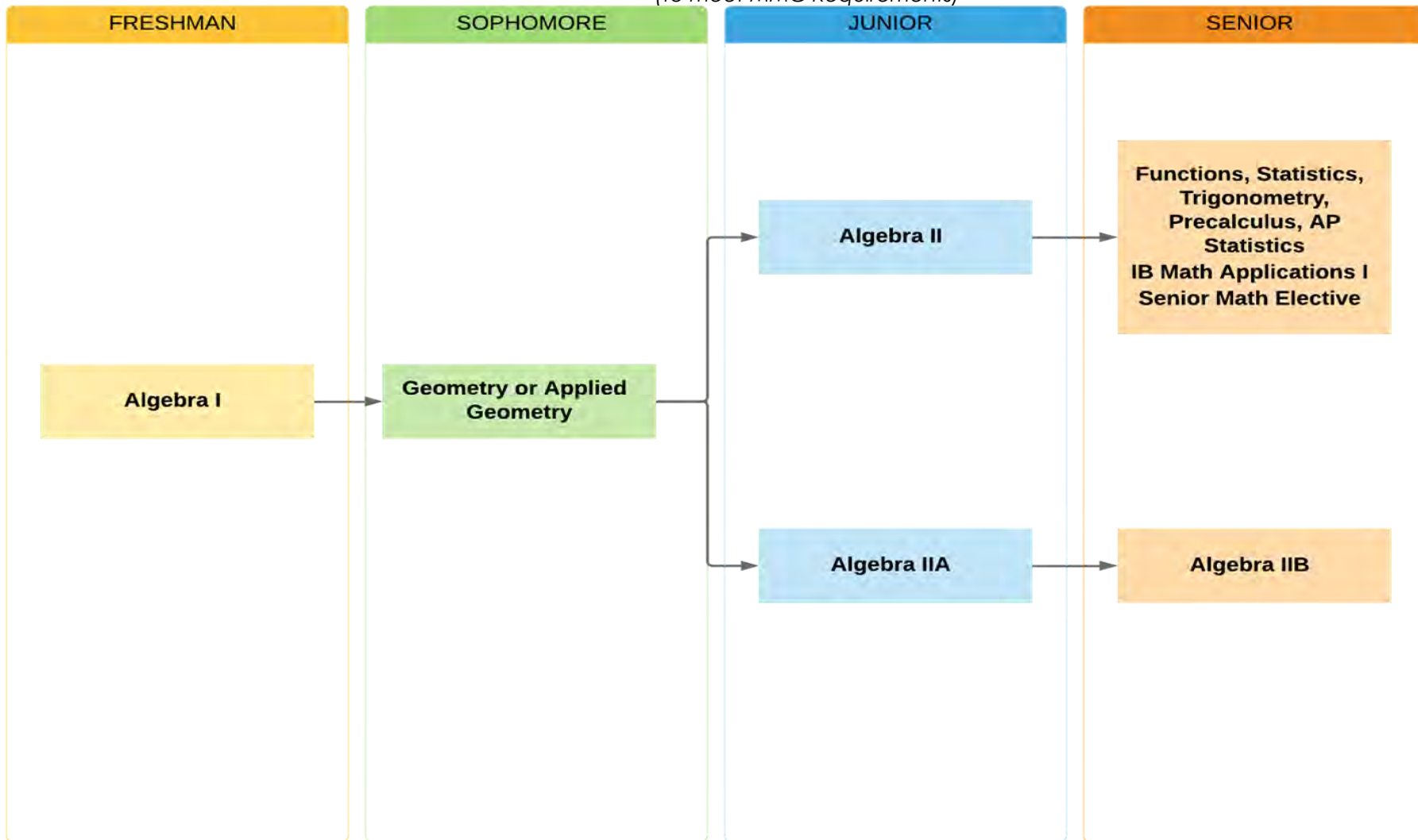
This is a required course for every student taking a non-credit recovery virtual course. A mentor contact assigned to the online lab will provide necessary guidance for the student to complete the virtual coursework. Weekly two-way mentor contacts are required for every student.

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

Mathematics

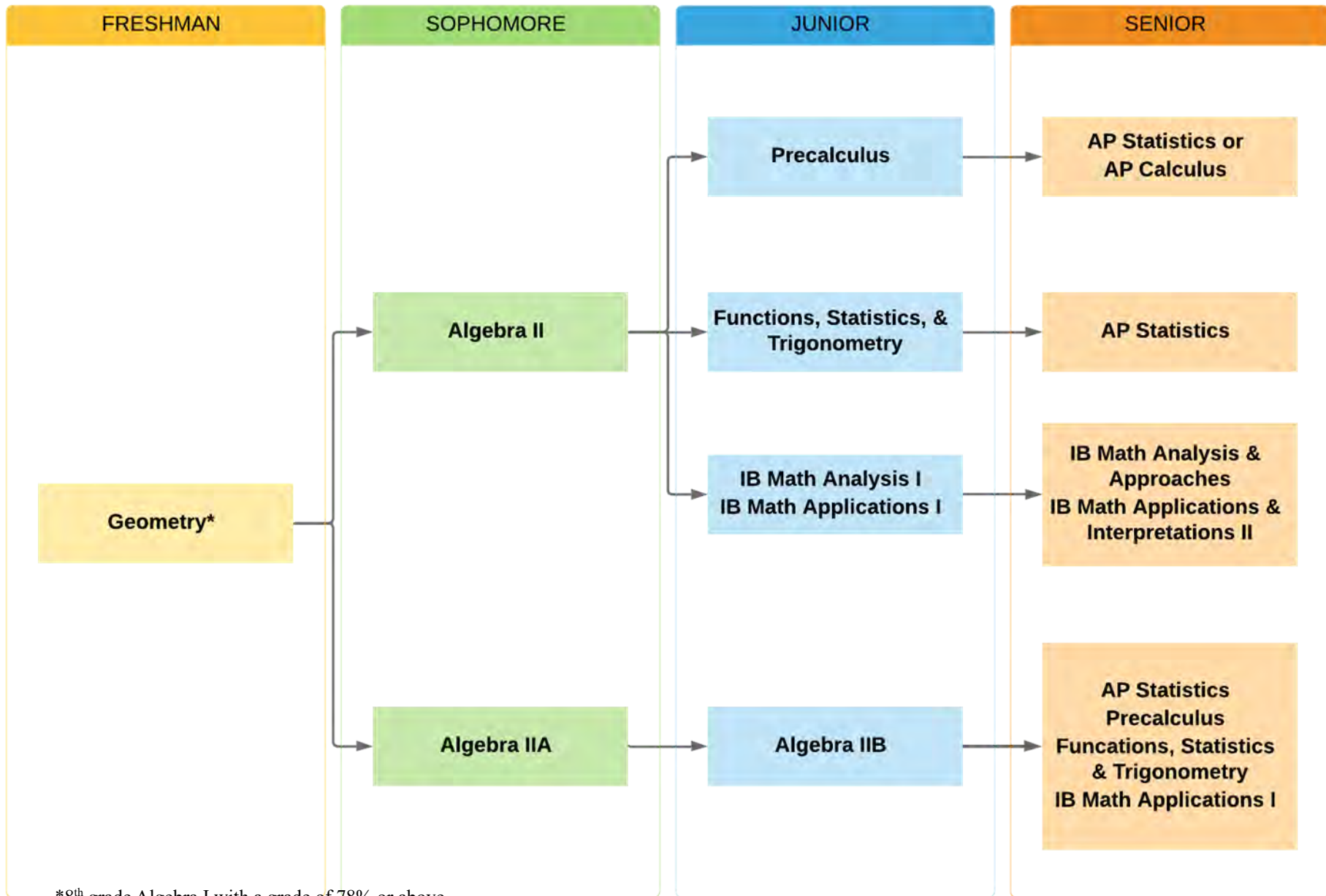
Math Requirements Flow Charts

General Math Sequence (to meet MMC Requirements)



Advanced Track Sequence #1

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

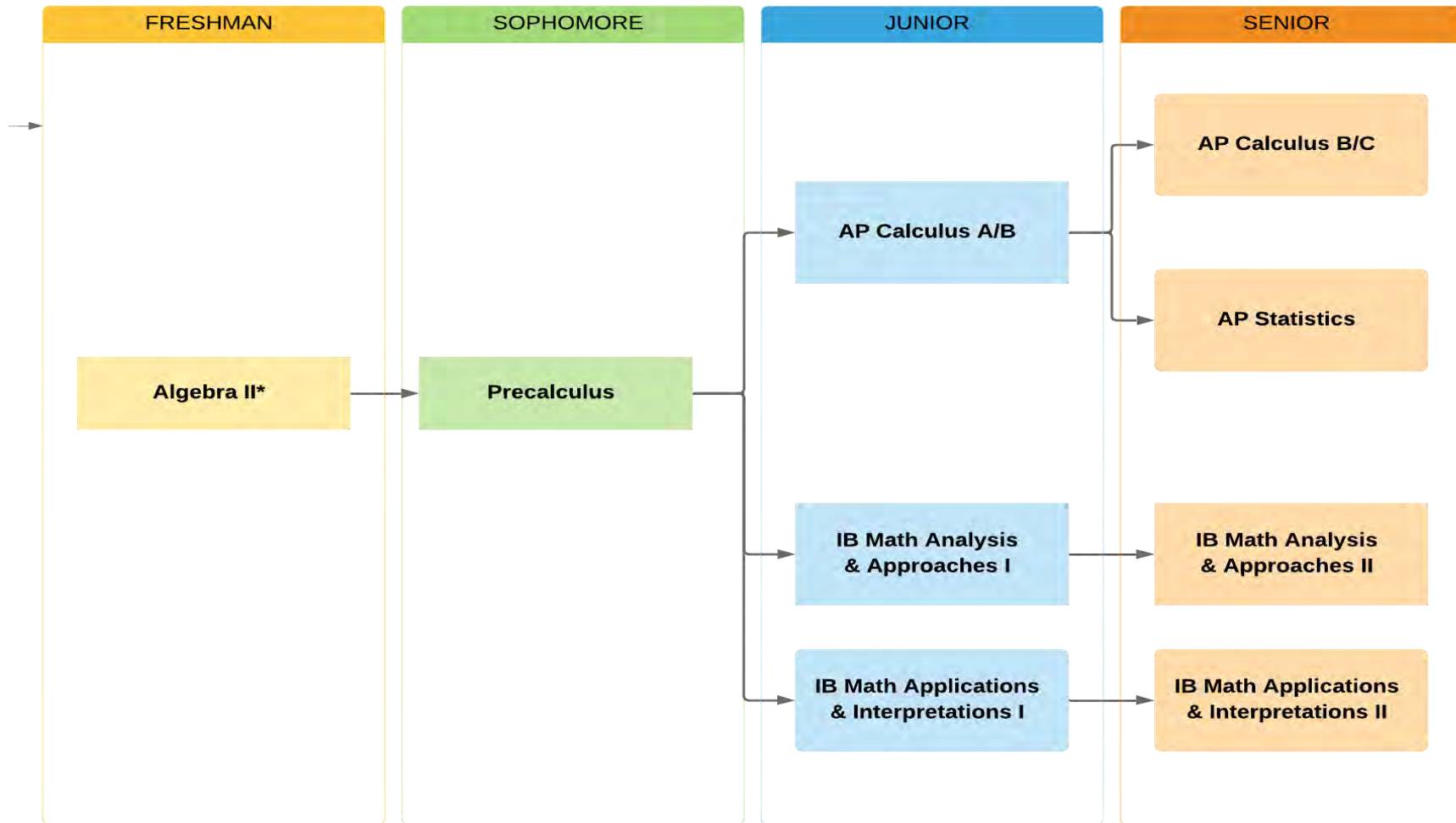


*8th grade Algebra I with a grade of 78% or above

**Students 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

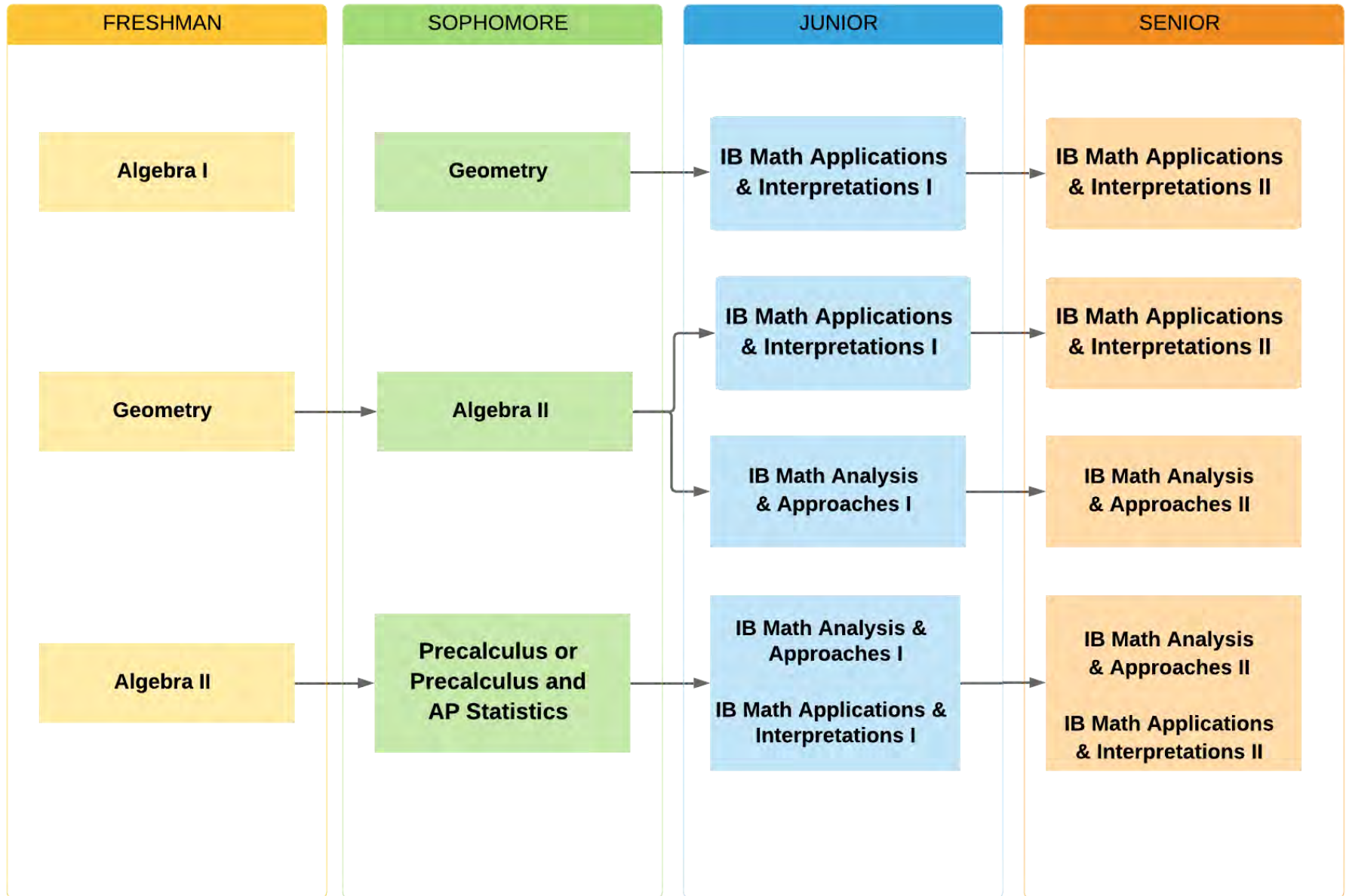
(to allow advanced math course work and additional math electives.)



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

IB DP Sequence

(to satisfy all requirements for the IB DP Programme)



Mathematics Courses

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 AP Test to earn possible college credit.

Advanced Placement (AP) Calculus BC**5893 & 5894***Grades: 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 DP 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 DP 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.

Supported 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 groups 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 timesheet, 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.

Math Skills 9**9506***Grade: 9**One Semester: ½ credit**Prerequisite: IEP and/or caseload teacher approval*

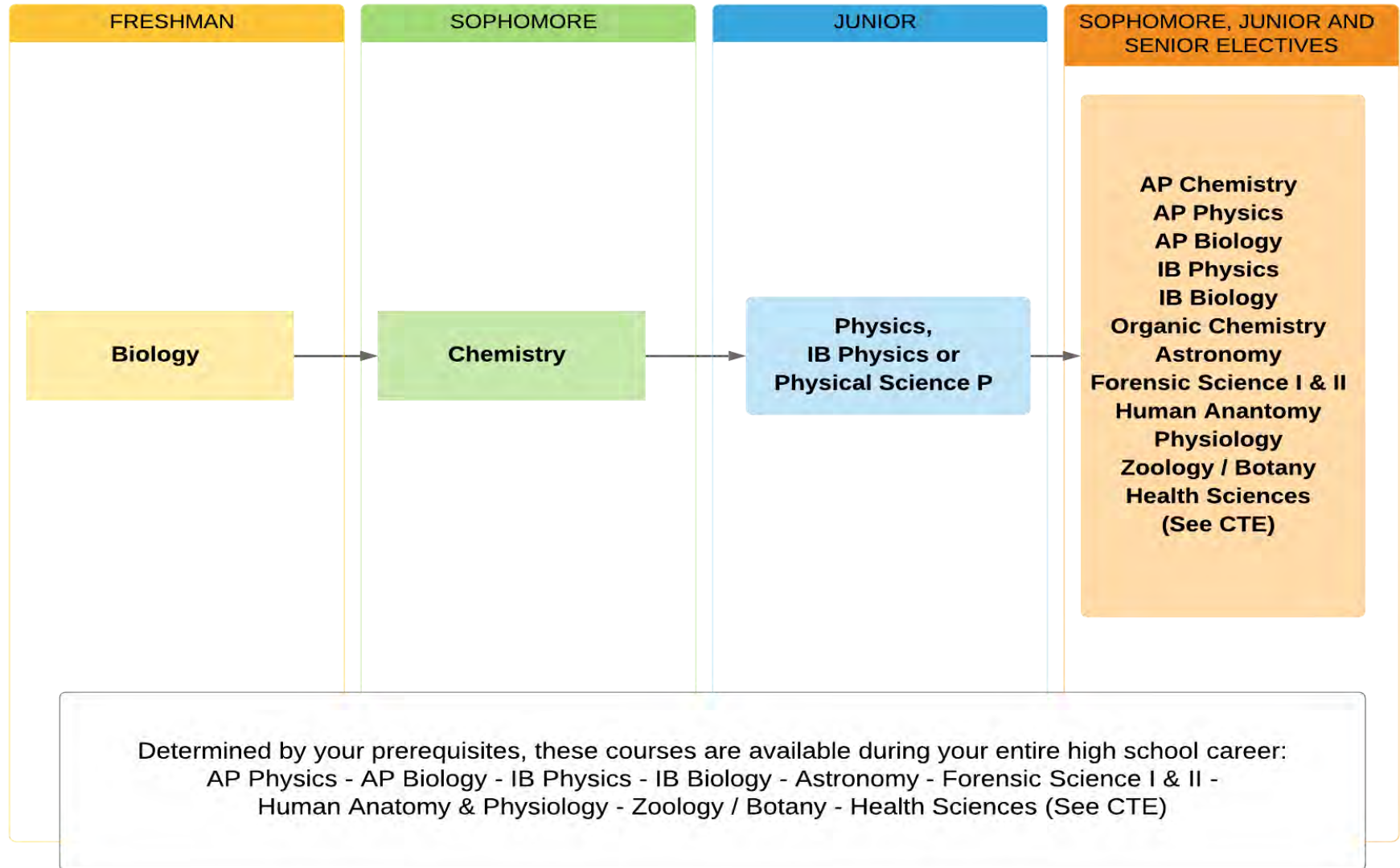
This course is taken at the same time as grade-level Algebra to enhance the probability of success through pre-teaching, re-teaching, and the use of evidence-based intervention. The class focuses on improving student performance in foundational Algebra skills. Class time will also be dedicated to supporting general education coursework. *This course could meet a Math requirement for students with IEPs through the Personal Curriculum process*

Math Skills 10**9507***Grade: 10**One Semester: ½ credit**Prerequisite: IEP and/or caseload teacher approval*

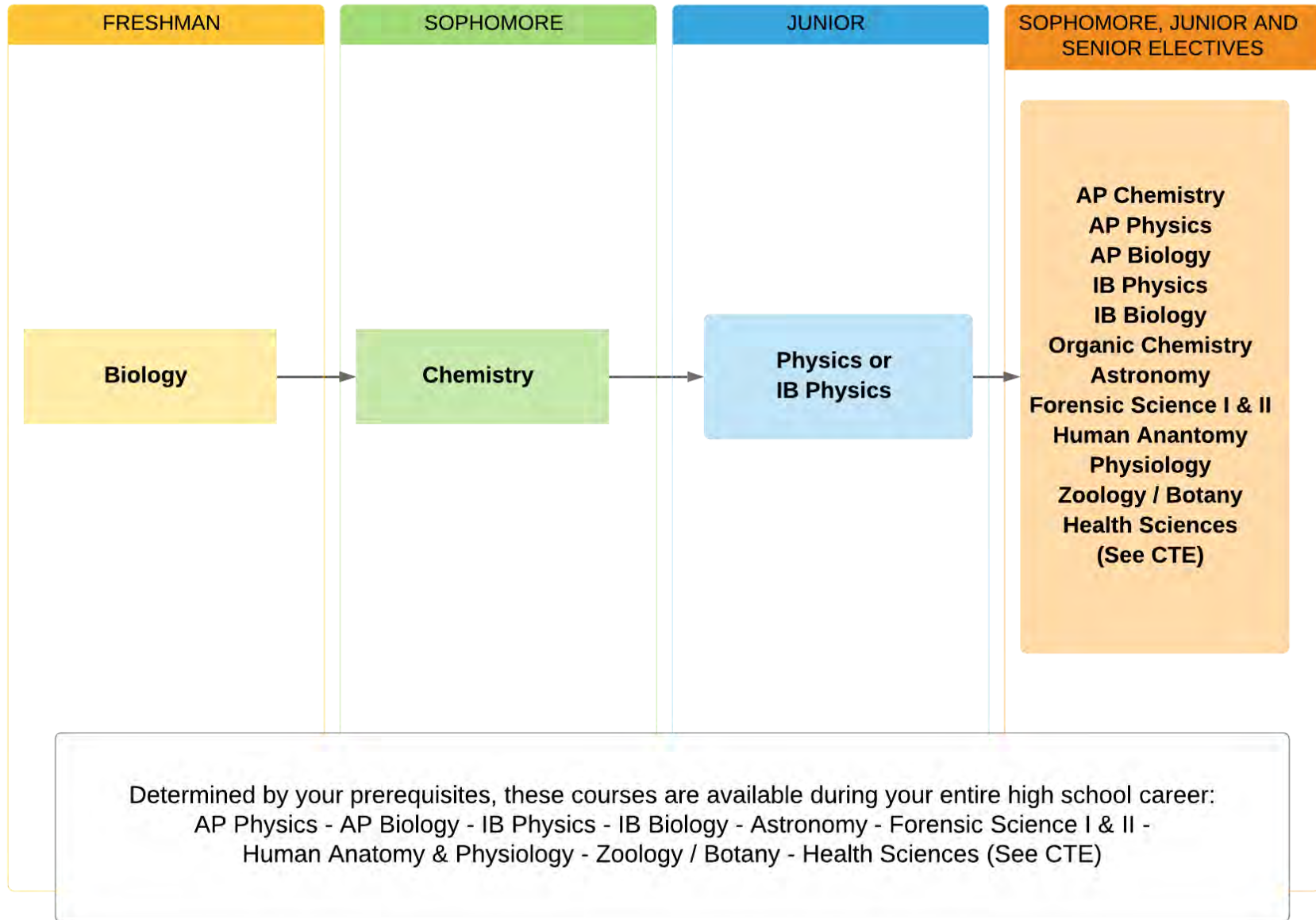
This course is taken at the same time as grade-level Applied Geometry to enhance the probability of success through pre-teaching, re-teaching, and the use of evidence-based intervention. The class focuses on improving student performance in foundational geometry skills. Class time will also be dedicated to supporting general education coursework. *This course could meet a Math requirement for students with IEPs through the Personal Curriculum process*

Science

Science Course Sequence: Class of 2023



Science Course Sequence: Class of 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

This is a survey course on 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

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 may also include some 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

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 may also include some 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 system's anatomical and physiological characteristics 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 AP 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, gasses, 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 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 DP 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 DP Biology HL II (Year 2)**6915 & 6916***Grades: 11-12**Two Semesters: 1 credit**Prerequisite: IB Biology HL I or AP Biology and with teacher approval**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 DP 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 skills 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 DP 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

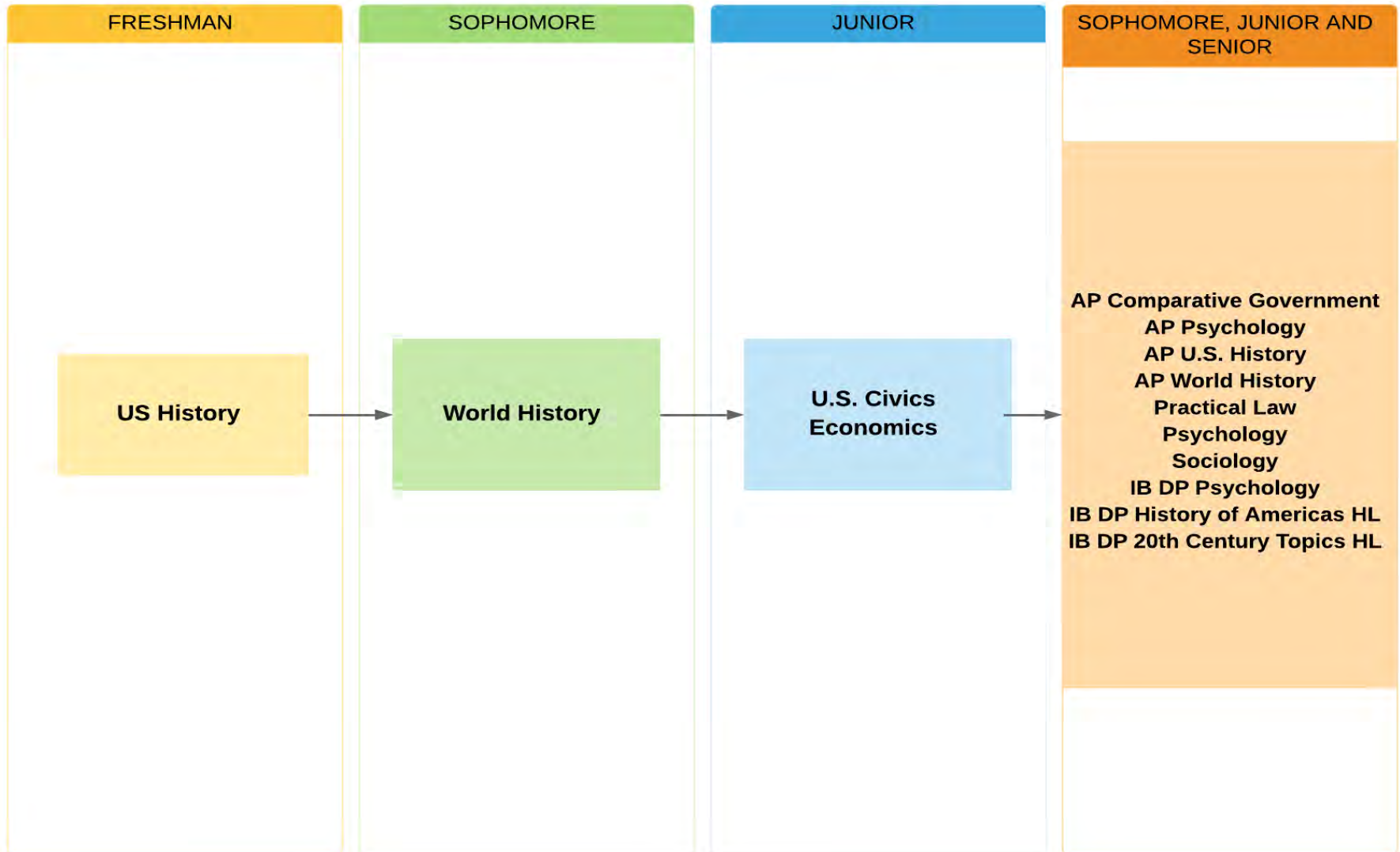
NCAA DI Academic Standard

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)

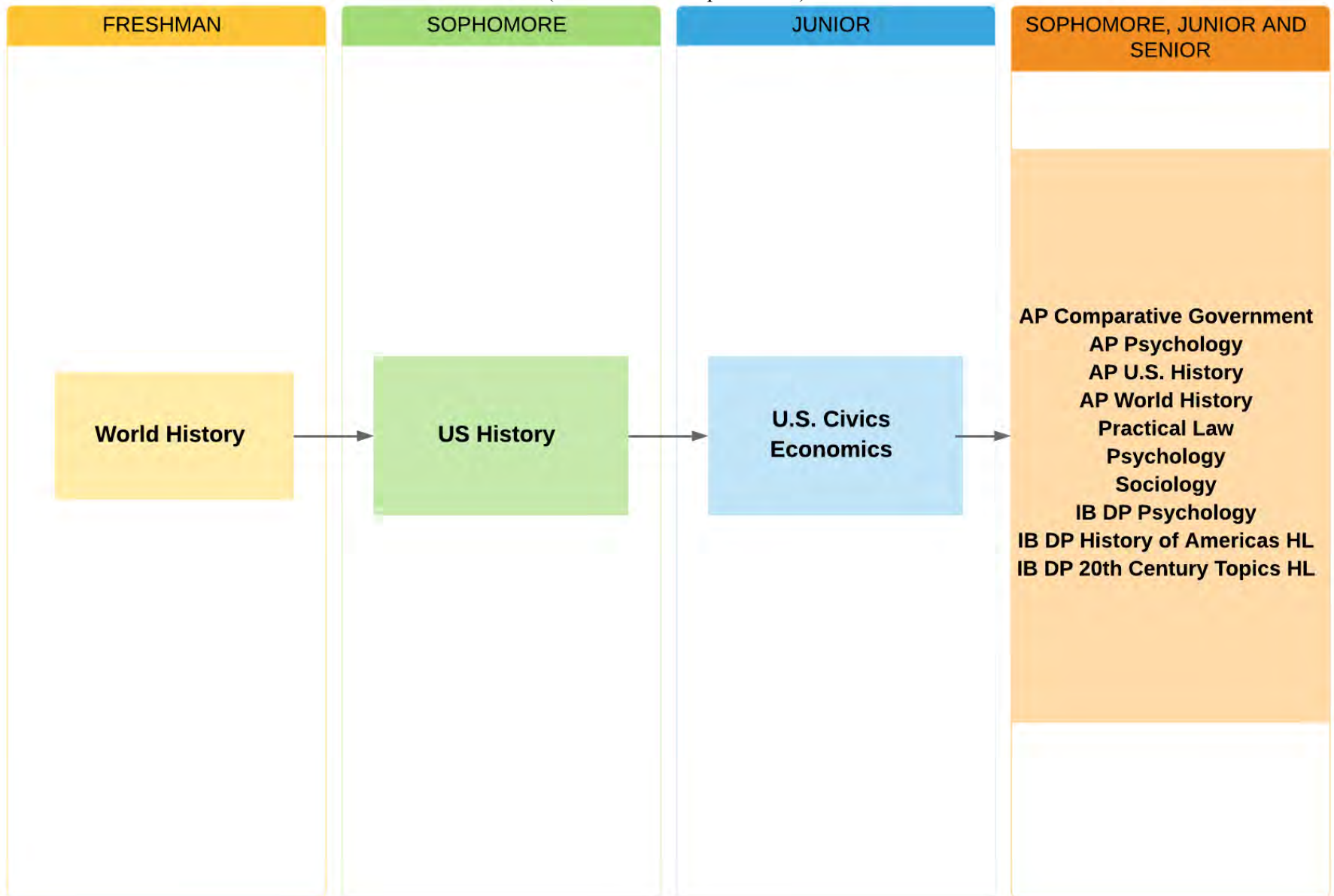
General Individuals and Societies Course Sequence: Classes 2023-2024

(to meet MMC requirements)



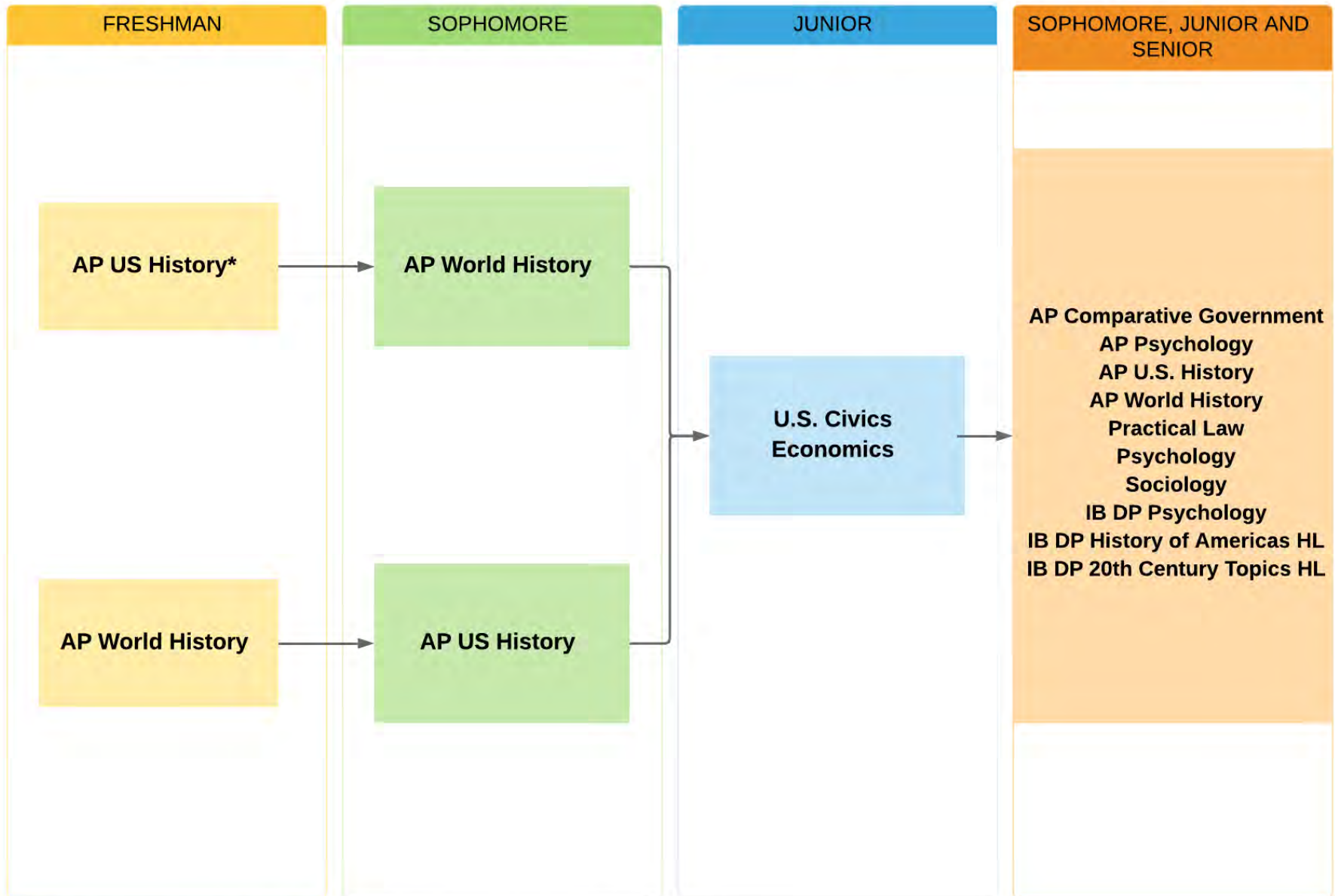
General Individuals and Societies Course Sequence: Class of 2025 and beyond

(to meet MMC requirements)



Accelerated Individuals and Societies Course Sequence

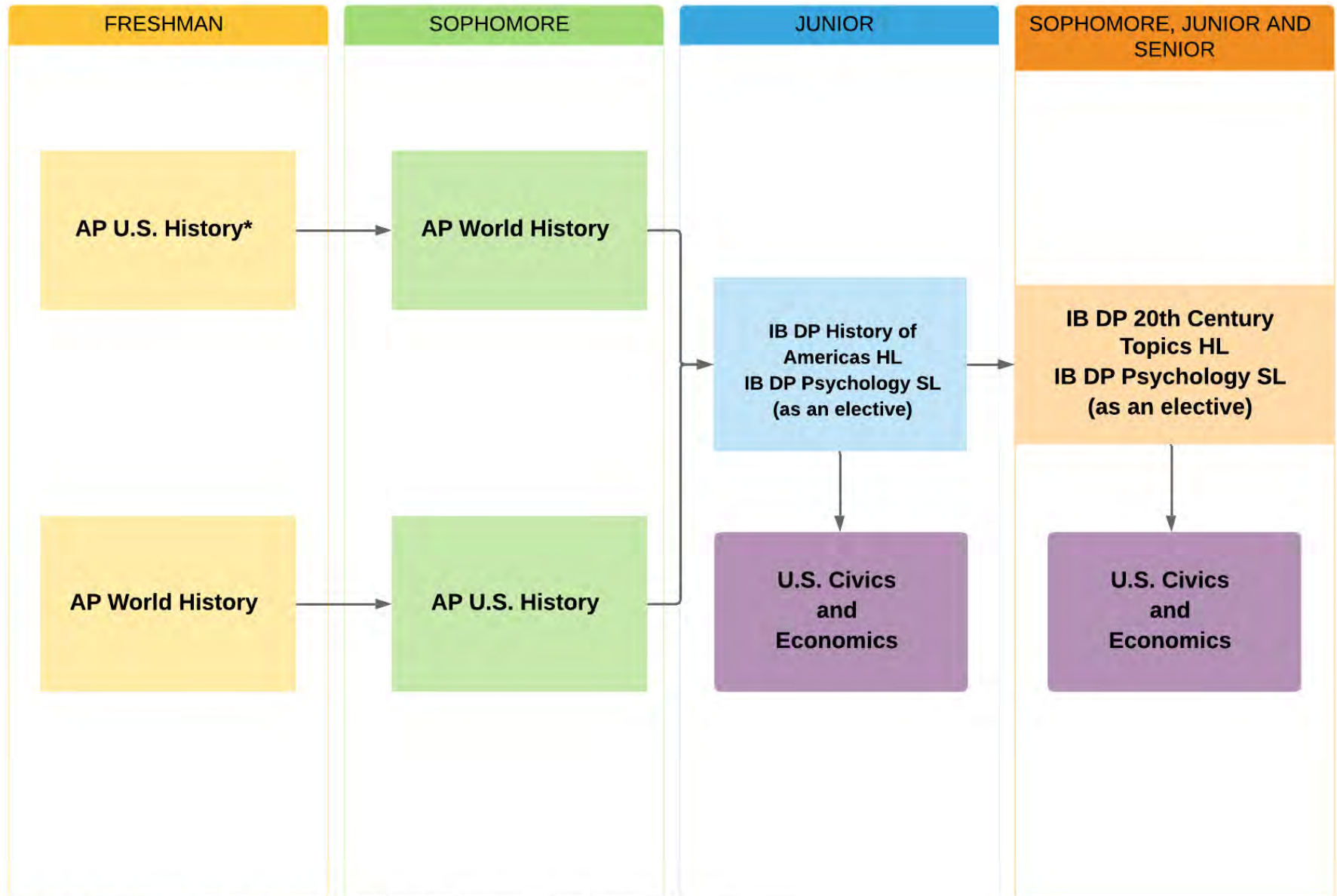
(to allow advanced social studies course work and additional Individuals and Societies electives)



*It is recommended students take AP US History prior to AP World History

IB DP Individuals and Societies Course Sequence

(to satisfy all requirements of the IB DP Programme)



*It is recommended students take AP US History prior to AP World History

Individuals and Societies (Social Studies) Courses

United States History

8966 & 8967

Grades: 10

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: 10-12

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: 10-12

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: 9**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 to 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.

World History 10/11**8936 & 8937***Grades: 10/11**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 include 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 (AP) 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 (AP) 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 (AP) World History

8891 & 8892

Grades: 10-12

Two Semesters: 1 credit

Prerequisite: Approval of instructor

NCAA DI Academic Standard

The AP World History: Modern is a challenging full year course that is considered to be the equivalent of a semester college survey course in Modern World history (equal three credits). In this course students will 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. In the summer prior to starting the course the student must successfully complete an assignment in order to continue enrollment.

IB DP 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 DP 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 participate in 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 DP 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 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 multicultural 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 DP 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 who 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 upperclassmen 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 the 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 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 Wind Ensemble 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 with 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**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 consists 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 consisting primarily 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

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 zero 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 (AP) 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 DP Music SL

1791 & 1792

Grades: 11-12

Two Semesters: 1 credit

Prerequisite: Instructor Approval

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 therefore 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 class, 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

1327

Grades: 9-12

One Semester: ½ credit

Prerequisite: none

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 their 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

1323

Grades: 10-12

One Semester: ½ credit

Prerequisite: Successful completion of Acting and/or Instructor Permission

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 the black box theater to be performed 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 are also performed outside of class time, in evenings and/or on 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 theater course which teaches about everything that happens “behind the scenes”, both before and during a live stage production. In this course students learn how to use various tools and techniques involved in the “magic” of theater. 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 theater (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. 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 theater 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 theater 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 the 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, and 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 in a 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 of music. Curriculum will include units of studying appropriate techniques for pop, rock, jazz, musical theater 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. This course 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 in a 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 in a 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 I 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 exploration of the social, political and educational institutions of the deaf community. 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, a 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 the 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 (AP) 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 course will emphasize the use of Chinese language for active communication and will be conducted primarily in Chinese. It is designed comparable to a four 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 DP 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 DP Spanish or AP Spanish.

IB DP 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 (AP) 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 Campuses

www.OSTOnline.com

Oakland Schools Technical Campus Northeast

1371 N. Perry St.
Pontiac, MI 48340
(248) 451-2700 Phone
(248) 451-2720 Fax

Oakland Schools Technical Campus Northwest

8211 Big Lake Rd
Clarkston, MI 48346
(248) 922-5800 Phone
(248) 922-5805 Fax

The Oxford School District is a participating district in the Career and Technical Education Program of Oakland County and is served primarily by the Oakland Schools Technical Campus Northeast.

Courses are 2-1/2 hour blocks, with transportation provided between tOxford High School and the Oakland Schools Technical Campus Northeast in Pontiac.

Students apply for these programs online during the fall of their 10th grade year. Only students in the 11th and 12th grades are eligible for these programs. Students generally receive 1-1/2 credits per semester and some of the programs require two years for completion.

Programs

Agriscience and Environmental Technologies (NW Campus Only)

Students will work alongside professionals, while conducting dynamic hands-on activities. Students perform experiments in animal, plant, and environmental sciences and use advanced technology to develop ethical and viable solutions for real-world problems. The curriculum includes: fisheries and wildlife, forestry, greenhouse management, floral design, hydroponics, organic gardening, landscape design, veterinary assisting, animal care, environmental science, and aquaculture. Agriscience and Environmental Technologies offers multiple certifications that include but are not limited to: CASE - Curriculum, for Agricultural Science Education, iCEV, Animal Care Technologies, Davey Tree - Practical Tree Care, and Certified Green Industry Professional.

Automotive Technology

Students have the opportunity to gain skills through intensive hands-on and quality instruction, while working alongside master ASE (Automotive Service Excellence) technicians in a full-service, interactive automotive lab designed to simulate current industry standards. Students will gain core and fundamental skills through advanced diagnosis and repair strategies in safety, customer service, engine repair, automatic trans/transaxle, manual drivetrain and axles, suspension and steering, brakes, electrical/electronic systems, heating and air-conditioning, engine performance, diesel engine theory, and work ethic. The Maintenance Light Repair (MLR) track is a 2 year program that provides students with a fundamental skill set, preparation for a post-secondary program, a concentration on gaining entry-level certifications, and/or entry-level internship opportunities. The Master Automotive Service Technology (MAST) track is an Advanced 2 ½ year program that provides students with a post-secondary curriculum, a concentration on gaining professional certifications, paid career and internship opportunities, industry sponsorship, and up to one year of college credits toward a 2-year degree. The Automotive Technology program curriculum is governed by the Automotive Service Excellence (ASE) Education Foundation for consistency in gaining each corresponding National ASE entry-level and professional certification. The MAST curriculum is currently only offered at the NE Campus.

Collision Repair and Refinishing

This program provides extensive hands-on training opportunities to prepare students to repair, restore, and refinish vehicles to showroom condition - using the same advanced painting, welding, and repair equipment used by automotive professionals. Students also get a chance to create custom modifications using artistic design techniques. In this Automotive Service Excellence (ASE) certified program, students will learn the skills necessary to earn certifications from the Automotive Lift Institute (ALI), S/P2 Safety Training, State of Michigan, ASE and more. This program also has an Oakland Technical Early College option, which requires an additional application.

Computer Programming

Students will experience information technology topics in web development, application development, and computer programming. They will learn to write code to power game design, business application development, and explore programming with robotics. Students will program in advanced languages such as Java and HTML5. Within these programming experiences, students can earn certifications including: Certified Internet Webmaster (CIW), Oracle - Java Foundations, and multiple Microsoft Technology Associate (MTA) certifications. This program also has an Oakland Technical Early College option, which requires an additional application, and the ability to earn multiple Oakland Community College articulation credits.

Construction Technology

Students are provided with the opportunity to gain 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/R); and home repair, building and grounds maintenance. Students will build and maintain residential and commercial construction projects, operate power tools and heavy equipment for demolition and construction, and read blueprints for rough and finished carpentry, masonry, electrical, and plumbing. This program of study will also prepare students who are interested in entering a post-secondary program in construction management. Students are able to earn certification through the Joint Apprenticeship Training Committee (JATC) in residential and commercial construction. Students can earn Level 1, 2, or 3 in the JATC certification. This certification is recognized by all United Brotherhood of Carpenters (UBC) throughout the country. Students will also earn OSHA-10 Safety Certification. There is an option to also earn OSHA-30 certification.

Cosmetology

Students will receive extensive hands-on instruction working alongside professionals in a full-service, interactive salon and spa using advanced salon techniques to provide hair, nail, and skincare services, and to create artistic designs using the latest technology, trends, and brand name products. 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. This course uses an advanced integrated curriculum in academics, technical, and workplace skills. Successful completion of the Cosmetology program allows the student to apply for State licensing exams. This program requires 2 summer school sessions, attendance during both junior and senior years, including a 5-hour block during senior year (from 11:20 a.m. – 4:20 p.m.).

Culinary Arts/Hospitality

Students cook alongside professional chefs to create amazing gourmet cuisine using a broad background of skills and knowledge. Students utilize industry-based tools, equipment, and technology and are trained in business procedures. Student teams operate a restaurant and provide catering services, crafting and presenting delicious gourmet creations while preparing for competitions and events. Students become proficient in the use of point-of-sale systems and communicating with guests. Training is provided in cooking, menu design, staffing and scheduling, food preparation, and financial management, as well as fundamentals of the travel, tourism, and hospitality industries. National industry certification opportunities are Servsafe Food Handlers, Servsafe Manager, and Servsafe Allergens. Articulation agreements do exist for some local college culinary programs.

Cyber Security Networking

Students are introduced to basic security principles involving networks and operating systems, including the current threats, vulnerabilities, and policies of electronic commerce. They gain an understanding of the principles of risk management, security architectures, incident handling disaster recovery and secure systems administration. Students gain skills required for certifications in MTA Security Fundamentals, MTA Networking Fundamentals, CompTIA Security+, and EC Council (Certified Ethical Hacker Associate and Computer Forensics Associate). This program also has an Oakland Technical Early College option, which requires an additional application.

Energy-Electrical Technology (NW Campus Only)

This intensive and hands-on program will provide students with skills to work toward further education, advanced certifications, and entry-level employment. Students will be exposed to career aspects related to the energy and electrical sector. Coursework will provide industry knowledge valuable in preparing to be a utility worker. Lab work will utilize hands-on and applied skills in residential and commercial electrical wiring. Students will further explore various forms of energy, including emerging ways to generate green energy. Certification can be earned in OSHA 10, Energy Industry Fundamentals, and Red Cross CPR and First Aid.

Engineering, Robotics and Mechatronics

This intensive and hands-on program will prepare students with skills necessary for college or university programs or to move directly into employment opportunities. Students will learn high-tech engineering technologies to invent, revolutionize, build, and creatively solve the needs and demands of a technologically advancing world. Students will design and build powerful robotic, hydraulic, pneumatic, electrical, electronic, and mechanical systems and learn to creatively solve complex engineering and design challenges using advanced CAD/CAM and CNC technologies. The curriculum also includes core foundational skills for design processes, power, machines, quality insurance, and fabrication. This program also has an Oakland Technical Early College option, which requires an additional application.

Entrepreneurship and Advanced Marketing

No matter what you choose to do in life, it is essential to have strong business, leadership, and marketing skills! In this program, designed for beginners to the advanced, students learn valuable leadership, entrepreneurship, and marketing skills that will provide them with a successful foundation for any career, in addition to the knowledge necessary to manage and run their own business. This program is packed with several engaging projects, virtual simulations, field trips, job shadows, and guest speakers. Students can also earn national industry certifications and even an associate's degree for free! Certifications include Microsoft Office Specialist (Word, PowerPoint, Excel, Access and Outlook), Entrepreneurship and Small Business, Customer Service & Sales, and Retail Management. This program is also part of the Oakland Technical Early College which allows qualified candidates to earn an Associate Degree in Business Administration from Oakland Community College. This option requires an additional application.

Graphic and Communication Design (NW Campus Only)

Students will prepare for careers that communicate ideas and information to the public and include the areas of graphic communication, graphic design, interactive multimedia/animation and audio, video and film production skills and processes. Students will design and create dynamic brand identifications, products, animations, and digital media, while creating a personal portfolio showcasing their ideas and talents.

Students will be introduced to a variety of digital media used in online advertising, social-media marketing, and website implementation, including video production and post-production, animation, and motion graphics. Additionally, this program provides training opportunities in screen-printing, press operations and bindery, page layout, digital photography and illustration, advertising design, and marketing presentations used in "real-world" projects. Students can earn certifications in Adobe Illustrator, Adobe InDesign, and Adobe Photoshop. This program also has an Oakland Technical Early College option, which requires an additional application.

Health Sciences

Students will make a difference by providing quality care alongside experts in many different healthcare professions. They will apply health care skills that they master in class in a variety of clinical environments. Students will develop a professional work ethic and the ability to provide compassionate patient care. Students are provided the opportunity to learn the core and foundation skills (temperature, pulse, respirations, blood pressure, etc.) 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, illness 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. Students are able to complete the state requirements and sit for their state board exam to become a Certified Nurse Aide (CNA). Students have the opportunity to become CPR and First Aid certified through the American Heart Association.

Machining

This intensive and hands-on program will prepare students with skills necessary for college or university programs or to move directly into employment opportunities. Students will use advanced equipment and innovative techniques to create many technologically-advanced machined projects. Students will invent, design, and build high-tech precision parts and tools that are used worldwide. Certified professionals will teach students how to program and operate industrial CNC machines to create products from engineering blueprints and specifications. The curriculum also includes core foundational skills for design processes, power, machines, quality insurance, and fabrication. This program also has an Oakland Technical Early College option, which requires an additional application.

Welding

This intensive and hands-on program will prepare students with skills necessary for college or university programs or to move directly into employment opportunities.. Students will learn to control fire, electricity, and heat to design, dismantle, and fabricate a wide range of products. Students will use advanced equipment and techniques to join, cut, bend, and manipulate metal as they develop the skill, confidence, work ethic, and stamina necessary for a high-paying career anywhere in the world. The curriculum also includes core foundational skills for design processes, power, machines, quality insurance, and fabrication. This program also has an Oakland Technical Early College option, which requires an additional application.

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 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 of 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.

2022-2023
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 know what courses your student is taking while at OBHS. This may assist you in developing long range strategies for completing the required courses and earning the credits necessary for graduation.

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 |
| Ryan Edwards | History |
| Nicole Flores | Interventionist |
| Shawn Hopkins | Counselor |
| Amy Lewan | EL Support |
| Witney Stern | ELA |
| Michelle Times | Interventionist |

CENTRAL ADMINISTRATION

Ken Weaver, Superintendent
David Pass, Deputy Superintendent of Human Resources
Sam Barna, Assistant Superintendent of Business & Maintenance
Anita Qonja-Collins, Assistant Superintendent of Elementary Instruction
Jill Lemond, Assistant Superintendent of Safety & School Operations
Steve Wolf, Assistant Superintendent of Secondary Instruction
Todd Barlass, Executive Director of Student Services and Wellness
Pam Biehl, Executive Director of Special Education

BOARD OF EDUCATION

Thomas Donnelly Jr., President
Chad Griffith, Vice President
Mary Hanser, Secretary
Korey Bailey, Treasurer
Dan D'Alessandro, Trustee
Heather Shafer, Trustee
Erick Foster, 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:** We value honesty, treating others as we want to be treated and taking responsibility for our actions and our community.
- **DIVERSITY:** We acknowledge individuality; we appreciate and value our differences and know we can learn from one another.
- **COMMUNITY:** Through the support of the entire school, we are based on a culture of individual, collaborative and collective goals.
- **TOLERANCE:** We are considerate, thoughtful and celebrate ideas, lifestyles and customs of others
- **COLLABORATION:** We strive to communicate and work together for a common outcome.
- **RESILIENCE:** We are able to face disappointment, adversity and negativity with strength and understanding that this too shall pass.

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 |
| Total | 21 |

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 |
| Total | 22 |

Additional Graduation Requirements

Educational Development Plans (EDP)

Each student shall develop an 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 Mandated Testing

All students in 11th grade will participate in State testing that occurs each spring. Students are required to complete all three tests-SAT, ACT Workkeys and MStep. If students miss the initial testing date, there are make-up dates offered.

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 II. The State of Michigan allows for this for all students who struggle with mathematics to opt out of the second semester Algebra IIb. Students will take Algebra IIa (first semester) over the course of the full year. Students who want to take both semesters of Algebra II will be offered this through OHS.

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

| MASTERY LEVEL | STUDENT CAN |
|-----------------|--|
| 4.0 EXCEEDING | <ul style="list-style-type: none">*Demonstrate correct in-depth inferences and connections*Go beyond what was taught in class*Is 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 |
| 3.0 MEETING | <ul style="list-style-type: none">*Demonstrate everything taught without errors or omissions*Answer Essential Questions and assessments fully*Synthesize/analyze content information |
| 2.0 PROGRESSING | <ul style="list-style-type: none">*Demonstrate all simple content*Makes major errors or omissions in complex details*Thoroughly apply skills and concepts being taught i.e. explain, compare/contrast, give examples |
| 1.0 BEGINNING | <ul style="list-style-type: none">*Demonstrate some of the simpler content inconsistently*Show reliance on teacher assistance*Recall and reproduce skills and content |
| 0.0 BELOW | <ul style="list-style-type: none">*Display no knowledge of standard or concept |

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 effectively. 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 11

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.

Personal Finance

GRADE 12

Two Semesters: 1 credit

Personal Finance 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

Physics engages 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 3rd 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 = 1.98×10^{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

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 a student's creative literary work. This class can be taken more than once for credit

Service Learning

Maymester: .5 credit (required for 10th and 11th grade students .5 credit needed for graduation).

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.

Community Vendor Classes through Oxford Virtual Academy

If you are interested in taking a Community Vendor class with an optional learning experience in place of one of your current general elective classes, please contact your counselor for more information about Community Vendor locations.

You may also view our Community Vendor electives with optional learning experiences at the following links:

[S23 High School CV Optional Learning Experience Courses](#)

Transportation will be provided on a case-by-case basis within the school day.

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 all online aspects of Service Learning will meet the ONLINE LEARNING EXPERIENCE credit requirement. Students will need to participate in both 10th and 11th grade service learning to meet both requirements (service learning and online learning experiences). Students may also earn this credit by completing an extra online (outside of their scheduled course in either SAS or online hour).

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 Bridges 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

Oxford Crossroads Day School

2022- 2023 Course Catalog



Oxford Crossroads Day School Course Catalog 2022-2023

810 James Hunt Dr. • Oxford • Michigan • 48371 Phone: (248) 969-1838 Fax: (248) 969-1833

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WELCOME TO OXFORD CROSSROADS DAY SCHOOL

Dear Students,

This OCDS Course Catalog contains the information you will need to plan and select courses for your unique and individual educational path, and assists in the development of long range strategies for completing the required courses and earning the credits necessary for graduation.

It is important that you give serious thought to your educational path. It's also important that students and someone you trust spend time having a conversation about the goals you want to achieve while you are a part of this program. Critical factors that should be included in these conversations are both the time and what is necessary to transition to your goal placement. 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.

Course offerings and staffing are based on the census of Crossroads for Youth. Seated classes will be scheduled first as virtual offerings will be available for credit recovery purposes and for students who are at or above grade level. Every student will be given a graduation audit and have a discussion with the building principal during the enrollment process.

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

Sincerely,

The Oxford Crossroads Day School Staff

OXFORD CROSSROADS DAY SCHOOL STAFF

| | |
|-----------------------|-----------------------------------|
| Guy Cococetta | Principal |
| Britney Soutar | Administrative Assistant |
| Nick Ejak | Student Support Specialist |
| Amy Wright | School Psychologist |
| Stacie Trevino | Teacher |
| Rachel Pollack | Teacher |
| Mark Patterson | Teacher |
| Jean Denver | Teacher |

CENTRAL OFFICE ADMINISTRATION

| | |
|----------------------------|---|
| Ken Weaver | Superintendent |
| David Pass | Deputy Superintendent of Human Resources |
| Sam Barna | Assistant Superintendent of Business & Maintenance |
| Anita Qonja-Collins | Assistant Superintendent of Elementary Instruction |
| Jill Lemond | Assistant Superintendent of Safety & School Operations |
| Steve Wolf | Assistant Superintendent of Secondary Instruction |

BOARD OF EDUCATION

Mr. Thomas E. Donnelly Jr.

Mr. Dan D'Alessandro

Mr. Korey Bailey

Mr. Erick Foster

Mr. Chad Griffith

Mrs. Mary Hanser

Mrs. Heather Shafer

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

OXFORD STUDENT PROFILE / EXIT OUTCOMES

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.

GRADUATION REQUIREMENTS

Educational Development Plan (EDP)

- All students are required to have an EDP which will be updated annually. Students are encouraged to work with their parents to design a four-year planned program for grades 9-12.

Credit Requirements

- Eighteen (18) credits are required for graduation

| Graduation Requirements | Credits |
|---|---|
| Physical Education | 0.5 |
| Health | 0.5 |
| English Language Arts | 4 |
| Mathematics | 3 |
| Science | 3 |
| Social Studies | 3 |
| World Language (2 Years while in High School) | 2 or 1 (if replaced) |
| Electives | 1 or 2 (when replacing language) |
| Total | 18 |

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 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.

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

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

ASSESSMENTS / STATE TESTING

Mandated State Testing

| |
|--|
| SAT & WorkKeys (All Juniors must complete) -Early Spring |
| To locate additional test sites and see additional testing dates and locations visit the SAT website at www.collegeboard.org |

| |
|--|
| MSTEP (All Juniors must complete) -Early Spring |
| The 11 th grade MSTEP involves online testing in the areas of Science and Social Studies. |

| |
|--|
| PSAT (All Freshman & Sophomore must complete) -Early Spring |
| 9 th and 10 th grade students will be taking the preliminary SAT in preparation for the SAT. |

Optional Testing

| |
|---|
| PSAT/NMSQT (Optional for Juniors) -Early Fall |
| Preliminary SAT/National Merit Scholarship Qualifying Test. Register with building administrator |

| |
|--|
| ACT |
| To view test dates, locations and register for the ACT, go to www.actstudent.org . |

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.

ACADEMIC PROGRESS

Reports 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 Parchment 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 register for your Parchment account, go to the Parchment link on the High School counseling website or go to www.parchment.com. 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. Your scores need to be sent directly from the test agency, either www.actstudent.org or www.collegeboard.com to each college.

COURSE OFFERINGS

PE / Health 9/10 H 511OC PE / Health 9/10 P 550OC

Grades: 9-10

Two Semesters

PE/Health 9/10 is a yearlong class that will incorporate health and physical education. The physical education portion will be focused on the student's motor skills while encompassing their knowledge of fitness, sport, and dance activities. Assessments will include physical fitness testing, skill/task analysis; sports related writing assignments, and a collaborative rhythmic presentation. Students will build on their knowledge of rhythmic/aerobic/dance activities and recreational/individual/team sporting activities. The health education portion 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.

Language Arts 9 610OC & 611OC

Grades: 9

Two Semesters: 1 credit Prerequisite: none

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 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 10 620OC & 621OC

Grades: 9-10

Two Semesters: 1 credit Prerequisite: Successful completion of Language Arts 9

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, college readiness standards, and the IB criteria. Students' reading, writing, speaking and listening experiences are centered around cultural themes. Multiple fiction and nonfiction passages will be read, as well as the novel *Things Fall Apart* by Chinua Achebe and the Greek play *Antigone* by Sophocles.

Language Arts 11 630OC & 631OC

Grades: 10-11

Two Semesters: 1 credit Prerequisite: Successful completion of Language Arts 9 and Language Arts 10

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 will read foundational works of American non-fiction ranging from Lincoln's Second Inaugural Address, The Declaration of Independence, and essays by Emerson and Thoreau, and poetry by Langston and Hughes to longer 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 on selection quizzes or tests. 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 640OC & 641OC

Grades: 12

Two Semesters: 1 credit Prerequisite: Successful completion of Language Arts 9 through 11

This challenging course provides practice of expository and personal writing for college and career readiness as well as a study of literary themes related to the units Heroic Journeys, Technology, and Diversity. Students read historical, postmodern, and contemporary literature. Essential objectives of the class include analyzing literature, acquiring vocabulary, and strengthening grammar and usage concepts. Students increase MLA research and documentation skills, as they create multimedia presentations.

Algebra I 310OC & 311OC

Grades: 9

Two Semesters: 1 credit Prerequisite: none

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 320OC & 321OC

Grades: 9-12

Two Semesters: 1 credit Prerequisite: Successful completion of Algebra I and Geometry

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.

Geometry 330OC & 331OC

Grades: 9-10

Two Semesters: 1 credit Prerequisite: Successful completion of Algebra I or instructor approval

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.

Biology 420OC & 421OC

Grades: 9-10

Two Semesters: 1 credit Prerequisite: none

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

Chemistry 410OC & 411OC

Grades: 10-12

Two Semesters: 1 credit Prerequisite: Biology I (or concurrent with Biology) and Algebra I

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. Chemistry is recommended for students who intend to pursue a major in the sciences, engineering, technology, or medical fields at the collegiate level.

Forensic Science I 451OC

Grades: 11-12

One Semester: ½ credit Prerequisite: Successful Completion of Freshman and Sophomore Science

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 452OC

Grades: 11-12

One Semester: ½ credit Prerequisite: Successful completion of Forensic Science I (B or better) and Algebra I

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.

United States History 710OC & 711OC

Grades: 9

Two Semesters: 1 credit Prerequisite: none

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.

Civics 740OC

Grades: 9-11

One Semester: ½ credit Prerequisite: none

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 730OC

Grades: 9-11

One Semester: ½ credit Prerequisite: None

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 720OC & 721OC

Grades: 11

Two Semesters: 1 credit Prerequisite: none

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.

VIRTUAL OFFERINGS

Virtual classes through Oxford Virtual Academy are granted on a case-by-case basis. During a student's graduation audit completed with the principal courses not offered as a seated option can be loaded online. The student must agree to the technology agreement of Oxford Community Schools and the contract at OCDS.

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.

2022 – 2023



Oxford Virtual Academy Course Catalog

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Oxford Community Schools Board of Education

Dan D'Alessandro
Mary Hanser
Amanda McDonough
Erin Reis
Heather Shafer
James Sommers
Michael Whitney

District Administration

Vickie Markavitch, Interim Superintendent
Sam Barna, Assistant Superintendent of Business & Maintenance
Anita Qonja-Collins, Assistant Superintendent of Elementary Instruction
Ryan Reid, Assistant Superintendent of Human Resources
Steven Wolf, Assistant Superintendent of Secondary Instruction
Pam Biehl, Executive Director of Special Education
Todd Barlass, Executive Director of Student Services & Wellness
Allison Willemin, Executive Director of School Operations

Oxford Virtual Academy Administration

Janet Schell, Principal
Matt Santala, Assistant Principal
Gianna Mrozek, Assistant Principal
Jordan Dennis, Assistant Principal
Christine Smith, Director of Shared Time

Oxford Virtual Academy Counselors

DK-8: Tabitha Garon A-J & Ronda Angela, K-Z
9-12: Amy Greenspan A-K & Ryan Moore L-Z

Introduction

A school without walls, the Oxford Virtual Academy (OVA) is all about options and flexibility. OVA offers self-paced, standardized virtual curriculums with guidance and supervision to ensure work is done correctly and students stay on track. The virtual school offers online courses to all district students and personalized to meet the needs of each student. All classes are online and available 24/7 independent of the type of class or origin of the student. Oxford Community Schools does not provide transportation for online courses.

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

At Oxford Community Schools we are committed to creating lifelong inquirers who are caring, contributing members of a global society. Believing that every student is unique, we offer diverse opportunities in academics, athletics, and the arts. Oxford Community Schools have a true passion for education and set high expectations for both our staff and our students. Together we can help students achieve their maximum potential.

Philosophy

Oxford Virtual Academy takes the distance out of distance learning by working in partnership with families to provide rigorous academic preparation that is teacher-mentored, parent-directed and customized to meet the needs of students from all academic backgrounds. OVA continues to provide improved student learning while maintaining positive family relationships based on trust and a shared belief that the student always comes first.

Nondiscrimination Policy

All courses offered by Oxford Schools follow the district policies of nondiscrimination on the basis of race, color, religion, national origin or ancestry, gender, age, or disability. In addition, arrangements can be made to ensure that the lack of English language skills is not a barrier to admission or participation.

Enrollment

New enrollments into Oxford School District are serviced through Oxford Virtual Academy at 168 S. Washington Oxford, MI 48371. School of Choice (Out of District Resident) new enrollments are twice annually. Open enrollment dates for new students are based on board approval. In district transfers occur at semester breaks only and are subject to approval.

Oxford's Portrait of a Graduate:

The [Portrait of a Graduate](#) articulates our shared vision for all Oxford students as a result of their educational experiences in Oxford Community Schools. We considered the career aspirations our students may have and included the characteristics and competencies they will need to be successful in an ever-evolving, global society.

Student Profile/Exit Outcomes – 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.

Graduation Requirements

All students are required to have an EDP. Students, working with their parents, will design a four-year planned program for grades 9-12. The EDP is filed in each student record and reviewed annually.

| Graduation Requirement | Credits |
|----------------------------|-----------|
| Mathematics | 4 |
| English/Language Arts | 4 |
| Science | 3 |
| Social Studies | 3 |
| World Language | 2 |
| Physical Education | .5 |
| Health | .5 |
| Visual and Performing Arts | 1 |
| Remaining Electives | 6 |
| Total | 24 |

Mathematics: 4 Credits

- ✓ Algebra I (1 credit)
- ✓ Geometry (1 credit)
- ✓ Algebra II (1 credit)
- ✓ 1 credit during Year 4

English/Language Arts: 4 Credits

- ✓ English 9 (1 credit)
- ✓ English 10 (1 credit)
- ✓ English 11 (1 credit)
- ✓ English 12 (1 credit)

Science: 3 Credits

- ✓ Biology (1 credit)
- ✓ Chemistry (1 credit)
- ✓ Physics (1 credit)
- OR
- ✓ Biology (1 credit)
- ✓ Physical Sci. C/P (1 credit)
- ✓ Chemistry or Physics (1 credit)
- OR
- ✓ Biology (1 credit)
- ✓ Chemistry (1 credit)
- ✓ Physical Sci. P (½ credit)
- ✓ Science Elective (½ credit)

Social Studies: 3 Credits

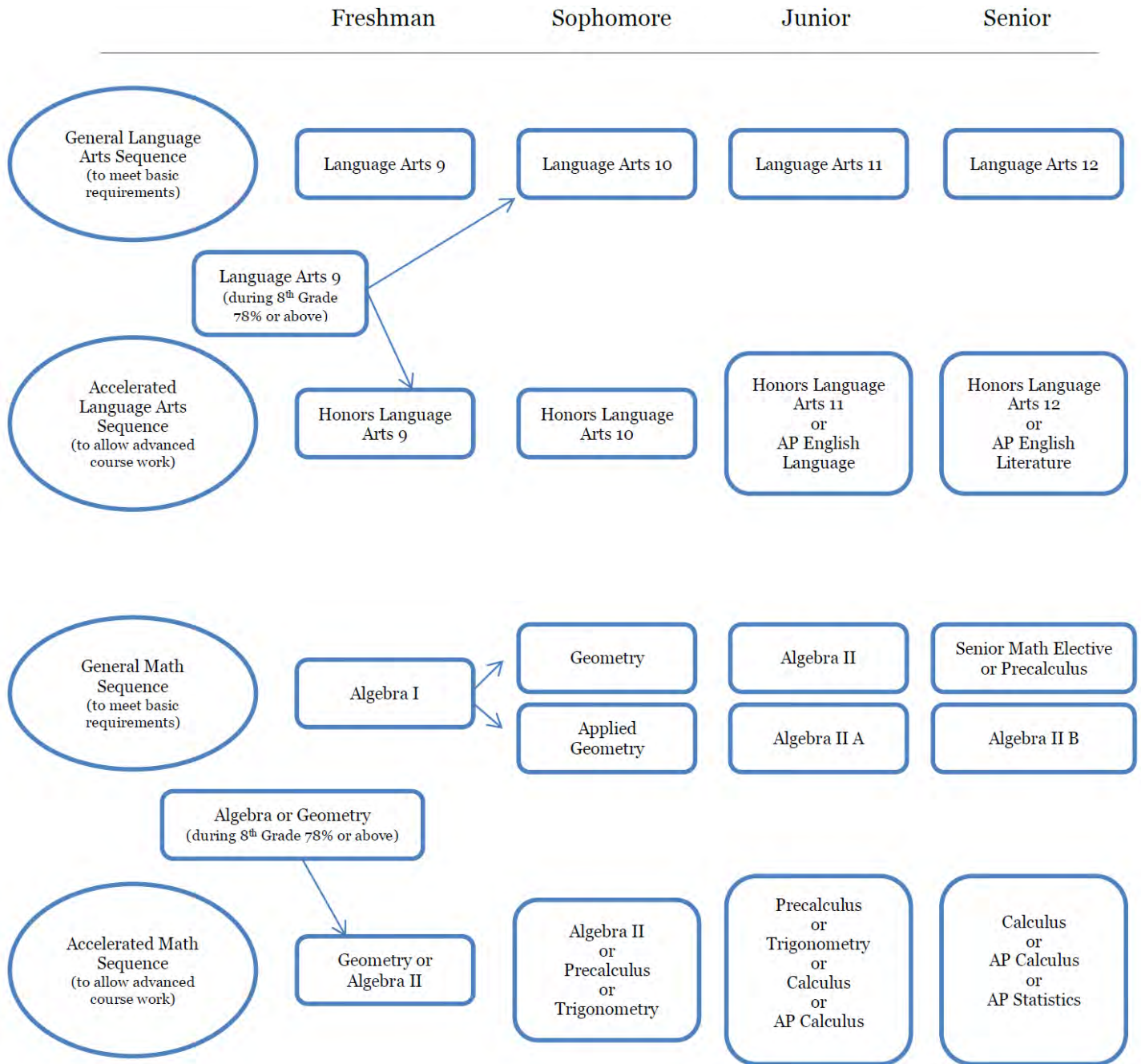
- ✓ U.S. History & Geography (1 credit)
- ✓ Economics (½ credit)
- ✓ U.S. Civics (½ credit)
- ✓ World History & Geography (1 credit)

World Language: 2 Credits

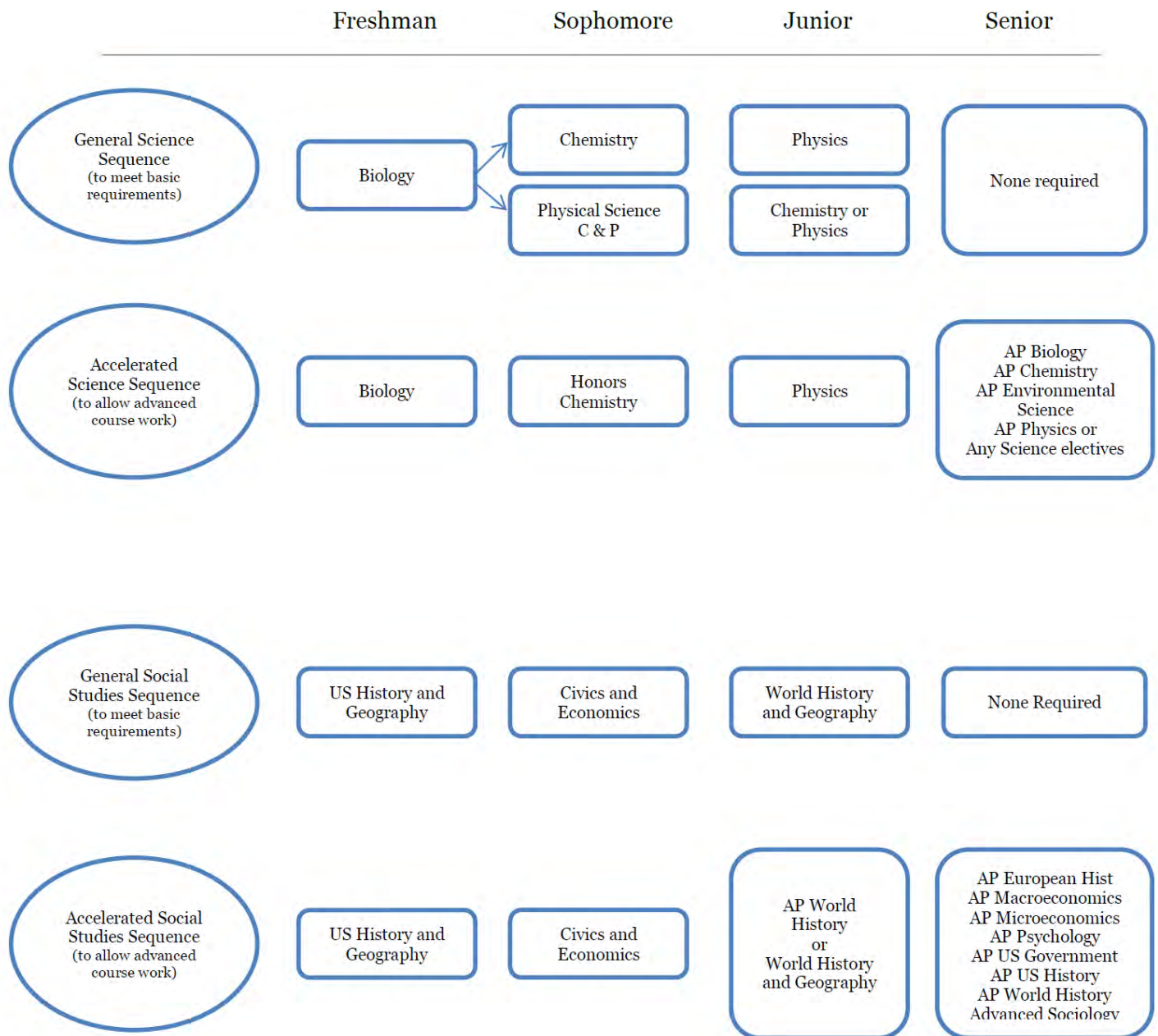
Class of 2016 and Beyond - Must be sequential courses

- ✓ Physical Education: ½ Credit
- ✓ Health: ½ Credit
- ✓ Visual and Performing Arts: 1 Credit
- ✓ ACT/SAT Preparation (Recommended): ½ Credit

High School Core Requirements Flow Charts



High School Core Requirements Flow Charts (Continued)



Requirement Modification Options for High School Diploma

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/guardians, to 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, content teacher, and administrative designee. The modified plan will incorporate as many of the subject area content expectations as practical, as well as, align with the student’s educational development plan (EDP). It is also the responsibility of the student’s parents/guardians to monitor their child’s progress in the goals contained in the personal curriculum plan as well as to contact individual teachers at least twice per semester.

There are no modifications to the State of Michigan requirements for Language Arts, World Language, Science, Civics, Algebra I and Geometry. Requests for modifications to health/physical education and visual/performing arts requirements based on additional courses beyond required credits in Language Arts, Math, Science, Social Studies, or World Language will be permitted only if there is no elective class within the student’s 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 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 for grades nine through twelve. 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.

Optional Learning Opportunities

Credit Recovery

Students are offered the opportunity to make-up credit online, after school and during the summer on a first-come basis. There is a fee for each $\frac{1}{2}$ credit.

Independent Study

An independent study is a learning experience for qualified high school students that is not part of the regular course offerings. The student and teacher prepare a formal agreement outlining student and teacher expectations. A maximum of 1 credit is allowed toward graduation. Requires counselor pre-approval.

Oakland Schools Technical Centers (OSTC)

OSTC schools offer career preparation programs in three hour blocks of intensive, hands-on technical vocational curriculum. Students attend $\frac{1}{2}$ day at OSTC and $\frac{1}{2}$ day in their home school. For more information, visit: <http://www.ostconline.com/>

Seated Courses

The Oxford Virtual Academy students may also attend classes at Oxford High School, Oxford Middle School, any of the 5 Oxford Elementary Schools. Students may also participate in any sports program offered by Oxford Community Schools (must meet eligibility requirements).

Community Vendor Classes

If you are interested in taking a Community Vendor class with Optional Learning Experience in place of one of your current elective classes, please contact your counselor for more information about Community Vendor locations.

You may also view our Community Vendor electives with optional learning experiences at the following links:

[S23 Elementary CV Optional Learning Experience Courses](#)

[S23 Middle School CV Optional Learning Experience Courses](#)

[S23 High School CV Optional Learning Experience Courses](#)

District transportation will be provided on a case-by-case basis within the school day.

Oxford Schools Early College

Oxford Community School District's Early College program 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 Virtual Academy 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, Lawrence Technical 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 the secondary partner. 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. Students are able to take their high school courses at Oxford Virtual Academy or with our sister school Oxford High School 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 World History (1 credit) US History (1 credit) US Civics (½ credit) Economics (½ credit) 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) 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 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) |
| Language Arts | 4 | |
| Science | 3 | |
| Social Studies | 3 | |
| World Language | 2 | |
| Physical Education | .5 | |
| Health | .5 | |
| Visual and Performing Arts | 1 | |
| OSEC Capstone Project | 1 | |
| College & Career Prep Freshman or Sophomore Yr. | 1 | |
| SAT Preparation Recommended | .5 | |
| Remaining Electives | 4 | |
| Total High School | 24 | Language Acquisition (World Language): 2 Credits *Must be sequential courses |
| Minimum College With MEMCA Certificate | 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 |

*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.

Alternative Methods of Obtaining High School Credits

Middle School Credits

Credit will be granted toward high school graduation for any student who successfully completes a State-mandated curriculum requirement prior to entering high school provided s/he completes the same content requirements as the high school subject area; and, the student has demonstrated proficiency as defined by earning a seventy-eight percent (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. 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 the course but who has exhibited a reasonable level of knowledge of the subject-matter 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. Please note, the school does not provide textbooks 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.

Post-Secondary

In an effort to meet student needs and interests, school districts have allowed their students to attend courses at local colleges or universities in addition to their own high school. Effective April 1, 1996, Public Act 160 created the Postsecondary Enrollment Options Act which directs school districts to assist students who meet all of the necessary qualifications in paying tuition and fees for courses at Michigan public or private colleges or universities. To qualify, all the following conditions must be met:

1. Students must meet qualifying test scores: see chart on next page.
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 cannot be a hobby, craft, or recreation courses; nor can they be courses in physical education, theology, divinity, or religious education.
4. Proof of registration in college courses must be provided to OVA before the first day of classes each semester.

See your counselor if:

- o You believe you are eligible for the Postsecondary (Dual Enrollment) option,
- o You believe you qualify for tuition and fee support, and
- o You wish to participate.

Dual Enrollment Requirements

The following scores, set by the Michigan Department of Education (MDE), must be met to be eligible for dual enrollment:

| Assessment | Test Section | Content Area | Minimum Dual Enrollment Qualifying Score |
|-------------------|------------------|----------------|--|
| Explore | Mathematics | Mathematics | 17 |
| | Reading | Reading | 15 |
| | Science | Science | 20 |
| | English | English | 13 |
| PLAN | Mathematics | Mathematics | 19 |
| | Reading | Reading | 17 |
| | Science | Science | 21 |
| | English | English | 15 |
| ACT | Mathematics | Mathematics | 22 |
| | Reading | Reading | 21 |
| | Science | Science | 24 |
| | English | English | 18 |
| COMPASS | Mathematics | Mathematics | 52 |
| | Reading | Reading | 88 |
| | English | English | 77 |
| MME | Reading | Reading | 1108 |
| | Writing | Writing | 1100 |
| | Mathematics | Mathematics | 1116 |
| | Science | Science | 1126 |
| | Social Studies | Social Studies | 1129 |
| PSAT | Critical Reading | Reading | 42 |
| | Writing Skills | Writing | 41 |
| | Mathematics | Mathematics | 44 |
| SAT | Critical Reading | Reading | 500 |
| | Writing Skills | Writing | 500 |
| | Mathematics | Mathematics | 500 |
| ACCUPLACER | Reading Comp | Reading | TBD |
| | Sentence Skills | Writing | TBD |
| | Mathematics | Mathematics | TBD |

*ACCUPLACER qualifying scores are typically specific to a state or Institution of Higher education (IHE). The MDE will work with The College Board and Michigan IHEs to build consensus around Minimum Dual Enrollment Qualifying Scores on this assessment.

Academic Honors for High School Graduation

Oxford Virtual Academy uses the “Cum Laude With Honors” recognition program instead of the concept of designating a valedictorian and salutatorian at graduation. The rationale for this was to adopt a form of recognition that most colleges and universities use to acknowledge their most successful students at graduation. For the purpose of calculating the qualifying grade point averages, all classes posted on the OVA transcript would be included, up to and including the final semester of the students’ senior year.

The categories for distinction under the proposed “Cum Laude with Honors” graduation recognition program are as follows:

- o Summa Cum Laude - meaning “with the highest praise” is the highest recognition awarded at graduation. To graduate summa cum laude, a student must achieve a 3.70 or higher grade point average on a 4.00 scale.
- o Magna Cum Laude – meaning “with great praise” is the second highest recognition awarded at graduation. To qualify for magna cum laude, a student must achieve a 3.50 – 3.69 grade point average on a 4.00 scale.
- o Cum Laude – meaning “with praise” is the third recognition awarded at graduation. To qualify for cum laude, a student must achieve a 3.20 – 3.49 grade point average on a 4.00 scale.

Students will be encouraged to try AP level courses. This will assist learners with college entrance and course resume; improving ACT scores (college entrance); and allow for better academic preparation for successful college experiences.

Weighted Grade Criteria

For all Advanced Placement (AP) and Dual Enrollment courses, a +0.5 point adjuster will be awarded for the successful completion of the course.

College Preparation

Presidents Council, State Universities of Michigan recommended college preparatory program:

| | |
|-----------------|---|
| English | 4 years required |
| Mathematics | 4 years required (including intermediate algebra) |
| Sciences | 3 years required; 4 years strongly recommended Biology, Chemistry or Physics |
| Social Sciences | 3 years required |

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

| | |
|----------------------|------------------------------|
| World Language | 3 years strongly recommended |
| Fine/Performing Arts | 2 years strongly recommended |
| Computers | 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 requirements. Whatever the area(s) of interest, the student should get detailed information

about specific admissions requirements from a school counselor or from the proper admissions office. In considering individual potential to be a successful student, each university looks at the student's high school record. Factors such as grade point average, test scores, special abilities, scholastic activities, and work experience are also important.

NCAA Eligibility

Core Courses

- o NCAA Division I requires 16 core courses. NCAA Division II currently requires 14 core courses. Division II will require 16 core courses for students enrolling on or after August 1, 2013. See the charts below.
- o NCAA Division I will require 10 core courses to be completed prior to the seventh semester (seven of the 10 must be a combination of English, math or natural or physical science that meet the distribution requirements below). These 10 courses become "locked in" at the seventh semester and cannot be retaken for grade improvement.
 - o Beginning August 1, 2016, it will be possible for a Division I college-bound student-athlete to still receive athletics aid and the ability to practice with the team if he or she fails to meet the 10 course requirement, but would not be able to compete.

Test Scores

- o Division I uses a sliding scale to match test scores and core grade-point averages (GPA). The sliding scale for those requirements is shown on Page No. 2 of this sheet.
- o Division II requires a minimum SAT score of 820 or an ACT sum score of 68.
- o The SAT score used for NCAA purposes includes only the critical reading and math sections. The writing section of the SAT is not used.
- o The ACT score used for NCAA purposes is a sum of the four sections: English, mathematics, reading and science.
- o When you register for the SAT or ACT, use the NCAA Eligibility Center code of 9999 to ensure all SAT and ACT scores are reported directly to the NCAA Eligibility Center from the testing agency. Test scores that appear on transcripts will not be used.

Grade-Point Average

- o Be sure to look at your high school's List of NCAA Courses on the NCAA Eligibility Center's website (www.eligibilitycenter.org). Only courses that appear on your school's List of NCAA Courses will be used in the calculation of the core GPA. Use the list as a guide.
- o Division I students enrolling full time before August 1, 2016, should use Sliding Scale A to determine eligibility to receive athletics aid, practice and competition during the first year.
- o Division I GPA required to receive athletics aid and practice on or after August 1, 2016, is 2.000 (corresponding test-score requirements are listed on Sliding Scale B).
- o Division I GPA required to be eligible for competition on or after August 1, 2016, is 2.300 (corresponding test-score requirements are listed on Sliding Scale B).
- o The Division II core GPA requirement is a minimum of 2.000.
- o Remember, the NCAA GPA is calculated using NCAA core courses only.

Division I - 16 Core Courses

4 years of English
3 years of mathematics (Algebra I or higher)
2 years of natural/physical science (1 year of lab if offered)
1 year of additional English, mathematics or

natural/physical science

2 years of social science

4 years of additional courses (from any area above, foreign language or comparative religion/philosophy)

Division II (2013 and after) - 16 Core Courses

3 years of English
2 years of mathematics (Algebra I or higher)
2 years of natural/physical science (1 year of lab if offered)
3 years of additional English, mathematics or

natural/physical science
2 years of social science
4 years of additional courses (from any area above, foreign language or comparative religion/philosophy)

For more information, visit the NCAA Eligibility Center website at www.eligibilitycenter.org

Overview of Content Providers

Apex Learning is the leading digital curriculum provider of blended and virtual learning for the nation's public school districts and charter schools. The company's comprehensive, standards-based online courses help schools successfully engage all students in rigorous coursework that prepares them for high school graduation, college, and beyond. Multimedia instructional content motivates and engages students, provides multiple representations of concepts, and addresses different learning styles. Students move at their own pace, taking as much — or as little — time as they need to master the material. The Apex Learning curriculum supports success for all students, from those not prepared for grade-level academic challenges to those capable of advanced coursework.

Accelerate Education provides online courses for Kindergarten through 12th to meet the needs of students. The curriculum offers rich and engaging content that has been carefully designed to meet the standards. Students are engaged in a variety of activities and assessments appropriate to the courses being studied, including labs, journals, written assignments, discussions, group and individual projects, formative assessments, objective tests, and written exams.

Acellus standards-based courses cover all core areas, K-12. Electives, credit recovery, and AP courses are also available. Acellus courses are interactive, self-contained educational programs that carefully guide the student through each lesson.

ASL Deafined contains over 300 themed lessons and provides how-to video courses taught by Deaf experts. With ASL Deafined, it's easy and fun to learn American Sign Language.

Connexus by Pearson (Connections Learning) brings quality education directly to you and your students with a proven online curriculum, the latest instructional tools, certified teachers skilled in online instruction, and our state-of-the-art platform. Whether you're looking for Advanced Placement, foreign languages, gifted, or other curriculum or technology options that your school or district just can't provide, Connexus by Pearson has everything you need for an educationally sound online learning program that meets your child's needs.

GradPoint puts unparalleled, proven curriculum at your fingertips so you can deliver an educational experience that is uniquely designed for each student and keeps them interested, motivated and moving forward. For middle school, GradPoint gives you the flexibility to offer core courses or smaller units to focus students who may need remediation. For high school, GradPoint delivers courses built from instructional design best practices that incorporate video, interactive activities, immediate feedback, and assessments to ensure mastery and authentic work. And with continuous support, content updates and course releases, you'll always be connected to the best in online learning.

Edgenuity has award-winning courses that combine rigorous content with direct-instruction videos from expert, on-screen teachers, multimedia, and interactive learning tools and resources to engage and motivate students. With a range of core curriculum, AP®, elective, Career and Technical Education (CTE), dual credit, and credit recovery courses based on the rigor and high expectations of state, Common Core and iNACOL standards and designed to inspire life-long learning, Edgenuity's courses are fully flexible for use in any blended or online learning model.

Edgenuity/Powerspeak¹², developed specifically for kids means effective for kids, some language learning programs marketed for children and teens are really adult programs that have essentially been repackaged and re-marketed for students. Not powerspeak¹², powerspeak¹² courses were designed from the start for kids,

whose young minds are still open to learning a language as a native speaker. This is important, because by the time we are adults; the language “compartments” in our brains have narrowed, diminishing our ability to comfortably learn a language like a native speaker. powerspeak¹² taps into, and capitalizes on, the innate ability that kids possess to learn languages quickly and easily.

eDynamic Learning is one of North America’s largest providers of high school career and elective courses. Since 2008, they have developed over 80 specialized, high-interest courses rarely found in other catalogs. With eDynamic, students learn with unlimited flexibility. Their courses are mobile, accessible, and engaging and can be accessed from any device at any time and are inclusive for all types of learners. Their coursework promotes knowledge-building and critical thinking skills. Students are asked to review and apply key course concepts to various situations and personal experiences. By driving career exploration at the secondary level, eDynamic Learning ensures that students leave high school with a firm understanding of their interests and aptitudes and the preparation necessary to make college and career decisions.

Lincoln Learning is a fully-accredited graduation curriculum provided by the National Network of Digital Schools that combines traditional and technology-enabled teaching methods in the 21st century classroom. The 21st century classroom lets both students and teachers expand the education process by blending traditional teaching tools with new technology. Using this combination, the 21st century classroom can exist anywhere. The Lincoln Interactive curriculum combines excellent instruction with hands-on discovery to engage students and keep them interested. Our blended learning approach allows students to apply what they learn to real-world situations. They can experience web investigations, lab experiments, PowerPoint presentations, videos, games, and more. Lincoln Interactive students are able to communicate online with their teacher facilitators to ask questions, submit assignments, and receive feed-back and grades. Our students also have the ability to connect with other students through email, discussion boards, and social networking.

Middlebury Interactive Languages' digital K-12 world language courses in Spanish, French, Chinese and German give students the opportunity to immerse themselves in language and culture in an interactive online environment. The curriculum—developed by Ph.D.-level academics and linguistic experts—is supported by decades of research showing that students need exposure to authentic materials and frequent opportunities to interact in the target language. Courses utilize principles of the immersive language pedagogy and teaching methodology used at Middlebury College's renowned Language Schools to help students gain a stronger base of comprehension and to accelerate language learning.

Pearson Connexus is Pearson’s newest platform that combines their Gradpoint and Connexus course offerings under one roof. See accompanying descriptions for Gradpoint and Connexus for more information.

Pointful Education offers students a unique learning experience and pathways to prepare for industry certifications, engage in career exploration and learn about new and future technologies. Courses are designed for secondary and post-secondary students and offer a robust solution for Career Technical Education (CTE), virtual and blended learning, STEM programs, homeschool enrichment, and much more!

Full Listing of Courses with Descriptions

The full Oxford Virtual Academy Course Catalog is available online at <https://courses.oxfordvirtualacademy.org/>.

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| Course Name | Course Description |
|------------------------|---|
| 1960's America | Have you ever wondered what life was like in the 1960s? This course will let students experience the time in which their parents and grandparents lived. It will cover the social, political, and cultural movements and changes that occurred during the decade. Some of the topics explored within this course include the transition from the Happy Days to the Radical Movement, the Vietnam War, and civil rights. The course also focuses on significant headlines of the 1960s that include the assassinations of Robert Kennedy, President John F. Kennedy, and Dr. Martin Luther King, Jr. as well as the Space Race, music of the 1960s, and the effects of pop culture. In addition, students will be able to apply and further what they have learned by interviewing neighbors and relatives who lived through the examined time period and events.* Prerequisites: None |
| 2D Studio Art MS | Close your eyes and imagine you are standing in an art studio the smell of paint, the heat of the kiln, and the infinite creative possibilities that linger in the air. This is where art is born, and in 2D Studio Art, you will learn how to bring your artistic visions to life. Whatever medium you prefer painting, drawing, photography this course will teach you the design elements and principles needed to create a work of art, explore your artistic inspirations, travel back in time to look at art in different cultures, and gain insight about the art of critiquing. If you have ever dreamed of making a living as an artist, this course will give you the tools and background that you need to turn those dreams into a reality!* Prerequisites: None |
| 3D Art & Technology EL | Through a multidisciplinary approach, students will explore and apply the techniques, elements, principles, intellectual methods, concepts, and functions of the visual, performing, or applied arts discipline to communicate ideas, emotions, experiences, address opportunities to improve daily life, and solve problems. Students will be able to demonstrate skillful use of appropriate vocabularies, tools, instruments, and technologies of the visual, performing, or applied arts discipline.* Prerequisites: None* This course includes an optional learning experience.* |
| 3D Art & Technology HS | Through a multidisciplinary approach, students will explore and apply the techniques, elements, principles, intellectual methods, concepts, and functions of the visual, performing, or applied arts discipline to communicate ideas, emotions, experiences, address opportunities to improve daily life, and solve problems with insight, reason, and competence. Students will be able to demonstrate skillful use of appropriate vocabularies, tools, instruments, and technologies of the visual, performing, or applied arts discipline.* Prerequisites: None* This course includes an optional learning experience.* |
| 3D Art & Technology MS | Through a multidisciplinary approach, students will explore and apply the techniques, elements, principles, intellectual methods, concepts, and functions of the visual, performing, or applied arts discipline to communicate ideas, emotions, experiences, address opportunities to improve daily life, and solve problems. Students will be able to demonstrate skillful use of appropriate vocabularies, tools, instruments, and technologies of the visual, performing, or applied arts discipline.* Prerequisites: None* This course includes an optional learning experience.* |
| 3D Modeling | Are you interested in a career in technology? Are you curious about working in fields like virtual reality, video game design, marketing, television and motion pictures, or digital imaging? If so, this course in 3D Modeling is a great place to start as it is the foundation for all these career paths. Gain a deeper understanding of graphic design and illustration as you use 3D animation software to create virtual three-dimensional design projects. Hone in on your drawing, photography, and 3D construction techniques and develop the skills needed to navigate within a 3D digital modeling workspace. This course is an excellent introduction to careers in the fast-growing field of technology and design.* Prerequisites: None |
| Academic Center Lab EL | Academic Center is designed for students who need additional time with a certified teacher to work on concepts covered in their academic courses. This course is designed to improve students' academic performance. Students are expected to bring academic materials with them every day. Computers with Internet access are also available for student use during the class period. Students receive instruction from the academic center teacher on skills such as effective communication, goal setting, information processing, focus, organization, problem solving, and time management. This course may be taken each semester and for multiples years as needed. * Prerequisites: Counselor Approval |
| Academic Center Lab HS | Academic Center is designed for students who need additional time with a certified teacher to work on concepts covered in their academic courses. This course is designed to improve students' academic performance. Students are expected to bring academic materials with them every day. Computers with Internet access are also available for student use during the class period. Students receive instruction from the academic center teacher on skills such as effective communication, goal setting, information processing, focus, organization, problem solving, and time management. This course may be taken each semester and for multiples years as needed. * Prerequisites: Counselor Approval |
| Academic Center Lab MS | Academic Center is designed for students who need additional time with a certified teacher to work on concepts covered in their academic courses. This course is designed to improve students' academic performance. Students are expected to bring academic materials with them every day. Computers with Internet access are also available for student use during the class period. Students receive instruction from the academic center teacher on skills such as effective communication, goal setting, information processing, focus, organization, problem solving, and time management. This course may be taken each semester and for multiples years as needed. * Prerequisites: Counselor Approval |
| Accounting | In this semester course, students will explore accounting, including investigating accounting careers. They will learn basic accounting skills and procedures both with and without a computer for general journals, general ledgers, cash payments journals, cash receipts journals, sales journals, accounts payable ledgers, and accounts receivable ledgers. Students will also learn how to reconcile a bank statement and to prepare payroll records. This course covers the basic principles of financial accounting for individuals and for companies with attention to both the mathematical formulas and to the ethical side of accounting. Each unit has practical exercises including a project at the end of the unit. * Prerequisites: None |
| Accounting I | This course provides students with an introduction to accounting concepts and principles, financial statements, internal control design, and accounting for partnerships.* Prerequisites: None |

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| Course Name | Course Description |
|-------------------------------------|---|
| Accounting II | Accounting II builds on the foundation acquired in Accounting I, allowing students to extend their skills and knowledge in the subject. The course focuses on various managerial, financial, and operational accounting activities that require the formulation, interpretation, and communication of financial information for use in management decision making. Students will use equations, graphical representations, accounting tools, spreadsheet software, and accounting systems in real-world situations to maintain, monitor, control, and plan the use of financial resources. This course allows students to explore careers in accounting while learning financial skills applicable to any professional setting. Students engage in project-based activities such as analyzing financial statements, implementing the accounts payable and accounts receivable process, and determining payroll expenses and taxes. Active learning ensures that students continually focus on the technical and interpersonal skills necessary to prepare them for workplace. In addition, students evaluate the roles and qualifications required for specific accounting careers, so they can identify opportunities that interest them. Accounting II is a full-year advanced Career and Technical Education course applicable to programs of study in the Finance or Business Management and Administration career clusters. This course is built to state and national CTE standards. Students who successfully complete the course will be prepared to pursue certifications such as Associate in Regulation and Compliance, Certified Management Accountant, or Certified Quality Auditor. * Prerequisites: Accounting I |
| ACT Prep | ACT Prep Course assists students with test preparation and teaches content that the student may be tested on during the actual exams. These courses ensure that students focus on the areas where extra assistance is needed. ACT Practice Tests include rigorous test items and are timed to help students learn to budget time in preparation for taking the actual ACT assessments. This is a pass/fail course. * Prerequisites: None |
| Adobe Illustrator Course | This course introduces students to the Adobe Illustrator and prepares students to take the ACE Certification Exam on Illustrator. Students will get an insight into what it is like working in the graphic design industry. Students will learn everything from absolute basics like navigating Illustrator to performing complex tasks like managing colors, drawing, creating illustrations, and much more. The course contains guided video tutorials, hands-on projects, and step-by-step resources that help students learn how to work in Illustrator.* Prerequisites: None |
| Adobe InDesign Course | This course introduces students to the world of Adobe InDesign and prepares students to take the ACE Certification Exam on InDesign. Students will get an insight into what it is like working in the print and digital media publishing industry. Over 10 modules, students will learn everything from absolute basics like navigating InDesign to performing complex tasks like creating multi-page documents, applying effects, and even creating original artwork. The course contains guided tutorials, do-it-yourself projects, and great resources that will help students practice and learn how to work in InDesign.* Prerequisites: None |
| Adobe Photoshop Course | This course prepares students to demonstrate expertise in Adobe Photoshop software and take the ACE Certification Exam on Photoshop. Students will learn through engaging and interactive content, projects and practice exam items aligned to the learning objectives outlined by Adobe exam specifications. Students will leave this course with career-ready, real-life skills in one of the most popular software programs in the world!* Prerequisites: None |
| Advanced Natural World Projects EL | In this course, our younger and more advanced students will explore the natural world through this multidisciplinary course. The natural world is a fascinating place full of things seen and unseen. Understanding and appreciating our natural world, is the first step in caring for it. In this course students will discover more about the world around them through one or more pathways such as animal study, cell study, ecology, organism study, outdoor nature study, plant study, or marine study and will engage in hands on activities such as outdoor nature investigation, dissection, microscope use, in class lab activities, etc. Each pathway project involves a multidisciplinary approach involving art and technology as well. * Prerequisites: None* This course includes an optional learning experience.* |
| Advanced Natural World Projects HS | In this higher level course, students will explore the natural world through this multidisciplinary course. The Natural World is a fascinating place full of things seen and unseen. Understanding and appreciating our Natural World, is the first step in caring for it. In this course students will discover more about the world around them through one or more pathways such as animal study, cell study, ecology, organism study, outdoor nature study, plant study, or marine study and will engage in hands on activities such as outdoor nature investigation, dissection, microscope use, in class lab activities, etc. Each pathway project involves a multidisciplinary approach involving art and technology as well. Where students have options to further explore botany, landscape design, or vegetable gardening research and practice. Each pathway and project involves art and technology as well as a final collaborative project & presentation. * Prerequisites: None * This course includes an optional learning experience. * |
| Advanced Natural World Projects MS | In this higher level course, students will explore the natural world through this multidisciplinary course. The Natural World is a fascinating place full of things seen and unseen. Understanding and appreciating our Natural World, is the first step in caring for it. In this course students will discover more about the world around them through one or more pathways such as animal study, cell study, ecology, organism study, outdoor nature study, plant study, or marine study and will engage in hands on activities such as outdoor nature investigation, dissection, microscope use, in class lab activities, etc. Each pathway project involves a multidisciplinary approach involving art and technology as well. Where students have options to further explore botany, landscape design, or vegetable gardening research and practice. Each pathway and project involves art and technology as well as a final collaborative project & presentation. * Prerequisites: None * This course includes an optional learning experience. * |
| Advanced Physical World Projects EL | In this advanced multidisciplinary course, younger students will explore several topics with a focus on technology and the physical world. This hands on project based class will provide an avenue for inquiry and investigation. The role of the student in this course is to develop inquiry and problem solving skills within the context of technology and applied scientific investigation concepts including engineering principles. Students will collaborate on a group project and be required to participate in a final presentation.* Prerequisites: None* This course includes an optional learning experience.* |
| Advanced Physical World Projects HS | In this advanced multidisciplinary course, students will explore several topics with a focus on technology and the physical world. This hands on project based class will provide an avenue for inquiry and investigation. The role of the student in this course is to develop inquiry and problem solving skills within the context of technology and applied scientific investigation concepts including engineering principles. Students will collaborate on a group project and be required to participate in a final presentation. * Prerequisites: None * This course includes an optional learning experience. * |

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| Course Name | Course Description |
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| Advanced Physical World Projects MS | In this advanced multidisciplinary course, students will explore several topics with a focus on technology and the physical world. This hands on project based class will provide an avenue for inquiry and investigation. The role of the student in this course is to develop inquiry and problem solving skills within the context of technology and applied scientific investigation concepts including engineering principles. Students will collaborate on a group project and be required to participate in a final presentation.* Prerequisites: None* This course includes an optional learning experience.* |
| Advertising and Sales Promotion | What comes to mind when you think of "marketing"? Perhaps a familiar television jingle plays in your head? Or maybe you think of those irritating sales phone calls? There's no denying the sheer magnitude and power of the marketing industry. Every year companies spend approximately \$200 billion promoting their products and services' that's just in the United States alone! You may be familiar with being on the receiving end marketing, but what's it like on the other side? In Advertising and Sales Promotions, you'll see how these marketing campaigns, ads, and commercials are brought to life and meet some of the creative folks who produce them. You'll learn about different marketing career opportunities and discover ways to be part of this exciting, fast-paced industry.* Prerequisites: None |
| African American History | Over the course of U.S. history, how have African Americans helped shaped American culture? This African American History course answers that question by tracing the accomplishments and obstacles of African Americans beginning with the slave trade on up to the modern Civil Rights movement. What was it like during slavery, or after emancipation, or during the years of discrimination under Jim Crow? Who were some of the main figures who have shaped African American history? In this course, you will learn about the political, economic, social, religious, and cultural factors that have influenced African American life, come face to face with individuals who changed the course of history and explore how the African American story still influences current events today.* Prerequisites: None |
| African American Literature | African-American Literature guides students through the various cultural periods of African-American history through literature. This course explores the narratives of Africans and African-Americans whose contributions have shaped the world. Students are exposed to African-American literature and culture from the past to the present and learn how these works have profoundly impacted literature as a whole.* Prerequisites: None |
| Agriprojects EL | Through a multidisciplinary approach, students will explore the environment of the horse in American and European culture. Topics will include the physical attributes of a horse, nutrition including feed and the farmyard, the key components of the horse's living environment, including the barn, pastures and forages. Further, students will explore the businesses and technology aspects of the equine sciences and veterinary studies. We will also explore the horse as the focus of artistic expression and American culture. Students will create art projects and learn about the various forms of riding as a sport, for pleasure, competition or artistic expression.* Prerequisites: None* This course includes an optional learning experience.* |
| Agriprojects HS | Through a multidisciplinary approach, students will explore the environment of the horse in American and European culture. Topics will include the physical attributes of a horse, nutrition including feed and the farmyard, the key components of the horse's living environment, including the barn, pastures and forages. Further, students will explore the businesses and technology aspects of the equine sciences. We will also explore the horse as the focus of artistic expression and American culture. Students will create art projects and learn about the various forms of riding as a sport, for pleasure, competition or artistic expression.* Prerequisites: None* This course includes an optional learning experience.* |
| Agriprojects MS | Through a multidisciplinary approach, students will explore the environment of the horse in American and European culture. Topics will include the physical attributes of a horse, nutrition including feed and the farmyard, the key components of the horse's living environment, including the barn, pastures and forages. Further, students will explore the businesses and technology aspects of the equine sciences. We will also explore the horse as the focus of artistic expression and American culture. Students will create art projects and learn about the various forms of riding as a sport, for pleasure, competition or artistic expression.* Prerequisites: None* This course includes an optional learning experience.* |
| Agrisciences I: Introduction | How can we make our food more nutritious? Can plants really communicate with each other? These are just two of the questions tackled in Agriscience 1: Introduction. From studying the secrets in corn roots to examining how to increase our food supply, this course examines how agriscientists are at the forefront of improving agriculture, food production, and the conservation of natural resources. In Agriscience 1: Introduction, you'll learn about the innovative ways that science and technology are put to beneficial use in the field of agriculture. You'll also learn more about some of the controversies that surround agricultural practices as nations strive to provide their people with a more abundant and healthy food supply.* Prerequisites: None |
| Agrisciences II: Sustaining Human Life | Have you ever strolled past a bright green cauliflower at the market and paused to ponder its unusual color? Ever wonder why broccolini is suddenly a thing? Well, if you find yourself curiously questioning these, and other, peculiar vegetables and wondering about the role of agriculture in the modern world, Agriscience II is for you. Learn how science and technology are revolutionizing our food supply and promoting innovative ways to produce healthy plant-based foods, such as developing better hybrids and growing edible plants in challenging places. Food is our most essential resource; see how plant science will change the face of eating in the 21st century and give us the knowledge to continually improve our green thumbs!* Prerequisites: Introduction to Agriscience |
| Algebra I | Algebra I continues the exploration of variables, function patterns, graphs, and equations. Students are expected to describe and translate graphic, algebraic, numeric, and verbal representations of relations and use those representations to solve problems. This course provides a solid foundation for further study in mathematics by helping students to develop computational, procedural, and problem-solving skills.* Prerequisites: Pre-Algebra |
| Algebra I (Hybrid) | Algebra 1 teaches all basic algebra concepts. These include basic properties, solving equations (including simultaneous equations), coin problems, exponents and square roots, scientific notation, unit multipliers, and metric conversions. Graphing lines is taught in detail, and graphing conic sections is introduced. * Prerequisites: Pre-Alg * This course includes an optional learning experience. * |
| Algebra I CR | Algebra I continues the exploration of variables, function patterns, graphs, and equations. Students are expected to describe and translate graphic, algebraic, numeric, and verbal representations of relations and use those representations to solve problems. This course provides a solid foundation for further study in mathematics by helping students to develop computational, procedural, and problem solving skills.* Prerequisites: None |

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| Course Name | Course Description |
|-------------------------|--|
| Algebra II | In Algebra II, students analyze situations verbally, numerically, graphically, and symbolically. Students become proficient at solving equations and inequalities. They extend their knowledge of algebraic expressions, absolute value, functions, and graphs. In this course, students solve equations, inequalities, systems and problems using matrices, inverse matrices, matrix operations, and determinants. Students also learn about different functions and are introduced to the imaginary number i and find complex solutions to equations. Additionally, introduces exponential and logarithmic functions, conic sections, probability, statistics, sequences, and series. * Prerequisites: Algebra I |
| Algebra II (Hybrid) | Algebra II reviews and expands on topics taught in Algebra 1. The course covers advanced factoring, imaginary and complex numbers, conjugate numbers, the binomial theorem, the quadratic formula, motion problems, and other kinds of application problems. Graphing includes extensive practice with conic sections and solving systems of equations visually and algebraically. Vectors are also introduced. * Prerequisites: Geometry * This course includes an optional learning experience. * |
| Algebra II CR | In Algebra II, students analyze situations verbally, numerically, graphically, and symbolically. Students become proficient at solving equations and inequalities. They extend their knowledge of algebraic expressions, absolute value, functions, and graphs. In this course, students solve equations, inequalities, systems and problems using matrices, inverse matrices, matrix operations, and determinants. Students also learn about different functions and are introduced to the imaginary number i and find complex solutions to equations. Additionally, introduces exponential and logarithmic functions, conic sections, probability, statistics, sequences, and series. * Prerequisites: Algebra I |
| Algebra II1 | In Algebra II, students analyze situations verbally, numerically, graphically, and symbolically. Students become proficient at solving equations and inequalities. They extend their knowledge of algebraic expressions, absolute value, functions, and graphs. In this course, students solve equations, inequalities, systems and problems using matrices, inverse matrices, matrix operations, and determinants. Students also learn about different functions and are introduced to the imaginary number i and find complex solutions to equations. Additionally, introduces exponential and logarithmic functions, conic sections, probability, statistics, sequences, and series. * Prerequisites: Algebra I |
| Algebra II1 CR | In Algebra II, students analyze situations verbally, numerically, graphically, and symbolically. Students become proficient at solving equations and inequalities. They extend their knowledge of algebraic expressions, absolute value, functions, and graphs. In this course, students solve equations, inequalities, systems and problems using matrices, inverse matrices, matrix operations, and determinants. Students also learn about different functions and are introduced to the imaginary number i and find complex solutions to equations. Additionally, introduces exponential and logarithmic functions, conic sections, probability, statistics, sequences, and series. * Prerequisites: Algebra I |
| Algebra II2 | In Algebra II, students analyze situations verbally, numerically, graphically, and symbolically. Students become proficient at solving equations and inequalities. They extend their knowledge of algebraic expressions, absolute value, functions, and graphs. In this course, students solve equations, inequalities, systems and problems using matrices, inverse matrices, matrix operations, and determinants. Students also learn about different functions and are introduced to the imaginary number i and find complex solutions to equations. Additionally, introduces exponential and logarithmic functions, conic sections, probability, statistics, sequences, and series. * Prerequisites: Algebra I |
| Algebra II2 CR | In Algebra II, students analyze situations verbally, numerically, graphically, and symbolically. Students become proficient at solving equations and inequalities. They extend their knowledge of algebraic expressions, absolute value, functions, and graphs. In this course, students solve equations, inequalities, systems and problems using matrices, inverse matrices, matrix operations, and determinants. Students also learn about different functions and are introduced to the imaginary number i and find complex solutions to equations. Additionally, introduces exponential and logarithmic functions, conic sections, probability, statistics, sequences, and series. * Prerequisites: Algebra I |
| Amazing USA Projects EL | Through a multidisciplinary approach, this course will focus on cultural and geographical studies. Students will use technology and artistic expression to research and present local and global geographic and cultural concepts. This project will include the exploration of the unique flavors of regions, the influence of exceptional historical events, landmarks, famous people,* Prerequisites: None* This course includes an optional learning experience.* |
| Amazing USA Projects HS | Through a multidisciplinary approach, this course will focus on cultural and geographical studies. Students will use technology and artistic expression to research and present local and global geographic and cultural concepts. This project will include the exploration of the unique flavors of regions, the influence of exceptional historical events, landmarks, famous people, music, the arts. Topics may include exploring the Motor City's place in the state and in the region and world. Through inquiry, students will discuss and collaborate to learn about the United States' place in the world. * Prerequisites: None* This course includes an optional learning experience.* |
| Amazing USA Projects MS | Through a multidisciplinary approach, this course will focus on cultural and geographical studies. Students will use technology and artistic expression to research and present local and global geographic and cultural concepts. This project will include the exploration of the unique flavors of regions, the influence of exceptional historical events, landmarks, famous people, music, the arts. Topics may include exploring the Motor City's place in the state and in the region and world. Through inquiry, students will discuss and collaborate to learn about the United States' place in the world. * Prerequisites: None* This course includes an optional learning experience.* |
| American Cultures EL | Through a multidisciplinary approach, students will learn to draw, sketch or paint using the American cultures as a backdrop to display the forces that shaped and formed America. Artistic expressions will reflect time periods from discovery of America to modern times.* Prerequisites: None* This course includes an optional learning experience.* |
| American Cultures HS | Through a multidisciplinary approach, students will learn to draw, sketch or paint using the American cultures as a backdrop to display the forces that shaped and formed America. Artistic expressions will reflect time periods from discovery of America to modern times. * Prerequisites: None * This course includes an optional learning experience. * |
| American Cultures MS | Through a multidisciplinary approach, students will learn to draw, sketch or paint using the American cultures as a backdrop to display the forces that shaped and formed America. Artistic expressions will reflect time periods from discovery of America to modern times. * Prerequisites: None * This course includes an optional learning experience. * |
| American Eras EL | Through a multidisciplinary approach, students will focus on the themes of art and music which provided an avenue of expression and reaction to the events and influences of American culture, historical events including the time period of the discovery of America to the present.* Prerequisites: None* This course includes an optional learning experience.* |

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| Course Name | Course Description |
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| American Eras HS | Through a multidisciplinary approach, students will focus on the themes of art and music which provided an avenue of expression and reaction to the events and influences of American culture, historical events including the time period of the discovery of America to the present, dealing with social, spiritual, political and economic impacts. * Prerequisites: None * This course includes an optional learning experience. * |
| American Eras MS | Through a multidisciplinary approach, students will focus on the themes of art and music which provided an avenue of expression and reaction to the events and influences of American culture, historical events including the time period of the discovery of America to the present, dealing with social, spiritual, political and economic impacts. * Prerequisites: None * This course includes an optional learning experience. * |
| American Pioneers EL | Through a multidisciplinary approach, students will explore and learn about the world of America's first permanent English colonists and the Native Americans they encountered. Explore other time periods led by American Pioneers from the discovery of America to the modern era.* Prerequisites: None* This course includes an optional learning experience.* |
| American Pioneers HS | Through a multidisciplinary approach, students will explore and learn about the world of America's first permanent English colonists and the Native Americans they encountered. Explore other time periods led by American Pioneers from the discovery of America to the modern era.* Prerequisites: None* This course includes an optional learning experience.* |
| American Pioneers MS | Through a multidisciplinary approach, students will explore and learn about the world of America's first permanent English colonists and the Native Americans they encountered. Explore other time periods led by American Pioneers from the discovery of America to the modern era. * Prerequisites: None* This course includes an optional learning experience.* |
| American Sign Language I | 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 expression and body postures, and introduction to conversational regulators. Discussion of regional and ethnic sign variations, as well as social, political and educational institutions of the Deaf community will be explored. Interaction with members of the Deaf community in both directed and non-directed activities will be featured. Higher levels of the class will expand upon these concepts and skills.* Prerequisites: None |
| American Sign Language II | ASL grammar, vocabulary, fingerspelling, numbers, and cultural information related to the Deaf Community. * Prerequisites: ASL I |
| American Sign Language III | ASL grammar, vocabulary, fingerspelling, numbers, and cultural information related to the Deaf Community. * Prerequisites: ASL II |
| American Sign Language IV | ASL grammar, vocabulary, fingerspelling, numbers, and cultural information related to the Deaf Community. * Prerequisites: ASL III |
| American Sign Language Projects EL | Through a multidisciplinary approach, students will learn how they can communicate with a Deaf friend, coworker, relative, or other signers. The online class will explore the life of famous Deaf citizens, the new technological advances in the Deaf community. The hands on project will consist of learning key vocabulary as well as facial expression, finger spelling, sentences, and even a song! Students will also learn about the history of sign language and Deaf culture. The goal for this course is conversational skill, through the use of demonstration, constructive feedback on proper hand shapes and motions, lots of classroom practice, understanding of the importance of word order, and confidence-building. * Prerequisites: None * This course includes an optional learning experience. * |
| American Sign Language Projects HS | Through a multidisciplinary approach, students will learn how they can communicate with a Deaf friend, coworker, relative, or other signers. The online class will explore the life of famous Deaf citizens, the new technological advances in the Deaf community. The hands on project will consist of learning key vocabulary as well as facial expression, fingerspelling, sentences, and even a song! Students will also learn about the history of sign language and Deaf culture. The goal for this course is conversational skill, through the use of demonstration, constructive feedback on proper hand shapes and motions, lots of classroom practice, understanding of the importance of word order, and confidence-building. * Prerequisites: None * This course includes an optional learning experience. * |

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| Course Name | Course Description |
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| American Sign Language Projects MS | Through a multidisciplinary approach, students will learn how they can communicate with a Deaf friend, coworker, relative, or other signers. The online class will explore the life of famous Deaf citizens, the new technological advances in the Deaf community. The hands on project will consist of learning key vocabulary as well as facial expression, fingerspelling, sentences, and even a song! Students will also learn about the history of sign language and Deaf culture. The goal for this course is conversational skill, through the use of demonstration, constructive feedback on proper hand shapes and motions, lots of classroom practice, understanding of the importance of word order, and confidence-building. * Prerequisites: None * This course includes an optional learning experience. * |
| American Sign Language V | The fifth year of the American Sign Language course continues with refining fluency in conversational signing, building on advanced grammatical features, and confidence. Additionally, students will start to build on their interpreting skills between English and ASL and vice versa. Learning outcomes will be demonstrated through various activities including ASL receptive exercises, expressive skills, dialogues, and homework assignments. * Prerequisites: ASL IV |
| Anatomy and Physiology IA: Introduction | Increase your students understanding about the form and function of the human body! Starting with the relationship between anatomy and physiology, students will then learn about cell structure and their processes. Learners will also discover the functions and purposes of the skeletal, muscular, nervous, and cardiovascular systems, as well as diseases that affect those systems. Focusing on terminology, this course is essential to students pursuing the health sciences or wanting to gain a greater sense of how the human body works. * Prerequisites: None |
| Anatomy and Physiology IB: Discovering Form and Function | Building on the prior prerequisite course, students will examine the form and function of even more body systems. Students will learn about the structure, function, and interrelation between the lymphatic, immune, respiratory, digestive, urinary, and the endocrine systems. The reproductive system is also discussed along with hereditary traits and genetics. Finally, students will explore the importance of accurate patient documentation as well as technology used in the industry. * Prerequisites: Anatomy and Physiology I |
| Animation 1A: Intro | Have you ever watched a cartoon or played a video game where the animation of characters captivated you so much you wanted to create your own? If so, it's time to immerse yourself in the world of animation. Meet the industry players such as directors, animators, and 3D modelers. Develop your story by exploring design, the 12 principles of animation, creating a storyboard, and leveraging the tools of the trade. Let's bring your story to life with animation! * Prerequisites: None |
| Animation 1B: Animating Your Creativity | It's time to start animating like the pros! In this hands-on course, you'll immediately start exploring the software Blender, your gateway to 3D modeling, computer animation, and postproduction procedures used in the film industry. Discover 3D modeling and animation of characters. Explore the basics of human anatomy and form to apply rigging, joints, and texture. Examine rendering and lighting effects and how to apply sound. And discover careers so you can start using your new skills right away. * Prerequisites: None |
| Anthropology I: Uncovering Human Mysteries | What makes us human? Is it our ability to use language? Is it our abstract thinking skills or our use of tools and technology? In Anthropology 1: Uncovering Human Mysteries you will trace the history of homo sapiens and explore our evolutionary trail. This course offers an anthropologic lens to observe our movement from cave dweller to modern human. It sheds light on how we forged our way and developed all of the things that make us human, such as our cultures, languages, and religions. We, as humans in the 21st century, are highly intelligent, innovative people with astounding technological ability – how did we get this way? * Prerequisites: None |
| Anthropology II: More Human Mysteries Uncovered | How does your culture influence you? Find out how different locations shape various cultures and, in turn, how these cultures shape people's lives around the world - from the jungles of the Amazon to the islands of Indonesia. Anthropology II: More Human Mysteries Uncovered provides a fascinating look at this puzzle of culture. Many of our ancient cultures and languages were shaped by the geographical locations of our ancestors, and in this course, you will begin to visualize new ideas about how ancient cultures flourished through examining their views on life, death, art, and survival. In looking back and learning about cultures through the ages, we are better equipped to understand the world around us today. * Prerequisites: Anthropology I |
| AP Art History | Students will examine major forms of artistic expression from the past and present and from a variety of cultures. While learning to look at these works of art critically, with intelligence and sensitivity, students will articulate what they see or experience. * Prerequisites: Counselor Approval |
| AP Biology | This challenging course is designed to provide a college-level experience and prepare students for the AP Biology exam. Students are engaged in a wide variety of activities with substantial emphasis on interpreting and collecting data in virtual labs, writing analytical essays, mastering biology concepts, and making connections. The key themes in the course include the scientific processes; the effects of science on technology and society; the chemistry and makeup of living organisms; and genetics, diversity, and evolution. * Prerequisites: Counselor Approval |
| AP Calculus AB | This college-level course covers such concepts as derivatives, integrals, limits, approximation, applications, and modeling. In the first semester, students begin by reviewing function notation, and then they explore absolute value, piecewise, exponential, logarithmic, trigonometric, polynomial, and rational functions. After studying limits and continuity, students move on to concepts of derivatives, including the chain rule, differentiation, implicit differentiation, and logarithmic differentiation. Toward the end of the course, students apply what they have learned to solve integration problems. This course prepares students for the AP Calculus AB exam. A TI-83+ or TI-84+ graphing calculator is required for this course. * Prerequisites: Counselor Approval |
| AP Calculus BC | This course, an extension of AP Calculus AB, emphasizes broad concepts and applicable methods. Students describe and analyze functions, limits, and graphs; calculate and apply derivatives; interpret and apply integrals, and study polynomial approximations and series.* Prerequisites: Counselor Approval |

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| AP Chemistry | AP Chemistry builds students' understanding of the nature and reactivity of matter. After studying chemical reactions and electrochemistry, students move on to understand how the chemical and physical properties of materials can be explained by the structure and arrangements of the molecules and the forces between those molecules. Students will examine the laws of thermodynamics, molecular collisions, and the reorganization of matter in order to understand how changes in matter take place. Finally, students will explore chemical equilibria, including acid-base equilibria. The equivalent of an introductory college-level chemistry course, AP Chemistry prepares students for the AP exam and for further study in science, health sciences, or engineering.* Prerequisites: Counselor Approval |
| AP Computer Science | This course involves developing the skills to write programs or part of programs to correctly solve specific problems. Students will learn design techniques to make programs understandable, adaptable, and reusable. * Prerequisites: Counselor Approval |
| AP English Language and Composition | This course provides high school students with college-level instruction in language, rhetoric, and exposition. Students study and write various kinds of analytic and persuasive essays on literary and nonliterary topics. Students become skilled readers of prose written in various periods, disciplines, and rhetorical contexts. Both reading and writing assignments are designed to make students aware of the interaction among a writer's subject and purpose and the audience's expectations, as well as the way in which conventions and language contribute to effectiveness in writing. This course prepares students for the AP English Language and Composition exam by enabling them to read, comprehend, and write about complex texts while developing further communication skills at a college level. * Prerequisites: Counselor Approval |
| AP English Literature and Composition | This course prepares high school students for the AP English Literature and Composition exam by providing them with college-level instruction in various kinds of analytic and persuasive essays on literary and nonliterary topics. Students become skilled readers of prose written in various periods, disciplines, and rhetorical contexts. Through their integrated reading and writing activities, students analyze and evaluate the interaction among a writer's subject and purpose and the audience's expectations, as well as the way in which conventions and language contribute to effectiveness in writing. * Prerequisites: Counselor Approval |
| AP Environmental Science | The goal of this course is to provide students with the scientific principles, concepts, and methodologies required to understand interrelationships in the natural world, identify and analyze environmental problems that are natural and human-made, and prepare for the AP Environmental Science exam. Students evaluate the relative risks associated with these problems and examine alternative methods for resolving or preventing problems. Hands-on and virtual lab experiences support students' ability to master the content. * Prerequisites: Counselor Approval |
| AP Human Geography | This course is designed to provide college level instruction on the patterns and processes that impact the way humans understand, use, and change Earth's surface. Students use geographic models, tools, and geographical data to examine spatial patterns and analyze the changing interconnections among people and places. * Prerequisites: Counselor Approval |
| AP Macroeconomics | Students will understand the choices they must make as producers, consumers, investors, and taxpayers. This course provides students with the knowledge and decision-making tools necessary for understanding how a society must organize its limited resources to satisfy its unlimited wants.* Prerequisites: Counselor Approval |
| AP Microeconomics | This course introduces the ways in which people make use of limited resources. Students examine supply and demand, factors of production, the roles of labor and management, the relationship between the environment and the economy, and the impact of government policies on individuals' economic decisions. Students also study the stock market and track the progress of various stocks. This course prepares students for the AP Microeconomics exam. * Prerequisites: Counselor Approval |
| AP Modern World History | The Online 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 Online 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. This online 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. * Prerequisites: Counselor Approval |
| AP Psychology | This is a college-level course providing students an overview of the development of human behaviors and thoughts. Along with preparation for the AP Psychology exam, the goals of this course are to immerse students in modern psychological investigation techniques, to accentuate the ethics and morality of human and animal research, and to emphasize scientific critical thinking skills in application to the social sciences. * Prerequisites: Counselor Approval |
| AP Spanish Language | The main objective of this course is to develop students' interpersonal communication skills and prepare them for the AP Spanish Language exam. Students develop a strong command of the Spanish language and become very proficient in reading, writing, and speaking. Students are exposed to Spanish literature, historical and current events, music, movies, radio, and television. * Prerequisites: Counselor Approval |

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| AP Statistics | Students gain an understanding of the vocabulary, method, and meaning of statistics. They explore data and patterns found in the world around them by analyzing information and noting statistical relationships. They apply their knowledge to relevant, open-ended tasks requiring them to connect multiple statistical topics together. To demonstrate their comprehension, students actively construct experiments to understand, interpret, communicate, and apply statistical methods. General topics of study include planning and designing a study, anticipating patterns, and making statistical inferences. This course prepares students for the AP Statistics exam. * Prerequisites: Counselor Approval |
| AP U. S. Government and Politics | Students will research the roles of the media, political parties, interest groups, states, candidates, bureaucracy, and the public in the governmental process. They will experience the production of policy building in the areas of economic/social policy, foreign policy, and public administration. * Prerequisites: Counselor Approval |
| AP United States History | Woven into the chronology of this course are the key themes of American History. Issues of American identity, diversity, religion, and culture are examined. Economic transformations, the development of political institutions, and reform movements are evaluated. War, slavery, and demographic changes are assessed. Globalization and environmental issues are analyzed. * Prerequisites: Counselor Approval |
| Applied Engineering IA: Introduction | Discover how technology has changed the world around us by pursuing technological solutions to everyday problems. While using scientific and engineering methods, learn how electricity, electronic systems, magnets, and circuits work. Understand the design process and bring your ideas to life. Explore how engineering advances your ideas and the world! * Prerequisites: None |
| Applied Engineering IB: Solving Problems Together | Do you like to invite solutions to solve problems? Applied engineering has advanced areas such as energy, transportation, health and genetics, alternative energy, food packaging, etc. Explore various inventions and solutions that have solved problems across industries. Examine how artificial intelligence and technology are making an impact on breakthroughs. Evaluate the range of robotic and STEM-related career options available for you to make a difference in lives with your contributions and innovations. * Prerequisites: Applied Engineering Ia |
| Archaeology EL | Through a multidisciplinary approach, students will become archaeologists as they study materials left behind. By sorting through and categorizing trash, students learn that archaeology is the study of ancient people through an examination of used and discarded objects, and that scholars must work together to understand the evidence they uncover.* Prerequisites: None* This course includes an optional learning experience.* |
| Archaeology HS | Through a multidisciplinary approach, students will become archaeologists as they study materials left behind. By sorting through and categorizing trash, students learn that archaeology is the study of ancient people through an examination of used and discarded objects, and that scholars must work together to understand the evidence they uncover. * Prerequisites: None * This course includes an optional learning experience. * |
| Archaeology MS | Through a multidisciplinary approach, students will become archaeologists as they study materials left behind. By sorting through and categorizing trash, students learn that archaeology is the study of ancient people through an examination of used and discarded objects, and that scholars must work together to understand the evidence they uncover. * Prerequisites: None * This course includes an optional learning experience. * |
| Archaeology: Detectives of the Past | The famous Spanish philosopher and writer George Santayana once said, 'se who cannot remember the past are condemned to repeat it.' know from studying history how true this statement is, and the age-old field of archaeology helps us to better understand, through discovery and analysis, how ancient civilizations have shaped the modern world. This fascinating course, Archaeology: Detectives of the Past, explores the various techniques, methods, and theories of this field and illustrates how archaeologists conduct their studies. What is it like to uncover precious artifacts? How are they located and preserved? Find the answer to these questions and more as you learn how ancient discoveries can unlock the secrets of a long and colorful past.* Prerequisites: None |
| Art 1 | Students expand their understanding of color, line, and shape. Activities include drawing, cutting, creating designs, and paper construction. The concepts of texture and three-dimensional forms are also introduced.* Prerequisites: None |
| Art 2 | Students learn how the elements and principles of art are combined to create unique and expressive artwork. They explore how art is connected to other subjects such as science and math. Students also learn the basics of drawing, painting, and three-dimensional design.* Prerequisites: None |
| Art 3 | Students engage in arts and crafts that explore the characteristics of the four seasons. As they study the art of various cultures, they are introduced to art history and art criticism. Students also use a variety of media to create two- and three-dimensional projects.* Prerequisites: None |
| Art 4 | In this course, students are introduced to works of art from several continents. As they become more familiar with art elements and the principles of design, they learn how these are applied in creating visual art in diverse cultures around the world. In addition, students use various media to create two- and three-dimensional projects.* Prerequisites: None |
| Art 5 | Students are introduced to various works of art, and they become familiar with the elements of art and the principles of design. They examine how these elements and principles were applied to create visual art in different time periods and cultures. Students use assorted media to create two- and three-dimensional projects.* Prerequisites: None |

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| Art 6 | This course focuses on how students can identify art in everyday life and in their surroundings. Students discover art forms from the items they find on their person, in their home, and in the community. They complete art history, art criticism, and art production activities with an American art focus. Through a variety of media, students create two- and three-dimensional art projects, emphasizing drawing, design, and functionality.* Prerequisites: None |
| Art 7 | In this course, students will experience the creative processes used by all artists. They will learn how to analyze, interpret, and evaluate art. At the end of this course, they will have a portfolio of work that demonstrates their own skill and creativity as an artist.* Prerequisites: None |
| Art 8 | Students explore how art can be used for design, functionality, or personal expression. They study how American and international visual art influences ideas, actions, cultures, and environments. Students use various media and techniques to create two- and three-dimensional visual art projects. Through discussions of art history and criticism, students learn methods to analyze, interpret, and judge artworks. Students also make connections between art and artists, from across time and location, and explore how science, math, history, and religion impact art.* Prerequisites: None |
| Art and Early Civilizations EL | This class is an exploration of art through the lens of the study of world civilization, from early civilizations to present. Topics include the impact of art upon history, historiography and the skills of historical inquiry, how areas were developed, maintained, lost, joined, an overview of wars, world leaders. Culture studies include world art expressed in beliefs, morals, and traditions.* Prerequisites: None* This course includes an optional learning experience.* |
| Art and Early Civilizations HS | This class is an exploration of civilization and art through the lens of the study of world civilization, from early civilizations to present. Topics include the impact of art upon history, historiography and the skills of historical inquiry, how areas were developed, maintained, lost, joined, an overview of wars, world leaders. Culture studies include world art expressed in beliefs, morals, and traditions. Projects may include digital collaboration via Google Slides, PowerPoint or other presentation of chosen subject, art, war, culture or other topic of interest. * Prerequisites: None * This course includes an optional learning experience. * |
| Art and Early Civilizations MS | This class is an exploration of civilization and art through the lens of the study of world civilization, from early civilizations to present. Topics include the impact of art upon history, historiography and the skills of historical inquiry, how areas were developed, maintained, lost, joined, an overview of wars, world leaders. Culture studies include world art expressed in beliefs, morals, and traditions. Projects may include digital collaboration via Google Slides, PowerPoint or other presentation of chosen subject, art, war, culture or other topic of interest. * Prerequisites: None * This course includes an optional learning experience. * |
| Art and Visual Culture | In Art and Visual Culture, students analyze and interpret artwork created by others, examine the concepts of aesthetics and art criticism, and explore the practical application of art in a variety of careers. Art and Visual Culture highlights drawing as a form of communication and introduces students to the elements of art and principles of design through hands-on activities. Students sharpen their observation skills using a variety of art media and become adept at using basic techniques and processes to depict the world around them. Furthermore, students express their thoughts and feelings through art practice and experimentation. This course prepares students to pursue art as an area of study. * Prerequisites: None |
| Art Appreciation | Art Appreciation focuses on the art and architecture of the ancient Near East and Europe. The course begins with a brief overview of the fundamental methods of art. The course continues to evaluate the meaning, purposes, and styles of art. Art appreciation reviews the art elements and principles of design, including the various media used to create artwork. This course follows a chronological timeline showing how art and world events have influenced each other from early medieval times to the modern era. Particular emphasis centers on viewing works of art within their historical and cultural context so that students learn to understand how these key achievements relate to the past and present world.* Prerequisites: None |
| Art Development II EL | The importance of fine arts is a benefit, not just to the older student and population, but is a necessary area of development for the young student who will benefit with it in all areas of education. Art provides an opportunity for children to develop the use of their senses directly and encourages the student to further develop what they already know as a source of knowledge and creativity. It is important for the student to make a connection between the verbal and visual; logic and emotions; imagination and reality. Art offers the student an opportunity to express feelings and emotions in their drawings and with color. The fine art program promotes self-esteem and self-awareness as it enhances personal fulfillment. Children have a wonderful imagination that, if encouraged, will be needed throughout their life. This program provides an opportunity for self-discipline through instruction and cooperation while providing the student with an opportunity for self-expression by using imaginative thinking for creative solutions. Again, this is a necessity in lifetime experiences. The student will see the artistic expressions and inventions from cultures around the world that are part of the history of mankind and development. Modern media provides many opportunities to the student. However, the student has the benefit to experience it more closely in art classes. Repetition, important for young children, is evident in these lessons. Repetition is provided at different age levels while using various tools and mediums. Home, family and friends, pets, and toys are the young student's world. The student will begin with their personal world as they think they know it, and discover so much more about it. These lessons provide a deeper awareness of the world immediately around them, and eventually their journey will grow from there. Each student is an individual with unique ideas and talents. Our goal is to provide each student an opportunity for personal growth for themselves and the world in which we live.* Prerequisites: None |

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| Art Development III EL | The Art program provides an opportunity for children to develop the use of their senses directly and encourages the student to further develop their personal source of knowledge and creativity. Art offers the student the opportunity to experience a connection between the verbal and visual; logic and emotions; imagination and reality. The student is guided and encouraged to express feelings and emotions in their drawings and with color while promoting self-esteem and self-awareness in personal fulfillment. The imagination in children is encouraged in art. However, it will assist them in their other studies as well. This program provides an opportunity for self-discipline through instruction and cooperation while providing the student with an opportunity for self-expression by using imaginative thinking for creative solutions. The student is introduced to some of the artistic expressions and techniques from cultures around the world. Modern technology provides opportunities for the student to observe this history. The art student will use some of these elements themselves in their own artwork. Repetition, important for children, is provided at different age levels while using various tools and mediums. Home, family, traditions, friends, pets, and toys are the young student's world. The student will explore what they know of their world. These lessons provide a deeper awareness of the world immediately around them where their journey is just beginning. As an individual each student is gifted with unique talents and ideas. Our goal is to provide each student an opportunity for personal growth for themselves and the world in which they live.* Prerequisites: None |
| Art Development IV EL | The Art program provides an opportunity for children to develop the use of their senses directly and encourages the student to further develop their personal source of knowledge and creativity. Art offers the student the opportunity to experience a connection between the verbal and visual; logic and emotions; imagination and reality. The student is guided and encouraged to express feelings and emotions in their drawings and with color while promoting self-esteem and self-awareness in personal fulfillment. The imagination in children is encouraged in art. However, it will assist them in their other studies as well. This program provides an opportunity for self-discipline through instruction and cooperation while providing the student with an opportunity for self-expression by using imaginative thinking for creative solutions. The student is introduced to some of the artistic expressions and techniques from cultures around the world. Modern technology provides opportunities for the student to observe this history. The art student will use some of these elements themselves in their own artwork. Repetition, important for children, is provided at different age levels while using various tools and mediums. Home, family, traditions, friends, pets, and toys are the young student's world. The student will explore what they know of their world. These lessons provide a deeper awareness of the world immediately around them where their journey is just beginning. As an individual each student is gifted with unique talents and ideas. Our goal is to provide each student an opportunity for personal growth for themselves and the world in which they live.* Prerequisites: None |
| Art Explorations MS | Introducing students to diverse areas in the arts can broaden their perspective on the arts in general. Arts Explorations encourages students to experience each of the modern arts disciplines including Visual Arts, Theatre, Music, Media Arts and Dance. Students will also be able to identify areas of special interest where they would like continued study and the ways that the arts can be a part of their career paths.* Prerequisites: None |
| Art for the Ages EL | In this multidisciplinary class for younger students, they will explore from the dawn of Civilization to 0 AD. We will explore the different types of art and how they were used in architecture.* Prerequisites: None* This course includes an optional learning experience.* |
| Art for the Ages HS | In this multidisciplinary class, students, they will explore from the dawn of Civilization to 0 AD. We will explore the different types of art and how they were used in architecture. * Prerequisites: None * This course includes an optional learning experience. * |
| Art for the Ages MS | In this multidisciplinary class, students, they will explore from the dawn of Civilization to 0 AD. We will explore the different types of art and how they were used in architecture. * Prerequisites: None * This course includes an optional learning experience. * |
| Art in World Cultures | Who do you think is the greatest artist of all time? Maybe Leonardo da Vinci? Michelangelo? Maybe a more modern artist like Claude Monet or Pablo Picasso? Or is it possible that the greatest artist of all time is actually someone whose name has been lost to history? In Art in World Cultures, you'll learn about some of the greatest artists in the world while creating your own art, both on paper and digitally. This course explores basic principles and elements of art and teaches you how to critique different art works art. And along the way, you will get to discover some traditional art forms from various regions of the world including the Americas, Africa, and Oceania.* Prerequisites: None |
| Art K | In art, students explore color, line, and shape. A combination of interactive and hands-on studio projects encourages students to create art. They sharpen their motor skills and explore the areas of art they find interesting. Artistic modes include drawing, painting, assembling, and sculpting.* Prerequisites: None |
| Art Techniques Projects EL | Through a multidisciplinary approach, students will explore the varying qualities of materials, techniques, media technology, and processes at a developing level. Students will develop the concept of proper use of art materials and using tools safely and responsibly.* Prerequisites: None* This course includes an optional learning experience.* |
| Art Techniques Projects HS | Through a multidisciplinary approach, students will explore the varying qualities of materials, techniques, media technology, and processes at an advanced and developing level. Students will develop the concept of proper use of art materials and using tools safely and responsibly, develop a successful visual vocabulary, develop reflective thinking skills by observing, analyzing, and critically evaluating works of art for the purpose of improving technical quality, produce and exhibit a final product that demonstrates quality craftsmanship and technique at a developing level. * Prerequisites: None * This course includes an optional learning experience. * |
| Art Techniques Projects MS | Through a multidisciplinary approach, students will explore the varying qualities of materials, techniques, media technology, and processes at an advanced and developing level. Students will develop the concept of proper use of art materials and using tools safely and responsibly, develop a successful visual vocabulary, develop reflective thinking skills by observing, analyzing, and critically evaluating works of art for the purpose of improving technical quality, produce and exhibit a final product that demonstrates quality craftsmanship and technique at a developing level. * Prerequisites: None * This course includes an optional learning experience. * |

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| Arts and Crafts 1 | <p>This course provides a foundation for children' inherent artistic imagination and creativity by sharing the basics of art and making art. Students are introduced to primary colors, the color wheel, shapes such as lines and circles, and concepts such as symmetry. Young artists will also explore a variety of media such as pastels, watercolors, crayons , tempera, and pencil drawing. A particular emphasis on this course is on creating works of art. In this semester students will work create a watercolor tree, use a printing block, produce weather painting, and produce a watercolor painting. Emphasis in the second semester students will be placed on applying what the students have learned to make more detailed works of art. In this semester students will be creating colorful calendars, stenciling, fashioning intricate flower drawings, revisiting symmetrical objects, and mixing colors. This course will provide students with opportunities to experience many different forms of arts and to express their imagination while learning valuable skills. Each student is an individual with unique ideas and talents. Our goal is to provide each student an opportunity for personal growth for themselves and the world in which we live.* Prerequisites: None</p> |
| Arts and Crafts 2 | <p>Art provides an opportunity for children to develop the use of their senses directly and encourages the student to further develop what they already know as a source of knowledge and creativity. Art offers the student an opportunity to express feelings and emotions in their drawings and with color. Arts and Crafts promote self-esteem and self-awareness as it enhances personal fulfillment. Children have a wonderful imagination that, if encouraged, will be needed though out their life. This course provides an opportunity for self-discipline through instruction and cooperation while providing the student with an opportunity for self-expression by using imaginative thinking for creative solutions. Learners will begin the course by creating a color wheel and understanding the difference between primary, secondary, and complimentary colors. Learners will use watercolors to create a value chart and begin to understand symmetry in art. At the end of the semester students will work with clay and create a Memorial Clay. In semester B of Arts and Crafts, students will continue to explore their creativity while also learning ways that art can be functional and add to objects and materials that we use on an everyday basis. Students will begin the semester by creating a 12 month calendar. The students will focus on new month each week. They will also be able to pick a different clay project each week from The Book of Nature Crafts and/or Clay Fun. Once students have completed the calendar project they will begin to work on form drawing and make a seasonal chart using objects familiar with each of the four seasons. The course concludes with students working with wet crayons and wet paper. This course will provide students with opportunities to experience many different forms of arts and to express their imagination while learning valuable skills. Each student is an individual with unique ideas and talents. Our goal is to provide each student an opportunity for personal growth for themselves and the world in which we live.* Prerequisites: None</p> |
| Arts and Crafts K | <p>This course provides a foundation for children's inherent artistic imagination and creativity by sharing the basics of art and making art. Students are introduced to lines, circles, recognizing and using shapes, creating a collage and concepts such as symmetry. Young artists will also explore a variety of media such as pastels, watercolors, crayons, tempera, and pencil drawing. A particular emphasis on this course is on creating works of art. In this semester students will work with clay, draw with pastels, make fingerprint flowers, draw barns and animals using shapes and recognizing lines using the student's name. Emphasis in the second semester students will be placed on applying what the students have learned to make more detailed works of art. Among the projects this semester students will be creating a bird feeder, make pig puppets, craft paper flowers, make potpourri, craft a heart collage, construct a wind chime, and press flowers.* Prerequisites: None</p> |

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| Astronomy IA: Introduction | This course will introduce students to the study of astronomy, including its history and development, basic scientific laws of motion and gravity, the concepts of modern astronomy, and the methods used by astronomers to learn more about the universe. Additional topics include the origin of the universe, the Milky Way, and other galaxies and stars.* Prerequisites: None |
| Astronomy IB: Exploring the Universe | Building upon the prior prerequisite course, this course presents a variety of subjects that allow the student to become more familiar with the universe. Students will explore the solar system, the sun, comets, asteroids, and meteors as well as become familiar with the concepts of space travel and settlements. Students will also examine the life-cycle of stars and the properties of planets.* Prerequisites: Astronomy I: Introduction |
| Astronomy Projects EL | Through a multidisciplinary approach, students will explore realms beyond the earth. This hands-on class includes investigation of the Earth's motions and how they affect the appearance of the day and night sky; the major planets, their moons, and other bodies of the solar system. Overview of the major Universe and deep-sky objects and events: including sun, stars, constellations, nebulae, galaxies, comets, and telescopes. History of flight, rocketry and space exploration.* Prerequisites: None* This course includes an optional learning experience.* |
| Astronomy Projects HS | Through a multidisciplinary approach, students will explore realms beyond the earth. This hands-on class includes investigation of the Earth's motions and how they affect the appearance of the day and night sky; the major planets, their moons, and other bodies of the solar system. Overview of the major Universe and deep-sky objects and events: including sun, stars, constellations, nebulae, galaxies, comets, and telescopes. History of flight, rocketry and space exploration. Classroom lecture, activities and projects will reinforce topics. * Prerequisites: None * This course includes an optional learning experience. * |
| Astronomy Projects MS | Through a multidisciplinary approach, students will explore realms beyond the earth. This hands-on class includes investigation of the Earth's motions and how they affect the appearance of the day and night sky; the major planets, their moons, and other bodies of the solar system. Overview of the major Universe and deep-sky objects and events: including sun, stars, constellations, nebulae, galaxies, comets, and telescopes. History of flight, rocketry and space exploration. Classroom lecture, activities and projects will reinforce topics. * Prerequisites: None * This course includes an optional learning experience. * |
| Augmented and Virtual Reality Applications | Separating hype from reality is hard... especially in the fast-growing and evolving space of augmented and virtual reality (AR/VR). Recent advances in technology has allowed AR/VR systems to become extremely sophisticated and realistic. This course introduces students to the technologies that underpin AR/VR systems. Then the course walks through 5 applications of AR/VR and how they will change and impact numerous aspects of our lives and the economy. Students will also learn about and discuss the risks and side effects of these systems, including health, privacy, and ethical implications. * Prerequisites: None |
| Auto Care Projects EL | This course will help students become confident and responsible auto owners as they learn about car maintenance, light repair, auto ownership and how cars work. Students will learn to make informed decisions about purchasing a car, as well as the financing and insurance options available. Through hands on demonstrations and student centered projects and research, students will learn the four major systems of the car and how and when to properly maintain them, as well as how to handle common problems and roadside emergencies.* Prerequisites: None* This course includes an optional learning experience.* |
| Auto Care Projects HS | This course will help students become confident and responsible auto owners as they learn about car maintenance, light repair, auto ownership and how cars work. Students will learn to make informed decisions about purchasing a car, as well as the financing and insurance options available. Through hands on demonstrations and student centered projects and research, students will learn the four major systems of the car and how and when to properly maintain them, as well as how to handle common problems and roadside emergencies. * Prerequisites: None * This course includes an optional learning experience. * |
| Auto Care Projects MS | This course will help students become confident and responsible auto owners as they learn about car maintenance, light repair, auto ownership and how cars work. Students will learn to make informed decisions about purchasing a car, as well as the financing and insurance options available. Through hands on demonstrations and student centered projects and research, students will learn the four major systems of the car and how and when to properly maintain them, as well as how to handle common problems and roadside emergencies. * Prerequisites: None * This course includes an optional learning experience. * |
| Basic Drawing | In Basic Drawing, students will experiment with several different art materials and tools to see what each tool can do best. Students will explore ordinary things around them to become more observant of the structures and meanings of things which can be seen in your their home and community. Your work will be your own study of the forms, textures, movements, and patterns of the things that you see every day. Each project and each lesson is based on the one before it; so always do the lessons in the order they are given. Be sure to follow the directions exactly regarding which materials, sizes, and subject matter to use for each project. Each lesson will be a study of a new way of drawing. The examples given will show only the method and materials to be used, never the same subject or size as the project assigned. The examples are never to be copied. An example will only show one way of using the technique described. By becoming more observant, by experimenting with new materials, and by exploring a variety of methods, students will continue to grow in artistic skill and enjoyment. Beyond fundamental skills are various levels of creativity. Each lesson provides room for expressing the technical skill learned in a unique, creative way.* Prerequisites: None |
| Basic Web Design | In this course, students will learn how to design a beautiful and functional website. Students will learn how to take their design and translate it into a live website using Hypertext Markup Language (HTML) and Cascading Style Sheets (CSS) programing languages. HTML5 and CSS3 will be the standard versions used in the class. Students will understand design components of websites, including the use of color, layout and when to use different techniques, typography rules, and the importance of imagery. At the conclusion of the course, students will present a website to the class. Upon completion of this course, each student will have hands-on experience creating a fully functioning website. Students do not need to have a previous technical background with HTML or CSS prior to taking this course.* Prerequisites: None |
| Beginning Brain Games EL | Through a multidisciplinary approach students will explore activities that will increase cognitive abilities, concentration and problem solving through hands on, logic and skill based games.* Prerequisites: None* This course includes an optional learning experience.* |

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| Beginning Brain Games HS | Through a multidisciplinary approach students will explore activities that will increase cognitive abilities, concentration and problem solving through hands on, logic and skill based games. * Prerequisites: None * This course includes an optional learning experience. * |
| Beginning Brain Games MS | Through a multidisciplinary approach students will explore activities that will increase cognitive abilities, concentration and problem solving through hands on, logic and skill based games. * Prerequisites: None * This course includes an optional learning experience. * |
| Beginning Forensics Projects EL | In this multidisciplinary course students will use a variety of technology to explore reasoning skills, observation, memory sharpening, codes and the collection of evidence in a fictional crime scenario. Students will learn about forensic tools, technical resources, forming and testing hypothesis, proper data collection and responsible conclusions.* Prerequisites: None* This course includes an optional learning experience.* |
| Beginning Forensics Projects HS | In this multidisciplinary course students will be introduced to the use of a variety of technology to explore reasoning skills, observation, memory sharpening, codes and the collection of evidence in a fictional crime scenario. Students will learn about forensic tools, technical resources, forming and testing hypothesis, proper data collection and responsible conclusions. Students will create a movie and digital portfolio of their investigations. * Prerequisites: None* This course includes an optional learning experience.* |
| Beginning Forensics Projects MS | In this multidisciplinary course students will be introduced to the use of a variety of technology to explore reasoning skills, observation, memory sharpening, codes and the collection of evidence in a fictional crime scenario. Students will learn about forensic tools, technical resources, forming and testing hypothesis, proper data collection and responsible conclusions. Students will create a movie and digital portfolio of their investigations. * Prerequisites: None* This course includes an optional learning experience.* |
| Beginning Painting | This course introduces students to classical and contemporary painting, techniques and concepts, with emphasis on the understanding of its formal language and the fundamentals of artistic expression. Painting from still life, landscape, and life models from observation will be geared towards realism; at the same time, various other painting styles could be explored. Color theory, linear perspective, compositional structure, figure/ground relationships, visual perception, spatial concepts, and critical thinking skills will all be emphasized. Students will study and research major painting styles and movements in historical context. The hope is that students will use this global approach to develop a 'critical eye' evaluation of contemporary painting. Acrylic and watercolors are the mediums used in this class. The main emphasis of this course is to encourage and nourish individuality and creativity.* Prerequisites: None |
| Beginning Robotics EL | Through a multidisciplinary approach students will collaborate in this class which includes: simple machines, structures and forces, levers, wheels & axles, gears and motorized systems utilizing technology and engineering. Portfolios will be used to assess course knowledge and application.* Prerequisites: None* This course includes an optional learning experience.* |
| Beginning Robotics HS | Through a multidisciplinary approach students will collaborate in this class which includes: simple machines, structures and forces, levers, wheels & axles, gears and motorized systems utilizing technology and engineering. Portfolios will be used to assess course knowledge and application. * Prerequisites: None * This course includes an optional learning experience. * |
| Beginning Robotics MS | Through a multidisciplinary approach students will collaborate in this class which includes: simple machines, structures and forces, levers, wheels & axles, gears and motorized systems utilizing technology and engineering. Portfolios will be used to assess course knowledge and application. * Prerequisites: None * This course includes an optional learning experience. * |
| Biology | Biology covers a wide range of concepts in the field of biology. Students are introduced to the study of biology and its four unifying themes, and they are introduced to the concept of the cell, including cell structure and function. The concept of the cell is extended, and students explore Mendelian genetics and how humans inherit traits. The course concludes with the structure and mechanisms of DNA, as well as the role of biotechnology in today's society. Students also explore the theory of evolution, including early ideas, how populations evolve, and the history of life on Earth. Students discuss the concept of ecology, where they learn about different principles of ecology. Students in Biology B also learn about the structure and function of major human body systems.* Prerequisites: None |
| Biology CR | Biology covers a wide range of concepts in the field of biology. Students are introduced to the study of biology and its four unifying themes, and they are introduced to the concept of the cell, including cell structure and function. The concept of the cell is extended, and students explore Mendelian genetics and how humans inherit traits. The course concludes with the structure and mechanisms of DNA, as well as the role of biotechnology in today's society. Students also explore the theory of evolution, including early ideas, how populations evolve, and the history of life on Earth. Students discuss the concept of ecology, where they learn about different principles of ecology.* Prerequisites: None |
| Biotechnician 2A: Moving into the Lab | Are you ready to have an authentic, positive impact on human life? In this course, you will dive even deeper into the role of a biological technician to understand how genetic engineering works. You will explore managing a biotech laboratory, Microscopy and Spectroscopy, mammalian cell culture, what the day-to-day duties of a biotechnician involve, and more. You will also explore experimental design as it relates to genetic engineering to plan your own experiments. Get ready to break down the building blocks of the human design! * Prerequisites: Biotechnician IA&B |
| Biotechnician IA: Introduction | There are so many mysteries that need unraveling in the world today that can help us grow better crops, cure diseases, combat pollution, solve crimes, and so much more. If you love the idea of solving problems to make the world a better place, a career as a biotechnician may be for you. In this course, you'll learn the basics of lab safety, how to perform tasks crucial to experimentation, biological basics, and about the exciting careers available in the field of biotechnology. Not all heroes wear capes. Some wear lab coats. Grab yours and let's get started! * Prerequisites: None |

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| Biotechnician IB: Advancements in Biotechnology | You've scratched the genetic surface of a biotechnician's world, but now, we're going to dive deeper into mankind's future. In this course, you'll explore essential topics that structure the reality of biotechnology such as the role genetics and epigenetics play in influencing human traits, the creation and purpose of recombinant DNA, and how the human immune response can be tweaked to fight disease. You'll also explore GMO's and biofuels and how an idea becomes reality in the biotech industry. Let's continue learning about how you can change the world in a role as a biotechnician. * Prerequisites: None |
| Biotechnology IA: Introduction | How is technology changing the way we live? Is it possible nature can provide all the answers to some of the science's most pressing concerns? In Biotechnology IA: Introduction, you'll learn the basics of biotechnology and evolutionary theory, explore the various ways we store and preserve food, and discover the process of fermentation and microbiology. This course will also cover the importance of breeding plants and hybridization and how early breeding programs led to the study of genetics and an understanding of the function of genes. Finally, you'll delve into early industrial discoveries and explore the developments in biotechnology during the industrial revolution. * Prerequisites: None |
| Biotechnology IB: Unlocking Nature's Secrets | The fusion of biology and technology creates an amazing process and offers humanity a chance to significantly improve our existence, while simultaneously creating new challenges. In Biotechnology IB: Unlocking Nature's Secrets, you'll build on your knowledge from Biotechnology I and learn how his field seeks to cure such deadly diseases as cancer and malaria, develop innovative medicine, and effectively feed the world through improved agricultural systems. Learn about some of the challenges biotechnology faces today, such as the growth of antibiotic-resistant bacteria and questions about the safety of commercially produced genetically modified organisms (GMOs). You'll research new biotechnologies and learn how they are changing the world we live in, including the environmental benefits of industrial biotechnology. * Prerequisites: Biotechnology IA: Introduction |
| Botanical Art EL | Join us on an exciting adventure as we set out to discover the wonders of plants. We'll explore the world of plants through various hands-on living labs: dissect seeds, force bulbs, make leaf skeletons, build light huts, grow herbs - and much, much more. These hands-on activities combining with art will complement our lessons as we learn about plants from the roots up.* Prerequisites: None* This course includes an optional learning experience.* |
| Botanical Art HS | We will explore the world of plants through various hands-on living labs. Dissect seeds, force bulbs, make leaf skeletons, build light huts, grow herbs - and much, much more. These hands-on activities combining with art will complement our lessons as we learn about plants from the roots up: plant classification, plant cells, the life cycle of plants, flower parts, leaf shapes, etc. * Prerequisites: None * This course includes an optional learning experience. * |
| Botanical Art MS | We will explore the world of plants through various hands-on living labs. Dissect seeds, force bulbs, make leaf skeletons, build light huts, grow herbs - and much, much more. These hands-on activities combining with art will complement our lessons as we learn about plants from the roots up: plant classification, plant cells, the life cycle of plants, flower parts, leaf shapes, etc. * Prerequisites: None * This course includes an optional learning experience. * |
| Brain Games EL | Through a multidisciplinary approach students will explore activities that will increase cognitive abilities, concentration and problem solving through hands on, logic and skill based games. This course maintains the core mechanics of beginning brain games but challenges students in higher level thinking.* Prerequisites: None* This course includes an optional learning experience.* |
| Brain Games HS | Through a multidisciplinary approach students will explore activities that will increase cognitive abilities, concentration and problem solving through hands on, logic and skill based games. * Prerequisites: None * This course includes an optional learning experience. * |
| Brain Games MS | Through a multidisciplinary approach students will explore activities that will increase cognitive abilities, concentration and problem solving through hands on, logic and skill based games. * Prerequisites: None * This course includes an optional learning experience. * |
| Business Applications | In Business Applications, students focus on business software and the corresponding skills required in the business world. The course begins with an overview of computers, including hardware, software, and operating systems. Students explore spreadsheet, word processing, presentation, and database software and discover how to fulfill a customer request using these skills. They also study web-based applications and additional software packages and learn about Internet technology. Students investigate common security concerns and discover how to prevent security issues. Finally, students experience the software development cycle where they will learn how various professionals utilize business applications. They will also discover the importance of moral and ethical responsibility in an online community. Students must possess basic spreadsheet, word processing, and presentation software skills before entering this course. Additionally, students must be independent learners, comfortable learning new technology and researching software features and functions.* Prerequisites: None |
| Business Communication 1A: Introduction | No matter what career you're planning to pursue, excellent professional communication will be key to your success. Upgrade your abilities in speaking, listening, writing, using and reading body language, and communicating in teams and groups. Discover how to plan, create, and deliver business presentations and communicate through graphics. In no time, you'll be communicating with confidence, stand out from your peers, and impress your employer. * Prerequisites: None |
| Business Communication 1B: Listen, Speak & Write in the Workplace | You've learned your audience, found your voice, and can read the body's unspoken words. Now, it's time to limber up those fingers and learn the P's and Q's of communicating in a business setting. In this course, you're going to take the basic writing skills you've developed and revise them so you can take new approaches to planning, building, and distributing documents for a business audience. You'll continue to explore the essentials of writing while drafting new understandings of business documents, and then you'll learn to apply your business communication skills to job applications, interviews, and presentations. No matter your career of choice, learning to effectively communicate will help your professionalism grow leaps and bounds. Let's get writing! * Prerequisites: None |
| Business Information Management IA: Introduction | Students will build their career skills and strengthen their knowledge of business information management by exploring types of businesses and the elements of business planning. Learning about the initial requirements to start a business, students will then examine business finances, marketing, sales, and the importance of customer service. Computer hardware, networks, and the internet are discussed as well as the basics of web design. Lastly students will explore ethics and business law, giving each learner an opportunity to discover their passion for business. * Prerequisites: None |

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| Business Information Management IB: Data Essentials | Students will build their career skills and strengthen their knowledge of business information management by exploring types of businesses and the elements of business planning. Learning about the initial requirements to start a business, students will then examine business finances, marketing, sales, and the importance of customer service. Computer hardware, networks, and the internet are discussed as well as the basics of web design. Lastly students will explore ethics and business law, giving each learner an opportunity to discover their passion for business. * Prerequisites: None |
| Business Law IA: Introduction | Whether you plan on starting your own business or being in charge of one, it is crucial you understand how to keep the company compliant. Explore what it means to run an ethical business, how to keep intellectual property, technology, and e-commerce safe and protected, understand insurance and taxes, and how to have a healthy workplace environment. Keep the business safe and growing by following the law. * Prerequisites: None |
| Business Law IB: Legal Aspects of Business | Whether you plan to start your own business, work for an organization, or go into law, it's essential to understand more complex legal requirements that impact business operations and decisions. This is especially true as companies grow and expand domestically and internationally. Explore the differences between criminal and civil law. Examine how state and federal regulations work to protect consumer and employees' rights, protect society and the environment, and understand how business contracts can work to protect everyone. * Prerequisites: None |
| Business Management | Business Management guides students through examples of their roles as wage earners, consumers, and citizens as they explore the wide, exciting world of business. Course topics range from the extensive use of credit to the role of government in the U.S. economy.* Prerequisites: None |
| Calculus | This college-level course covers concepts such as limits, derivatives, integrals. In the first semester, students begin by reviewing logarithmic functions, trigonometric functions, and the most common ways to simplify functions. After studying limits, continuity, and the intermediate value theorem, students will learn about derivatives. These concepts of derivatives will include many different techniques of differentiation including the product and quotient rules, derivatives of logarithmic and trigonometric functions, and the chain rule. Beginning in the second semester, students will then use the concepts of derivatives to analyze functions and properties of graphs. After finishing the study of derivatives, students will learn about integrals. These concepts of integrals with include definite and indefinite integrals, the fundamental theorem of calculus, and applications of integrals to find areas and volumes. This course does not fully prepare students for the AP Calculus AB exam. A graphing calculator is not required for this course. * Prerequisites: Pre-Calculus and Counselor Approval |
| Calculus (Hybrid) | This course presents the topics of differential and integral calculus in an incremental fashion. It begins with a condensed summary of key algebra, trigonometry, and analytic geometry topics, and then progresses into limits, continuity, functions, derivatives, and the differentiation and integration of variables. * Prerequisites: Pre-Calculus * This course includes an optional learning experience. * |
| Career Exploration I: Charting Your Path MS | Students will get the opportunity to explore careers in a variety of fields and disciplines and understand the necessary skills and education needed to choose a future path. Students will discover careers including business and finance, manufacturing, engineering, and many more! Detailed information on the required education and training options for each are included. Have your students begin gathering information for their journey down a career path today! * Prerequisites: None |
| Career Exploration II MS | Imagine that it's 20 years from now. What career do you see yourself in? What do you imagine that you'll be doing? Will you be fighting forest fires or engineering the next rocket into space? With all the careers available, it can be difficult to narrow them down. In Middle School Career Exploration II we'll explore more careers and see what it takes to succeed. You'll learn more about what steps are needed to prepare for your career and how to compare the pros and cons of different career choices. Finally, you'll get the chance to try out parts of different careers to see if you're a perfect fit! * Prerequisites: MS Career Exploration I |
| Career Exploration in Finance | This course introduces students to the challenging and lucrative world of finance. While "Wall Street" may still get a bad rap after the 2008 financial crisis, finance careers still remain highly sought after and can be highly rewarding. The course reviews key financial terms and examines various groups, positions, and roles within financial institutions. Students will learn about resumes, interviews, and networking. Students will also discuss ethics on Wall Street and the role of finance within society. * Prerequisites: None |
| Career Explorations EL | In this multidisciplinary class, students will explore and research various careers. Students will assess several areas of a career including, education requirement, experience, salary, and growth to determine what would be a good choice for them. Students will participate in several types of self-inventory tests/activities to identify their strengths and talents and learn how these correlate to careers in which they are likely to experience success.* Prerequisites: None* This course includes an optional learning experience.* |
| Career Explorations HS | In this multidisciplinary class, students will explore and research various careers. Students will assess several areas of a career including, education requirement, experience, salary, and growth to determine what would be a good choice for them. Students will begin their journey looking into careers and their futures after high school and will participate in several types of inventory tests/activities to identify their strengths and talents and how these correlate to careers in which they are likely to experience success. High school students will also explore the tools needed during the interview process: Resume, cover letter, list of references, and follow up letters. * Prerequisites: None * This course includes an optional learning experience. * |
| Career Explorations MS | In this multidisciplinary class, students will explore and research various careers. Students will assess several areas of a career including, education requirement, experience, salary, and growth to determine what would be a good choice for them. Students will begin their journey looking into careers and their futures after high school and will participate in several types of inventory tests/activities to identify their strengths and talents and how these correlate to careers in which they are likely to experience success. High school students will also explore the tools needed during the interview process: Resume, cover letter, list of references, and follow up letters. * Prerequisites: None * This course includes an optional learning experience. * |
| Career Planning | The Career Planning course guides students through the essential elements of the career planning process and the development of a defined career plan. Students will consider the many factors that impact career success and satisfaction. Using a process of investigation, research, and self-discovery, students will acquire the understandings critical to the career planning process. Upon completion of the course, students will have created a practical and comprehensive college or career transition portfolio that reflects their skills and abilities, as well as their interests, values, and goals. * Prerequisites: None |

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| Career Planning and Skill Development | As a high school student, it may seem like an eternity before you'll be working for a living. However, you will be entering the working world sooner than you think - it's important that you're prepared. Career Planning and Skill Develop will learn about qualities that will make you a successful employee and additional career-related skills, such as problem-solving and communication. * Prerequisites: None |
| Careers in Criminal Justice 1A: Intro | Have you ever wondered what steps take place as people as they move through the court system? The criminal justice system is a very complex field that requires dedicated people willing to pursue equal justice for all. Explore different career choices and how the juvenile justice system, the correctional system, and the trial process all work together to maintain social order. * Prerequisites: None |
| Careers in Criminal Justice 1B: Finding Your Speciality | Have you ever thought about a career as a police officer, an FBI or DEA agent, or any occupation that seeks to pursue justice for all? Careers in criminal justice can be found at local, county, state, and federal levels, and even in the private sector. Explore some of the various occupations in this field, while simultaneously learning how they interact with each other and other first responders. Discover various interviewing techniques to uncover the truth. Understand the importance of making ethical decisions, and how you need to keep your sense of right and wrong in check to be successful in this field. * Prerequisites: None |
| Cartooning EL | Through a multidisciplinary approach, students will learn how to create Manga characters. They will learn about human proportions and the difference between reality and cartooning. They will learn how to create emotion by the way they draw eyes, eyebrows and mouths. They will learn the difference between male and female traits (hair, eyes, neck & shoulders).* Prerequisites: None* This course includes an optional learning experience.* |
| Cartooning HS | Through a multidisciplinary approach, students will learn how to create Manga characters. They will learn about human proportions and the difference between reality and cartooning. They will learn how to create emotion by the way they draw eyes, eyebrows and mouths. They will learn the difference between male and female traits (hair, eyes, neck & shoulders). * Prerequisites: None * This course includes an optional learning experience. * |
| Cartooning MS | Through a multidisciplinary approach, students will learn how to create Manga characters. They will learn about human proportions and the difference between reality and cartooning. They will learn how to create emotion by the way they draw eyes, eyebrows and mouths. They will learn the difference between male and female traits (hair, eyes, neck & shoulders). * Prerequisites: None * This course includes an optional learning experience. * |
| Ceramics Projects EL | Through a multidisciplinary approach, the student will explore, learn about, and utilize different tools, materials, and glazing processes. Students will create unique ceramic projects and will explore the history and techniques of clay and ceramic artwork.* Prerequisites: None* This course includes an optional learning experience.* |
| Ceramics Projects HS | Through a multidisciplinary approach, student will explore, learn about, and utilize different tools, materials, and glazing processes. Students will create unique ceramic projects and will explore the history and techniques of clay and ceramic art work. * Prerequisites: None * This course includes an optional learning experience. * |
| Ceramics Projects MS | Through a multidisciplinary approach, student will explore, learn about, and utilize different tools, materials, and glazing processes. Students will create unique ceramic projects and will explore the history and techniques of clay and ceramic art work. * Prerequisites: None * This course includes an optional learning experience. * |
| Chemistry | Chemistry can be found in all dynamics of life. One of the biggest topics studied in chemistry is the idea of energy and different forces. In addition, students go through a thorough investigation of matter, the atomic structure, and the periodic table. Students study chemical reactions and determine how the combination of certain components creates a multitude of results. Students learn the fundamentals of gas laws, solutions, thermochemistry, equilibrium, types of reactions, electrochemistry, and organic chemistry. Students in Chemistry B are introduced to nuclear chemistry.* Prerequisites: None |
| Chemistry (Hybrid) | Chemistry can be found in all dynamics of life. One of the biggest topics studied in chemistry is the idea of energy and different forces. In addition, students go through a thorough investigation of matter, the atomic structure, and the periodic table. Students study chemical reactions and determine how the combination of certain components creates a multitude of results. Students learn the fundamentals of gas laws, solutions, thermochemistry, equilibrium, types of reactions, electrochemistry, nuclear chemistry and organic chemistry. * Prerequisites: None |
| Chemistry CR | Chemistry can be found in all dynamics of life. One of the biggest topics studied in chemistry is the idea of energy and different forces. In addition, students go through a thorough investigation of matter, the atomic structure, and the periodic table. Students study chemical reactions and determine how the combination of certain components creates a multitude of results.* Prerequisites: None |
| Chinese I | Mandarin Chinese courses are grounded in the development and integration of the four key language skills: listening, speaking, reading and writing. Students are introduced to vocabulary themes, grammar concepts, sentence structure and culture through explicit instruction and guided, self-paced learning. Opportunities to apply language in common situations along with interactive exercises reinforce skills in differing contexts.* Prerequisites: None |
| Chinese I MS | Courses are grounded in the development and integration of the four key language skills: listening, speaking, reading and writing. Students are introduced to vocabulary themes, grammar concepts, sentence structure and culture through explicit instruction and guided, self-paced learning. Opportunities to apply language in common situations along with interactive exercises reinforce skills in differing contexts.* Prerequisites: None |
| Chinese II | Mandarin Chinese courses are grounded in the development and integration of the four key language skills: listening, speaking, reading and writing. Students are introduced to vocabulary themes, grammar concepts, sentence structure and culture through explicit instruction and guided, self-paced learning. Opportunities to apply language in common situations along with interactive exercises reinforce skills in differing contexts. * Prerequisites: Chinese 1 |

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| Chinese II MS | Courses are grounded in the development and integration of the four key language skills: listening, speaking, reading and writing. Students are introduced to vocabulary themes, grammar concepts, sentence structure and culture through explicit instruction and guided, self-paced learning. Opportunities to apply language in common situations along with interactive exercises reinforce skills in differing contexts. * Prerequisites: MS Chinese I |
| Chinese III | Mandarin Chinese courses are grounded in the development and integration of the four key language skills: listening, speaking, reading and writing. Students are introduced to vocabulary themes, grammar concepts, sentence structure and culture through explicit instruction and guided, self-paced learning. Opportunities to apply language in common situations along with interactive exercises reinforce skills in differing contexts. * Prerequisites: Chinese 2 |
| Choir and Academic Expressions EL | This multidisciplinary course will develop students' vocal and performing arts skills and apply the techniques and processes involved in researching, creating, performing and/or presenting art. Students will develop their own artistic processes, support encouraging and working with their peers in a positive way. Students will develop an appropriate musical terminology through theory and practice to describe and reflect their critical understanding of music. Students will become informed, reflective and critical practitioners in the arts and other academic areas including, mathematical reasoning, visual performing arts, technology, writing, research, foreign language, and psychology.* Prerequisites: None* This course includes an optional learning experience.* |
| Choir and Academic Expressions HS | This multidisciplinary course will develop students' vocal and performing arts skills and apply the techniques and processes involved in researching, creating, performing and/or presenting art. Students will develop their own artistic processes, support encouraging and working with their peers in a positive way. Students will develop an appropriate musical terminology through theory and practice to describe and reflect their critical understanding of music. Students will become informed, reflective and critical practitioners in the arts and other academic areas including, mathematical reasoning, visual performing arts, technology, writing, research, foreign language, and psychology. * Prerequisites: None* This course includes an optional learning experience.* |
| Choir and Academic Expressions MS | This multidisciplinary course will develop students' vocal and performing arts skills and apply the techniques and processes involved in researching, creating, performing and/or presenting art. Students will develop their own artistic processes, support encouraging and working with their peers in a positive way. Students will develop an appropriate musical terminology through theory and practice to describe and reflect their critical understanding of music. Students will become informed, reflective and critical practitioners in the arts and other academic areas including, mathematical reasoning, visual performing arts, technology, writing, research, foreign language, and psychology. * Prerequisites: None* This course includes an optional learning experience.* |
| Cinematic Review EL | The ability to critically think and reason has never been more important than in our information, media-saturated age. While knowledge is important, it changes at an everincreasing rate and we need the skills to evaluate new information and perceptions. This cross curricular class will use movies as the subject matter for our analysis and skill building both for their literary value and also incorporate critical thinking. The movies will be watched independently outside of class and should be available via library or rental. While written short answer will be required for each movie (to facilitate our time together), the bulk of class time will be discussion. We will be examining literary elements, context, world-view, as well as artistic qualities to study these classics of literature in picture form.* Prerequisites: None* This course includes an optional learning experience.* |
| Cinematic Review HS | The ability to critically think and reason has never been more important than in our information, media-saturated age. While knowledge is important, it changes at an everincreasing rate and we need the skills to evaluate new information and perceptions. This cross curricular class will use movies as the subject matter for our analysis and skill building both for their literary value and also incorporate critical thinking.* Prerequisites: None* This course includes an optional learning experience.* |
| Cinematic Review MS | The ability to critically think and reason has never been more important than in our information, media-saturated age. While knowledge is important, it changes at an everincreasing rate and we need the skills to evaluate new information and perceptions. This cross curricular class will use movies as the subject matter for our analysis and skill building both for their literary value and also incorporate critical thinking.* Prerequisites: None* This course includes an optional learning experience.* |
| Civics | 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.* Prerequisites: None |
| Civics (Hybrid) | 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. * Prerequisites: None |
| Civics CR | 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.* Prerequisites: None |
| Climate Tech & Human Interaction EL | Activities and experiences include the exploration of the structure of the atmosphere, weather and climate. Through a multidisciplinary approach, including technology and artistic expressions, students will focus on Fluid Earth Systems and Human Impact.* Prerequisites: None* This course includes an optional learning experience.* |
| Climate Tech & Human Interaction HS | Activities and experiences include the exploration of the structure of the atmosphere, weather and climate. Through a multidisciplinary approach, including technology and artistic expressions, students will focus on Fluid Earth Systems and Human Impact. * Prerequisites: None * This course includes an optional learning experience. * |

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| Course Name | Course Description |
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| Climate Tech & Human Interaction MS | Activities and experiences include the exploration of the structure of the atmosphere, weather and climate. Through a multidisciplinary approach, including technology and artistic expressions, students will focus on Fluid Earth Systems and Human Impact. * Prerequisites: None * This course includes an optional learning experience. * |

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| Course Name | Course Description |
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| Coding IA: Introduction MS | Do you find yourself wondering how your favorite apps, websites, and games were made? Maybe you want to try building your own. Well, now you can! In Middle School Coding I, you will learn all about the technology you use in your day-to-day life as well as explore how the internet functions. Get an introduction to the basics of computer science and discover how to create and build your very own website using HTML and CSS. You'll also become familiar with programming languages like JavaScript and Python Programming. You will leave the course with your very own portfolio of work that will showcase your skills and all that you've created. * Prerequisites: None |
| Coding IA: Introduction to Programming | Have you ever wanted to create your own web page or wondered how your favorite websites were built? Maybe you want to know more about how computers and technology are affecting the world around us. In Coding 1a: Introduction to Programming, you will explore the role technology plays in our lives as well as study the fundamentals of computer science, review hardware and software, and learn how the internet functions. You will also discover how to create and build your own website using HTML and CSS and learn basic and complex commands and sequences as you become familiar with programming languages like JavaScript and Python Programming. This course also covers data collection methods, access rights, protocols, and security. * Prerequisites: None |
| Coding IB: Learning Python and JavaScript MS | We don't always think about the role technology plays in our world but the truth is technology influences our everyday lives and affects how we relate to our friends, family, and even complete strangers. For those wanting to develop a greater understanding of this technology comes Middle School Coding II. Building on what you learned in Middle School Coding I, you'll expand your knowledge of programming languages and web development and further explore Advanced Python, HTML, and JavaScript. You will also learn the difference between web development and web application development and continue to grow your portfolio, which will serve to highlight everything you have learned and created in the course. * Prerequisites: Coding I: Introduction MS |
| Coding IB: Programming | Are you passionate about technology? Do you love learning how things work and are excited about the idea of further exploring the world of computer science? If you thrived in Coding I, now is your chance to build on that knowledge with Coding II. In this course, you will continue to cultivate an understanding of programming languages and expand on website development. You will learn the difference between web development and web application development as well as further explore Advanced Python, HTML, and JavaScript. You will also examine software engineering concepts, learn more about security, privacy, and ethics in technology, and explore the wide variety of careers in computing. * Prerequisites: Coding I: Introduction |
| College and Career Prep | The first semester of this online course based in Haiku will focus on Soft Skills, those skills that are so often not taught but as learned behaviors they become essential to success in high school, college and the workplace. These Soft Skills include such things as being prepared, being on Time, following through, communication skills, being responsible and study skills. The online course is designed much the same way as online college courses. There will be discussion boards used throughout, much like last semester and a focus on short argumentative essay writing utilizing prompts similar to ones used on the Compass college entrance exam. Students are expected to complete a short essay every other week and schedule individual conferences with the instructor monthly. There will also be four short quizzes during the semester. The last five weeks of the course will focus specifically on college level research writing and how to conduct proper academic research. * Prerequisites: Counselor Approval |
| College Readiness: Preparing for Your Future | Units of student center specifically on college readiness: 1. College Basics 2. Selecting a College 3. Exploring Career Paths 4. Preparing for College 5. College Admissions Exams 6. Financing College 7. The FAFSA 8. College Applications 9. Writing for College Applications 10. The Admissions Process 11. College Bound! |
| Color Theory EL | Through a multidisciplinary approach, students will learn about the color wheel and how to mix primary colors to create all the colors on the color wheel. They will learn about warm/cool colors.* Prerequisites: None* This course includes an optional learning experience.* |
| Color Theory HS | Through the use of technology and art exploration, students will be able to identify colors on the color wheel; primary, secondary, & tertiary colors; warm/cool colors; complementary colors; analogous colors; monochromatic, split complementary, double complementary and triad. Students will also be able to mix primary colors into the aforementioned categories. * Prerequisites: None * This course includes an optional learning experience. * |
| Color Theory MS | Through the use of technology and art exploration, students will be able to identify colors on the color wheel; primary, secondary, & tertiary colors; warm/cool colors; complementary colors; analogous colors; monochromatic, split complementary, double complementary and triad. Students will also be able to mix primary colors into the aforementioned categories. * Prerequisites: None * This course includes an optional learning experience. * |
| Communications EL | Through a multidisciplinary approach, elementary students will learn to communicate effectively with each other one-on-one, in a small group and large group settings.* Prerequisites: None* This course includes an optional learning experience.* |
| Communications HS | Through a multidisciplinary approach, students will be responsible for planning, organizing, writing, and presenting weekly presentation. Class time will be used for lecture and presentations. Topics explored will be the various principles, theories, techniques on: types of communication, definitions, listening, expression, body language, assessing voice, verbal and nonverbal clues, delivery and others. Communications will include every day speeches, famous speeches, arguments, interviewing, poetry, marketing, journalism, etiquette, and more. * Prerequisites: None * This course includes an optional learning experience. * |
| Communications MS | Through a multidisciplinary approach, students will be responsible for planning, organizing, writing, and presenting weekly presentation. Class time will be used for lecture and presentations. Topics explored will be the various principles, theories, techniques on: types of communication, definitions, listening, expression, body language, assessing voice, verbal and nonverbal clues, delivery and others. Communications will include every day speeches, famous speeches, arguments, interviewing, poetry, marketing, journalism, etiquette, and more. * Prerequisites: None * This course includes an optional learning experience. * |

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| Course Name | Course Description |
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| Computer Basics | In this course you will learn how to use productivity and collaboration tools, such as G Suite by Google Cloud to create word processing documents, spreadsheets, surveys and forms such as personal budgets and invitations.* Prerequisites: None |
| Computer Program Projects EL | Through a cross curricular approach students will learn important computer programming/coding concepts through educational and creative play. Students will learn basic coding terminology. Problem solving skills and the development of team building will be used to work together in creative ways.* Prerequisites: None* This course includes an optional learning experience.* |
| Computer Program Projects HS | Through a cross curricular approach students will learn important computer programming/coding concepts through educational and creative play. Students will learn basic coding terminology. Problem solving skills and the development of team building will be used to work together in creative ways. * Prerequisites: None * This course includes an optional learning experience. * |
| Computer Program Projects MS | Through a cross curricular approach students will learn important computer programming/coding concepts through educational and creative play. Students will learn basic coding terminology. Problem solving skills and the development of team building will be used to work together in creative ways. * Prerequisites: None * This course includes an optional learning experience. * |
| Computer Tech Music Projects EL | This multidisciplinary class will focus on exploring sound and music. What role does it play in our lives? How can computer music record, simulate, and enhance traditional music, and what are key elements of computer music?* Prerequisites: None* This course includes an optional learning experience.* |
| Computer Tech Music Projects HS | This multidisciplinary class will focus on exploring sound and music. What role does it play in our lives? How can computer music record, simulate, and enhance traditional music, and what are key elements of computer music? How does a composer of musical accompaniment align musical cues to narrative goals? Describe the present and projected state of the computer music industry with a focus on opportunities as a career composer and as hobbies. * Prerequisites: None * This course includes an optional learning experience. * |
| Computer Tech Music Projects MS | This multidisciplinary class will focus on exploring sound and music. What role does it play in our lives? How can computer music record, simulate, and enhance traditional music, and what are key elements of computer music? How does a composer of musical accompaniment align musical cues to narrative goals? Describe the present and projected state of the computer music industry with a focus on opportunities as a career composer and as hobbies. * Prerequisites: None * This course includes an optional learning experience. * |
| Computer Tech Projects EL | This multidisciplinary class offers several pathways for students in learning about computers and how they can use them as tools for many applications. Students may have an opportunity to learn how to use computer applications such as spreadsheets, word documents, website design editing videos, and more. Or perhaps learn how to program a computer using one of the many programming languages in the world, either to solve math and science problems or to create interactive apps, games, and experiences.* Prerequisites: None* This course includes an optional learning experience.* |
| Computer Tech Projects HS | This multidisciplinary class offers several pathways for students in learning about computers and how they can use them as tools for many applications. Students may have an opportunity to learn how to use computer applications such as spreadsheets, word documents, website design editing videos, and more. Or perhaps learn how to program a computer using one of the many programming languages in the world, either to solve math and science problems or to create interactive apps, games, and experiences. * Prerequisites: None * This course includes an optional learning experience. * |
| Computer Tech Projects MS | This multidisciplinary class offers several pathways for students in learning about computers and how they can use them as tools for many applications. Students may have an opportunity to learn how to use computer applications such as spreadsheets, word documents, website design editing videos, and more. Or perhaps learn how to program a computer using one of the many programming languages in the world, either to solve math and science problems or to create interactive apps, games, and experiences. * Prerequisites: None * This course includes an optional learning experience. * |
| Concepts of Engineering & Technology | What if you could do the impossible? Engineers understand a lot of things, but the word impossible definitely isn't one of them. Through Concepts of Engineering and Technology, you'll learn how the momentum of science is continually propelling engineers in new directions towards a future full of insight and opportunity. This course explores the different branches of engineering and how problem-solving, sketching, collaboration, and experimentation can change the very fiber of our human lives. This ever-increasing knowledge can also lead to serious ethical dilemmas and the need to discuss where the boundaries of science lie (or even if there should be boundaries). By examining astounding engineering feats and complex ongoing issues, you, too, will begin to question whether the word impossible exists.* Prerequisites: None |
| Consumer Math | Students focus on math skills and problem-solving strategies that are relevant to practical financial applications. Topics include planning and managing a budget, avoiding common financial pitfalls, and posing questions to businesses and companies. Students also learn to examine their own spending behavior and evaluate purchasing decisions. * Prerequisites: Pre-Algebra |
| Cosmetology 3A: Introduction to Hair Skills | Cosmetology is a specialized field with a high skill set. Examine the complexities of cosmetology by learning to perform a hair, scalp, and skin analysis. You'll learn about hair types, face shapes, and color theory. And, to effectively prepare you for a career in cosmetology, color techniques with an emphasis on salon and chemical safety is examined. * Prerequisites: Cosmetology 1 and 2 |
| Cosmetology 3B: Waving, Coloring, and Advancing Hair Skills | Let's delve into the realm of hairstyling and cutting techniques! Explore a variety of wigs, extensions, and hairpieces, while also developing knowledge about shampooing and conditioning. Discover manual curling and the use of chemicals to curl and straighten hair, as well as safety when working with chemicals. Expect to be well versed with a plethora of hair skills upon completion. * Prerequisites: Cosmetology 1 and 2 |

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| Course Name | Course Description |
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| Cosmetology I: Cutting Edge Styles | We all want to look our best, but did you know there is actually a science behind cutting your hair and painting your nails? In Cosmetology: Cutting-Edge Styles, you will learn all about this entertaining field and how specialized equipment and technology are propelling our grooming into the next century. Just like all careers, cosmetology requires certain skills and characteristics, which are thoroughly explored in this course. Learn about beauty regimes related to hair, nails, skin, and spa treatments, and discover how to create your own business model quickly and efficiently while looking fabulous!* Prerequisites: None |
| Cosmetology II: The Business of Skin and Nail Care | Helping people put their best face forward is a growing, vibrant industry which needs skilled and personable professionals well-versed in the latest trends and technological advances. In Cosmetology 2: The Business of Skin and Nails, experience what the day-to-day life of a cosmetologist is like. You will discover that cosmetology is much more than knowing and applying techniques. Additionally, you will explore skin care and facials, learn how to give manicures and pedicures and how to apply artificial nails, and gain an understanding of different hair removal techniques. Discover the next steps towards launching a rewarding and creative career in cosmetology. * Prerequisites: Cosmetology 1 |
| Crafts EL | Through a multidisciplinary approach, students will explore a variety of crafting opportunities which may include paper craft, yarn craft, sewing craft, and many other opportunities for expression.* Prerequisites: None* This course includes an optional learning experience.* |
| Crafts HS | Through a multidisciplinary approach, students will explore a variety of crafting opportunities which may include paper craft, yarn craft, sewing craft, and many other opportunities for expression.* Prerequisites: None* This course includes an optional learning experience.* |
| Crafts MS | Through a multidisciplinary approach, students will explore a variety of crafting opportunities which may include paper craft, yarn craft, sewing craft, and many other opportunities for expression.* Prerequisites: None* This course includes an optional learning experience.* |
| Creative Writing Projects EL | This multidisciplinary project based course gives younger students an avenue to apply creative thinking, technology and writing skills. Students will be able to choose a pathway for creative expression including but not limited to: blogging, short stories, website creation, poetry, and marketing.* Prerequisites: None* This course includes an optional learning experience.* |
| Creative Writing Projects HS | This multidisciplinary project based course give students an avenue to apply creative thinking, technology and writing skills. Students will be able to choose a pathway for creative expression including but not limited to: blogging, short stories, website creation, poetry, and marketing. * Prerequisites: None * This course includes an optional learning experience. * |
| Creative Writing Projects MS | This multidisciplinary project based course give students an avenue to apply creative thinking, technology and writing skills. Students will be able to choose a pathway for creative expression including but not limited to: blogging, short stories, website creation, poetry, and marketing. * Prerequisites: None * This course includes an optional learning experience. * |
| Creative Writing: Unleashing the Core of Your Imagination | For many hundreds of years, literature has been one of the most important human art forms. It allows us to give voice to our emotions, create imaginary worlds, express ideas, and escape the confines of material reality. Through creative writing, we can come to understand ourselves and our world a little bit better. This course provides students with a solid grounding in the writing process, from finding inspiration to building a basic story to using complicated literary techniques and creating strange, hybrid forms of poetic prose and prose poetry. By the end of this course, students will learn how to discover their creative thoughts and turn those ideas into fully realized pieces of creative writing.* Prerequisites: None |
| Criminology: Inside the Criminal Mind | Understanding the criminal mind is not easy. Why do certain people commit horrible acts? Can we ever begin to understand their reasoning and motivation? Perhaps. In Criminology: Inside the Criminal Mind, you will be given the rare opportunity to climb inside the mind of a criminal and examine the ideas and motivations at work. The mental state of a criminal can be affected by many different aspects of life—psychological, biological, sociological—all of which have differing perspectives and influences. You will investigate not only how these variables affect the criminal mind but also how the criminal justice system remains committed to upholding the law through diligence and an uncompromising process.* Prerequisites: None |
| Critical Thinking Projects EL | Through a multidisciplinary approach, students will explore why critical thinking is important and how does critical thinking differ from simple thinking. We will ask questions such as: What are strategies I can employ while solving logic problems and puzzles? How can I solve them while working with others on concepts involving common logical errors when one is making a written or spoken argument. Further, students will explore where critical thinking shows its greatest need in and out of school: academically, athletically, and socially.* Prerequisites: None* This course includes an optional learning experience.* |
| Critical Thinking Projects HS | Through a multidisciplinary approach, students will explore why critical thinking is important and how does critical thinking differ from simple thinking. We will ask questions such as: What are strategies I can employ while solving logic problems and puzzles? How can I solve them while working with others on concepts involving common logical errors when one is making a written or spoken argument. Further, students will explore where critical thinking shows its greatest need in and out of school: academically, athletically, and socially.* Prerequisites: None* This course includes an optional learning experience.* |

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| Course Name | Course Description |
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| Critical Thinking Projects MS | Through a multidisciplinary approach, students will explore why critical thinking is important and how does critical thinking differ from simple thinking. We will ask questions such as: What are strategies I can employ while solving logic problems and puzzles? How can I solve them while working with others on concepts involving common logical errors when one is making a written or spoken argument. Further, students will explore where critical thinking shows its greatest need in and out of school: academically, athletically, and socially. * Prerequisites: None * This course includes an optional learning experience. * |
| Critical Thinking, Problem Solving, and Learning Strategies MS | Gain strategies to find important information quickly, transfer it to long-term memory, and perform better on assignments and tests. You will learn to become a more efficient learner, find balance, and prioritize goals. * Prerequisites: None |
| Culinary Arts IA: Introduction | Food, glorious food! It both nourishes and satisfies us, and it brings people together through preparation, enjoyment, and celebration. If you've ever wanted to learn more about cuisine and how your creativity and appreciation can be expressed by preparing food, Introduction to Culinary Arts is perfect for you. Learn the fundamentals of a working kitchen, and explore what it takes to develop real talent as a chef. Enhance your knowledge of the endless varieties of food, and discover the possibilities that the many spices can bring. Learning more about food preparation will certainly make everything you prepare taste better while giving you the ability to bring people together through the joy of eating.* Prerequisites: None |
| Culinary Arts IB: Finding Your Palate | Did you know that baking is considered a science? Building on the prior prerequisite course, discover how to elevate your culinary skills through the creation of stocks, soups, sauces, and learn baking techniques. Examine sustainable food practices and the benefits of nutrition while maintaining taste, plating, and presentation to truly wow your guests. The last unit in this course explores careers in the culinary arts for ways to channel your newfound passion! * Prerequisites: None |
| Culinary Arts II: Baking, Pastry, and More! | Whether you aspire to be a world-class chef or just want to learn the skills needed to create your own dishes, Culinary Arts 2: Baking, Pastry, and More! will help you build a strong foundation and grow your knowledge of this exciting industry. In this course, you will explore baking and desserts, learn how to prepare proteins, and study nutrition and safety in the kitchen. You will also enhance your understanding of sustainability in the food industry, learn to prepare meals from a global perspective, and dissect the business of cooking, from managing a kitchen to successfully running a catering company. Discover the delights that await you on this delicious culinary adventure! * Prerequisites: Culinary Arts: Introduction |
| Culinary Expressions EL | Cooking is an art and an experience. Food can be seen as sustenance for your existence or the thing that binds your family together as you sit for a meal every Sunday night. Whether you love new culinary experiences or not, learning to cook is one of the fundamental skills students should have as they move forward into adulthood. Our Cross curricular culinary expressions class is developed to serve both beginners and novices in the kitchen. Each week offers core culinary concepts and a hands on experiences directly in the kitchen. Students will increase knowledge and skill in a diverse set of culinary practices through the use of technology, psychological studies and art! "Learn how to cook--try new recipes, learn from your mistakes, be fearless and have fun." - Julia Child* Prerequisites: None* This course includes an optional learning experience.* |
| Culinary Expressions HS | Cooking is an art and an experience. Food can be seen as sustenance for your existence or the thing that binds your family together as you sit for a meal every Sunday night. Whether you love new culinary experiences or not, learning to cook is one of the fundamental skills students should have as they move forward into adulthood. Our Cross curricular culinary expressions class is developed to serve both beginners and novices in the kitchen. Each week offers core culinary concepts and hands on experiences directly in the kitchen. Students will increase knowledge and skill in a diverse set of culinary practices through the use of technology, psychological studies and art! "Learn how to cook--try new recipes, learn from your mistakes, be fearless and have fun." -Julia Child* Prerequisites: None* This course includes an optional learning experience.* |
| Culinary Expressions MS | Cooking is an art and an experience. Food can be seen as sustenance for your existence or the thing that binds your family together as you sit for a meal every Sunday night. Whether you love new culinary experiences or not, learning to cook is one of the fundamental skills students should have as they move forward into adulthood. Our Cross curricular culinary expressions class is developed to serve both beginners and novices in the kitchen. Each week offers core culinary concepts and hands on experiences directly in the kitchen. Students will increase knowledge and skill in a diverse set of culinary practices through the use of technology, psychological studies and art! "Learn how to cook--try new recipes, learn from your mistakes, be fearless and have fun." - Julia Child* Prerequisites: None* This course includes an optional learning experience.* |
| Currency EL | Understanding and handling money properly is very important! So, through a multidisciplinary project based class, plan to have some fun with money skills! Identify, count, compare and use money while you learn why having coins of different values makes good sense.* Prerequisites: None* This course includes an optional learning experience.* |
| Currency HS | Understanding and handling money properly is very important! So, through a multidisciplinary project based class, plan to have some fun with money skills! Identify, count, compare and use money while you learn why having coins of different values makes good sense. The activities you do will include problem solving, estimating costs and making change while you do real life tasks. * Prerequisites: None* This course includes an optional learning experience.* |
| Currency MS | Understanding and handling money properly is very important! So, through a multidisciplinary project based class, plan to have some fun with money skills! Identify, count, compare and use money while you learn why having coins of different values makes good sense. The activities you do will include problem solving, estimating costs and making change while you do real life tasks. * Prerequisites: None* This course includes an optional learning experience.* |
| Cursive Handwriting | Cursive Handwriting gives student the opportunity to learn the art of cursive handwriting. This courses uses videos and written lessons to demonstrate and explain how each letter is written. Students practice their cursive writing using engaging activity pages. * Prerequisites: None |

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| Course Name | Course Description |
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| Cybersecurity IA: Foundations | Ever wonder what it's like to be a hacker? Or think about who is trying to steal your passwords while you're shopping online using the free Wi-Fi at your local coffee shop? Can someone be watching your personal, private information? Can anything be kept "secret" online? We depend more and more on the technologies we interact with every day. This creates the need for increased system and network security measures. And, it means we all need to know more about how to protect valuable and vulnerable information. This course introduces you to the tools, technologies, and methods needed to protect online information and addresses how these issues are impacting safety and rights on a global and personal level. Learn what exciting career possibilities await you in the new and high-demand field of cybersecurity.* Prerequisites: None |
| Cybersecurity IB: Defense Against Threats | Unmask the cybersecurity threats around you by understanding hackers and identifying weaknesses in your online behavior. Learn to avoid the various types of cyber attacks, including those to your social media accounts, and to predict the potential legal consequences of sharing or accessing information that you do not have rights to. Dig into these crimes in depth by taking a look at cyber forensics and other cybersecurity careers. In a world where such threats have no boundaries, cybersecurity will undoubtedly play an increasingly larger role in our personal and professional lives in the years to come.* Prerequisites: Cybersecurity I: Foundations |
| Dance Ballet EL | We have a wide variety of cross-curricular dance classes for all levels of skill and preferences. These classes include: ballet, classical, hip hop, modern, performance, explorations, regency, swing, and tap. These classes include elements of art, music, and technology in the study of dance and the human body. * Prerequisites: None* This course includes an optional learning experience.* |
| Dance Ballet HS | We have a wide variety of cross-curricular dance classes for all levels of skill and preferences. These classes include: ballet, classical, hip hop, modern, performance, explorations, regency, swing, and tap. These classes include elements of art, music, and technology in the study of dance and the human body. * Prerequisites: None* This course includes an optional learning experience.* |
| Dance Ballet MS | We have a wide variety of cross-curricular dance classes for all levels of skill and preferences. These classes include: ballet, classical, hip hop, modern, performance, explorations, regency, swing, and tap. These classes include elements of art, music, and technology in the study of dance and the human body. * Prerequisites: None* This course includes an optional learning experience.* |
| Dance Classical EL | We have a wide variety of cross-curricular dance classes for all levels of skill and preferences. These classes include: ballet, classical, hip hop, modern, performance, explorations, regency, swing, and tap. These classes include elements of art, music, and technology in the study of dance and the human body. * Prerequisites: None* This course includes an optional learning experience.* |
| Dance Classical HS | We have a wide variety of cross-curricular dance classes for all levels of skill and preferences. These classes include: ballet, classical, hip hop, modern, performance, explorations, regency, swing, and tap. These classes include elements of art, music, and technology in the study of dance and the human body. * Prerequisites: None* This course includes an optional learning experience.* |
| Dance Classical MS | We have a wide variety of cross-curricular dance classes for all levels of skill and preferences. These classes include: ballet, classical, hip hop, modern, performance, explorations, regency, swing, and tap. These classes include elements of art, music, and technology in the study of dance and the human body. * Prerequisites: None* This course includes an optional learning experience.* |
| Dance EL | We have a wide variety of cross curricular dance classes for all levels of skill and preferences. These classes include: ballet, classical, hip hop, modern, performance, explorations, regency, swing, tap and Irish Dance. These classes are available at a variety of locations and times. These classes pursue a cross curricular training through the use of art, music and technology to study the human form in dance and investigate performers and performances. Irish Dance will also explore the history, geography and art of Ireland. * Prerequisites: None * This course includes an optional learning experience. * |
| Dance Explorations EL | We have a wide variety of cross-curricular dance classes for all levels of skill and preferences. These classes include: ballet, classical, hip hop, modern, performance, explorations, regency, swing, and tap. These classes include elements of art, music, and technology in the study of dance and the human body. * Prerequisites: None* This course includes an optional learning experience.* |
| Dance Explorations HS | We have a wide variety of cross-curricular dance classes for all levels of skill and preferences. These classes include: ballet, classical, hip hop, modern, performance, explorations, regency, swing, and tap. These classes include elements of art, music, and technology in the study of dance and the human body. * Prerequisites: None* This course includes an optional learning experience.* |
| Dance Explorations MS | We have a wide variety of cross-curricular dance classes for all levels of skill and preferences. These classes include: ballet, classical, hip hop, modern, performance, explorations, regency, swing, and tap. These classes include elements of art, music, and technology in the study of dance and the human body. * Prerequisites: None* This course includes an optional learning experience.* |
| Dance Hip Hop EL | We have a wide variety of cross-curricular dance classes for all levels of skill and preferences. These classes include: ballet, classical, hip hop, modern, performance, explorations, regency, swing, and tap. These classes include elements of art, music, and technology in the study of dance and the human body. * Prerequisites: None* This course includes an optional learning experience.* |

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| Course Name | Course Description |
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| Dance Hip Hop HS | We have a wide variety of cross-curricular dance classes for all levels of skill and preferences. These classes include: ballet, classical, hip hop, modern, performance, explorations, regency, swing, and tap. These classes include elements of art, music, and technology in the study of dance and the human body. * Prerequisites: None* This course includes an optional learning experience.* |
| Dance Hip Hop MS | We have a wide variety of cross-curricular dance classes for all levels of skill and preferences. These classes include: ballet, classical, hip hop, modern, performance, explorations, regency, swing, and tap. These classes include elements of art, music, and technology in the study of dance and the human body. * Prerequisites: None* This course includes an optional learning experience.* |
| Dance HS | We have a wide variety of cross curricular dance classes for all levels of skill and preferences. These classes include: ballet, classical, hip hop, modern, performance, explorations, regency, swing, tap and Irish Dance. These classes are available at a variety of locations and times. These classes pursue a cross curricular training through the use of art, music and technology to study the human form in dance and investigate performers and performances. Irish Dance will also explore the history, geography and art of Ireland. * Prerequisites: None * This course includes an optional learning experience. |

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| Course Name | Course Description |
|---------------------------|--|
| Dance Modern EL | We have a wide variety of cross-curricular dance classes for all levels of skill and preferences. These classes include: ballet, classical, hip hop, modern, performance, explorations, regency, swing, and tap. These classes include elements of art, music, and technology in the study of dance and the human body. * Prerequisites: None* This course includes an optional learning experience.* |
| Dance Modern HS | We have a wide variety of cross-curricular dance classes for all levels of skill and preferences. These classes include: ballet, classical, hip hop, modern, performance, explorations, regency, swing, and tap. These classes include elements of art, music, and technology in the study of dance and the human body. * Prerequisites: None* This course includes an optional learning experience.* |
| Dance Modern MS | We have a wide variety of cross-curricular dance classes for all levels of skill and preferences. These classes include: ballet, classical, hip hop, modern, performance, explorations, regency, swing, and tap. These classes include elements of art, music, and technology in the study of dance and the human body. * Prerequisites: None* This course includes an optional learning experience.* |
| Dance MS | We have a wide variety of cross curricular dance classes for all levels of skill and preferences. These classes include: ballet, classical, hip hop, modern, performance, explorations, regency, swing, tap and Irish Dance. These classes are available at a variety of locations and times. These classes pursue a cross curricular training through the use of art, music and technology to study the human form in dance and investigate performers and performances. Irish Dance will also explore the history, geography and art of Ireland. * Prerequisites: None * This course includes an optional learning experience. |
| Dance Tap EL | We have a wide variety of cross-curricular dance classes for all levels of skill and preferences. These classes include: ballet, classical, hip hop, modern, performance, explorations, regency, swing, and tap. These classes include elements of art, music, and technology in the study of dance and the human body. * Prerequisites: None* This course includes an optional learning experience.* |
| Dance Tap HS | We have a wide variety of cross-curricular dance classes for all levels of skill and preferences. These classes include: ballet, classical, hip hop, modern, performance, explorations, regency, swing, and tap. These classes include elements of art, music, and technology in the study of dance and the human body. * Prerequisites: None * This course includes an optional learning experience. * |
| Dance Tap MS | We have a wide variety of cross-curricular dance classes for all levels of skill and preferences. These classes include: ballet, classical, hip hop, modern, performance, explorations, regency, swing, and tap. These classes include elements of art, music, and technology in the study of dance and the human body. * Prerequisites: None * This course includes an optional learning experience. * |
| Debate EL | Through a multidisciplinary approach, students will explore ways to add various communication styles to speeches. Further, students will explore the psychology of fear versus confidence when speaking and debating in a public setting. Students will learn rehearsal techniques and overcoming obstacles. * Prerequisites: None * This course includes an optional learning experience. * |
| Debate HS | Through a multidisciplinary approach, students will explore ways to add various communication styles to speeches. Further, students will explore the psychology of fear versus confidence when speaking and debating in a public setting. Students will learn rehearsal techniques and overcoming obstacles. * Prerequisites: None * This course includes an optional learning experience. * |
| Debate MS | Through a multidisciplinary approach, students will explore ways to add various communication styles to speeches. Further, students will explore the psychology of fear versus confidence when speaking and debating in a public setting. Students will learn rehearsal techniques and overcoming obstacles. * Prerequisites: None * This course includes an optional learning experience. * |
| Design EL | Through a multidisciplinary approach, via an introductory course, students are offered the opportunity to explore various visual art forms and techniques through the exploring elements and principles of art, technology and design.* Prerequisites: None* This course includes an optional learning experience.* |
| Design HS | Through a multidisciplinary approach, via an introductory course, students are offered the opportunity to explore various visual art forms and techniques through the exploring elements and principles of art, technology and design. Students will be introduced to a variety of media through two-dimensional and three-dimensional approaches to creating and responding to visual arts. * Prerequisites: None * This course includes an optional learning experience. * |
| Design MS | Through a multidisciplinary approach, via an introductory course, students are offered the opportunity to explore various visual art forms and techniques through the exploring elements and principles of art, technology and design. Students will be introduced to a variety of media through two-dimensional and three-dimensional approaches to creating and responding to visual arts. * Prerequisites: None * This course includes an optional learning experience. * |
| Digital Art and Design MS | There are so many different types of art in this world—fine art, classical art, visual art—but the impact of digital art and design is all around us, often in ways that you probably aren't even aware of! After taking Digital Art and Design, you'll enjoy a deeper understanding and appreciation for all things digital as you explore this special genre of art found in everything from advertising to animation to photography and beyond. In this course, you'll learn about the evolution of art, the basic principles of art and design, and the role of art in politics and society. Additionally, you will actually create your own digital art and make it come alive. Give your creative side a boost with this Digital Art and Design course! Prerequisites: None |

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| Course Name | Course Description |
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| Digital Creations I - Photography I | 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. One semester, 1/2 credit. * Prerequisites: None |
| Digital Creations II - Photography II | This course 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. One semester, 1/2 credit. * Prerequisites: Digital Creations I - Photography I |
| Digital Media Fundamentals IA: Introduction | Discover your talent for building digital media applications using text, graphics, animations, sounds, videos, and more! Learn about the elements that make impressive media, such as typography, color theory, design, and manipulation. Explore careers to apply your digital media skills and find your place in this fast-paced and exciting field! * Prerequisites: None |
| Digital Media Fundamentals IB: Producing for the Web | Building on the prior prerequisite course, polish your digital media skills and learn all about web design. Incorporate your ideas into websites and dabble in the basics of marketing to understand how your work is used. Finally, explore the world of podcasts and audio editing to construct a solid foundation from which you can pursue a career! * Prerequisites: Digital Media Fundamentals IA |
| Digital Movie EL | Through a multidisciplinary approach, students will create all the artistic elements for movies they create including characters, costumes and sets. They handle all of the movie's technical details including using a digital movie camera, digital editing and special effects. Students will learn about marketing concepts and artistic expression. * Prerequisites: None* This course includes an optional learning experience.* |
| Digital Movie HS | Through a multidisciplinary approach, students will create all the artistic elements for movies they create including characters, costumes and sets. They handle all of the movie's technical details including using a digital movie camera, digital editing and special effects. Students will learn about marketing concepts and artistic expression. * Prerequisites: None* This course includes an optional learning experience.* |
| Digital Movie MS | Through a multidisciplinary approach, students will create all the artistic elements for movies they create including characters, costumes and sets. They handle all of the movie's technical details including using a digital movie camera, digital editing and special effects. Students will learn about marketing concepts and artistic expression. * Prerequisites: None* This course includes an optional learning experience.* |
| Digital Photography IA: Introduction | Have you ever wondered how professional photographers manage to take such sensational pictures? How are they able to find just the right way to capture an image or moment in time? Perhaps you've even wondered why your own pictures don't meet that standard. Digital Photography I: Introduction will answer these questions and help you understand more about the basics of photography. Learning about aperture, shutter speed, lighting, and composition is key for any serious photographer and will help you gain the confidence and knowledge you need to become one. You will not only follow photography through its history but also gain a basic understanding of camera functions, techniques and what it takes to shoot quality portraits, close-ups, action shots, and landscapes.* Prerequisites: None |
| Digital Photography IB: Creating Images with Impact! | Building on the prior prerequisite course, further develop your photography skills by learning more professional tips, tricks, and techniques to elevate your images. Explore various photographic styles, themes, genres, and artistic approaches. Learn more about photojournalism and how to bring you photos to life. Using this knowledge, build a portfolio of your work to pursue a career in this field! * Prerequisites: Digital Photography Ia: Introduction |
| Digital Photography II: Discovering Your Creative Potential | In today's world, we are surrounded by images. We are continually seeing photographs as they appear in advertisements, on websites, in magazines, and on billboards; they even adorn our walls at home. While many of these images have been created by professional photographers, it is possible for your photos to take on a more professional look after you discover how to increase your creative potential. In Digital Photography 2: Discovering Your Creative Potential, you will examine various aspects of the field including specialty areas, ethics, and famous photographers throughout history. You will also learn how to effectively critique photographs so you can better understand composition and go on to create more eye-catching photographs on your own.* Prerequisites: Digital Photography I |
| Discover Spanish EL - Part I | This course is designed for students seeking a mastery of Spanish as a second language. The course is taught by the Discover Method, making it the right choice for students of any native tongue having little or no Spanish background. Discover Spanish incorporates the syntax, vocabulary and pronunciation needed to comprehend Spanish in an everyday environment. This course is ideal for students learning Spanish for the first time, or for a student needing extra practice and help improving their understanding of the Spanish language. Discover Spanish can be used in a stand-alone environment or to supplement teacher instruction in the classroom in a blended learning environment. * Prerequisites: None |
| Drawing EL | Drawing and Composition is an introduction to fundamental techniques and concepts of representational and expressive drawing within a variety of media. Students will participate in a project based multidisciplinary course using many content areas to explore as artistic objects.* Prerequisites: None* This course includes an optional learning experience.* |
| Drawing HS | Drawing and Composition is an introduction to fundamental techniques and concepts of representational and expressive drawing within a variety of media. Students will participate in a project based multidisciplinary course using many content areas to explore as artistic objects. * Prerequisites: None * This course includes an optional learning experience. * |
| Drawing MS | Drawing and Composition is an introduction to fundamental techniques and concepts of representational and expressive drawing within a variety of media. Students will participate in a project based multidisciplinary course using many content areas to explore as artistic objects. * Prerequisites: None * This course includes an optional learning experience. * |

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| Course Name | Course Description |
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| Drones Remote Pilot | This course prepares students to take the Federal Aviation Administration Part 107 exam, which is essential to becoming a commercial drone pilot. The field of unmanned aerial vehicles is growing rapidly, as the opportunities to use them for search and rescue, photography, recreation, inspection, and many others continue to multiply. Students will learn the critical facts to prepare for the test; topics, which include: regulations, airspace, requirements, weather, loading & performance, and operations. The course will conclude with a look at the most promising careers in the field of drones.* Prerequisites: None |
| Early Childhood Education IA: Introduction | As children, we see the world differently than we do as teenagers and adults. It is a world full of magical creatures and strange, exciting things. But what makes childhood such a wondrous time of learning and exploration? What can caregivers do to encourage this? In Early Childhood Education, you will learn more about understanding the childhood experience. Learn how to create interesting lessons and stimulating learning environments that provide a safe and encouraging experience for children. Discover how to get children excited about learning and, just as importantly, to feel confident about their abilities. Early childhood teachers have the unique opportunity to help build a strong base for their young students' life-long education.* Prerequisites: None |
| Early Childhood Education IB: Developing Early Learners | What makes childhood such a wondrous time of learning and exploration? What can caregivers do to encourage this? In Early Childhood Education I: Developing Early Learners, you will learn more about the childhood experience and how to create fun, stimulating, and educational environments for children. Discover how to get children excited about learning and, just as importantly, to feel confident about their abilities. Learn to effectively communicate with children, how to create good behavior, and how to discipline youth of different ages. You will also learn how to encourage language development in young children and how to create a literacy-rich environment. Finally, build an educational plan that will help you meet your career goals and explore professional development opportunities that will assist you on your path.* Prerequisites: Early Childhood Education I: Introduction |
| Economics | This course provides an introduction to macroeconomics and microeconomics and covers such basics as supply and demand, labor issues, financial markets, taxes, and international trade. Students also examine how capitalism and the global economy work.* Prerequisites: None |
| Economics (Hybrid) | This course provides an introduction to macroeconomics and microeconomics and covers such basics as supply and demand, labor issues, financial markets, taxes, and international trade. Students also examine how capitalism and the global economy work.* Prerequisites: None |
| Economics CR | This course provides an introduction to macroeconomics and microeconomics and covers such basics as supply and demand, labor issues, financial markets, taxes, and international trade. Students also examine how capitalism and the global economy work.* Prerequisites: None |
| EL Integrated Lang Arts I | Students will love learning and growing by being read to each week. As we study each book, we will integrate other subject areas so that students can make hands-on connections through their studies. We will focus on: increasing vocabulary, making predictions, encouraging questions, studying poetry, handwriting skills, phonics, practicing list-making skills, and learning many different literary devices to support each student's understanding of reading and writing. * Only for DK and K Premium Electives. * Prerequisites: None * This course includes an optional learning experience. * |
| EL Integrated Math I | Students will learn practical ways to use new concepts related to math reasoning. We will focus on counting, ordinal numbers, relative size, measurement, time, money, geometric shapes, patterns, and more. Students will engage in different hands-on math games and activities to increase their understanding of the different math skills being taught. Our math lessons will be meaningful and have connections to the literature study. *Only for DK and K Premium Electives. * This course includes an optional learning experience. * |
| EL Integrated Science I | The McRuffy Science series teaches life science, earth science, physical science, and scientific inquiry in an engaging approach that is very activity oriented. Students think and learn like a scientist through the many hands-on activities and demonstrations. Students experience science and learn to be a scientist. The kindergarten level is not dependent on reading skills. *Only for DK and K Premium Electives. * Prerequisites: None * This course includes an optional learning experience. * |
| EL Integrated Social Studies I | Students will explore topics that include their community, traditions and life present and past. * Only for DK and K Premium Electives. * Prerequisites: None * This course includes an optional learning experience. * |
| Electricity EL | Through a multidisciplinary approach, students will explore the world of electricity. Students will learn, using a hands-on approach, about the basic technology principles of electricity, magnetism, circuits, and batteries. This class includes weekly online assignments and a activities and projects. The final project includes building a circuit through a collaborative tech project and presentation using Google Slides and FlipGrid.* Prerequisites: None* This course includes an optional learning experience.* |
| Electricity HS | Through a multidisciplinary approach, students will explore the world of electricity. Students will learn, using a hands-on approach, about the basic technology principles of electricity, magnetism, circuits, and batteries. This class includes weekly online assignments and a activities and projects. The final project includes building a circuit through a collaborative tech project and presentation using Google Slides and FlipGrid. * Prerequisites: None * This course includes an optional learning experience. * |
| Electricity MS | Through a multidisciplinary approach, students will explore the world of electricity. Students will learn, using a hands-on approach, about the basic technology principles of electricity, magnetism, circuits, and batteries. This class includes weekly online assignments and a activities and projects. The final project includes building a circuit through a collaborative tech project and presentation using Google Slides and FlipGrid. * Prerequisites: None * This course includes an optional learning experience. * |
| Elementary Chinese I | Students learn Mandarin Chinese through conversations with a native speaker. Cultural explorations lead students to make connections between their culture and that of people in the Mandarin-speaking world. These introductory courses use many interactive components to engage students with the Chinese language and culture.* Prerequisites: None |
| Elementary Chinese II | Students learn Mandarin Chinese through conversations with a native speaker. Cultural explorations lead students to make connections between their culture and that of people in the Mandarin-speaking world. These introductory courses use many interactive components to engage students with the Chinese language and culture. * Prerequisites: Elementary Chinese I |

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| Course Name | Course Description |
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| Elementary French I | Elementary courses build a language foundation for elementary students with an introduction to basic expressions, words and phrases. Courses build awareness and appreciation for languages and cultures. Students' primary focus is on listening and speaking, with exposure to reading and writing accompanied by opportunities to practice in familiar settings.* Prerequisites: None |
| Elementary French II | Elementary courses build a language foundation for elementary students with an introduction to basic expressions, words and phrases. Courses build awareness and appreciation for languages and cultures. Students' primary focus is on listening and speaking, with exposure to reading and writing accompanied by opportunities to practice in familiar settings.* Prerequisites: EL French I |
| Elementary German I | Elementary courses build a language foundation for elementary students with an introduction to basic expressions, words and phrases. Courses build awareness and appreciation for languages and cultures. Students' primary focus is on listening and speaking, with exposure to reading and writing accompanied by opportunities to practice in familiar settings.* Prerequisites: None |
| Elementary German II | The German Elementary 2 course consists of 180 lesson days formatted in an intuitive calendar view, which can be divided into two 90-day semesters. The content for each week is based on an immersive story which runs throughout the course with weekly episodes beginning in English and each day weaving in more German. Although the course focuses principally on vocabulary acquisition, basic grammar principles are intuitively grasped through the story, games, activities, and assessments. Culture lessons are presented through multi-media CultureGram lessons covering cultural aspects of major German-speaking areas in Europe.* Prerequisites: None |
| Elementary Physical Education 1 | Each week, students learn new games and activities that are grouped into thematic units including Making Healthy Choices and Games Around the World. In addition to completing the activities described in the lessons, students have the option of participating in yoga or an individual or a team sport.* Prerequisites: None |
| Elementary Physical Education 2 | Each week, students learn a new game or activity based on thematic units including games they can make and games from around the world. In addition to doing the activities described in the lessons, students have the option of participating in yoga or an individual or a team sport.* Prerequisites: None |
| Elementary Physical Education 3 | By third grade, students are expected to understand and demonstrate clearly defined combinations of movements, and they learn one or more new activities each week. Students learn the importance of nutrition as it relates to health and physical fitness. They also have the option of participating in yoga or an individual or a team sport.* Prerequisites: None |
| Elementary Physical Education 4 | By fourth grade, students have improved hand' coordination, and they understand rules and the importance of following them. This prepares them for more advanced instruction in both individual and partner activities. Students learn the importance of nutrition and exercise as they relate to health and physical fitness. They also have the option of participating in yoga or an individual or a team sport.* Prerequisites: None |
| Elementary Physical Education 5 | By fifth grade, students understand the concepts of fair play and playing by the rules. Respecting themselves and others is emphasized during cooperative physical education activities. Students learn the importance of nutrition and exercise as they relate to health and physical fitness. They also have the option of participating in yoga or an individual or a team sport.* Prerequisites: None |
| Elementary Physical Education K | In kindergarten, physical education encourages students to develop their fine motor skills, movement, and confidence to enjoy healthy physical activity regularly. A combination of interactive and hands-on activities teaches students essential skills. Students learn how to respect themselves and others while playing.* Prerequisites: None |
| Elementary Projects EL | Elementary students will love learning and growing through a multidisciplinary approach to literature, technology and art exploration. As we study each book we will integrate other subject areas so that students can make connections through their studies. Students will enjoy many hands on projects to support what they have learned.* Prerequisites: None* This course includes an optional learning experience.* |
| Elementary Skills Projects EL | In this multidisciplinary class, students will have fun with exploring and wonder! Students will apply what they have learned through activities including poetry, story time, art, and beginning technology skills. Students will use various online websites to explore new concepts: Raz Kids, Brain Pop, PBS Kids, Kahn Academy, Coding sites, and much more!* Prerequisites: None* This course includes an optional learning experience.* |

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| Course Name | Course Description |
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| Elementary Spanish I | These highly interactive courses enable students to communicate with a native speaker and make connections between their culture and the culture of people in the Spanishspeaking world. Students further develop their Spanish communication skills as they study familiar topics such as school, clothes, and community.* Prerequisites: None |
| Elementary Spanish II | These highly interactive courses enable students to communicate with a native speaker and make connections between their culture and the culture of people in the Spanishspeaking world. Students further develop their Spanish communication skills as they study familiar topics such as school, clothes, and community. * Prerequisites: Elementary Spanish I |
| Engineering Tech Principles EL | Through a multidisciplinary approach, students will explore engineering principles in a variety of applications. Students will discover the engineering process and have opportunities to test their solutions and explore simple machines. Students will be encouraged to study many different types of engineering principles and creations. Engineering principles can be seen in everything from machines to art!* Prerequisites: None* This course includes an optional learning experience.* |
| Engineering Tech Principles HS | Through a multidisciplinary approach, students will explore engineering principles in a variety of applications. Students will discover the engineering process and have opportunities to test. * Prerequisites: None* This course includes an optional learning experience.* |
| Engineering Tech Principles MS | Through a multidisciplinary approach, students will explore engineering principles in a variety of applications. Students will discover the engineering process and have opportunities to test. * Prerequisites: None* This course includes an optional learning experience.* |
| Engineering Tech Project Design EL | In this multi-disciplinary class, students will learn engineering principles and apply them to a variety of projects to test their theories and help them gain understanding of the concepts. Some of the principles may include the engineering and physics principles that are applied to bridge, dam, road, and general construction, or in designing and launching a variety of Rockets. Concepts will be demonstrated through classroom lecture, activities and projects. Data will be taken and analyzed.* Prerequisites: None* This course includes an optional learning experience.* |
| Engineering Tech Project Design HS | In this multi-disciplinary class, students will learn engineering principles and apply them to a variety of projects to test their theories and help them gain understanding of the concepts. Some of the principles may include the engineering and physics principles that are applied to bridge, dam, road, and general construction, or in designing and launching a variety of Rockets. Concepts will be demonstrated through classroom lecture, activities and projects. Data will be taken and analyzed.* Prerequisites: None* This course includes an optional learning experience.* |
| Engineering Tech Project MS | In this multi-disciplinary class, students will learn engineering principles and apply them to a variety of projects to test their theories and help them gain understanding of the concepts. Some of the principles may include the engineering and physics principles that are applied to bridge, dam, road, and general construction, or in designing and launching a variety of Rockets. Concepts will be demonstrated through classroom lecture, activities and projects. Data will be taken and analyzed.* Prerequisites: None* This course includes an optional learning experience.* |
| Engineering Tech Project. EL | In this multi-disciplinary class, students will learn engineering principles and apply them to a variety of projects to test their theories and help them gain understanding of the concepts. Some of the principles may include the engineering and physics principles that are applied to bridge, dam, road, and general construction, or in designing and launching a variety of Rockets. Concepts will be demonstrated through classroom lecture, activities and projects. Data will be taken and analyzed.* Prerequisites: None* This course includes an optional learning experience.* |
| English 10 | American Literature is a literature and composition course offering organized as a survey of American literature. The course builds literary and communication skills, including reading, writing, language appreciation and aesthetics, listening and speaking, viewing and representing, and research. Within these general topic areas, special emphasis is placed on writing expository, research, and creative compositions; honing critical and analytic skills through close readings of literary, historical, expository, and functional documents; using context strategies and an understanding of etymology to build vocabulary, and practicing communication skills.* Prerequisites: Language Arts 9 or English 9 |
| English 10 CR | American Literature is a literature and composition course offering organized as a survey of American literature. The course builds literary and communication skills, including reading, writing, language appreciation and aesthetics, listening and speaking, viewing and representing, and research. Within these general topic areas, special emphasis is placed on writing expository, research, and creative compositions; honing critical and analytic skills through close readings of literary, historical, expository, and functional documents; using context strategies and an understanding of etymology to build vocabulary, and practicing communication skills. * Prerequisites: Language Arts 9 |
| English 11 | British and World Literature is a streamlined survey of British literature that illustrates the origins of English-language literature and reflects its reach beyond the British Isles. The course is standards-based. Each activity correlates to state standards in six core areas: reading, writing, language (appreciation and aesthetics), listening and speaking, viewing and representing (including media literacy), and research. The course gives students meaningful practice in fundamental literacy skills while introducing them to classics of British and world literature. Throughout the course, students are encouraged to think and respond independently, critically, and creatively to the subject matter, whether it's a work of literature, a piece of nonfiction writing, or a media work. Summaries and annotations support fluency and comprehension of all reading material. Robust scaffolding in the form of process guides and graphic organizers helps reluctant writers to internalize strategies and develop composition skills.* Prerequisites: Language Arts 10 |

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| Course Name | Course Description |
|---|--|
| English 11 CR | British and World Literature is a streamlined survey of British literature that illustrates the origins of English-language literature and reflects its reach beyond the British Isles. The course is standards-based. Each activity correlates to state standards in six core areas: reading, writing, language (appreciation and aesthetics), listening and speaking, viewing and representing (including media literacy), and research. The course gives students meaningful practice in fundamental literacy skills while introducing them to classics of British and world literature. Throughout the course, students are encouraged to think and respond independently, critically, and creatively to the subject matter, whether it's a work of literature, a piece of nonfiction writing, or a media work. Summaries and annotations support fluency and comprehension of all reading material. Robust scaffolding in the form of process guides and graphic organizers helps reluctant writers to internalize strategies and develop composition skills. * Prerequisites: Language Arts 10 |
| English 12 | English 12 is a course that develops both academic and life skills. Concepts are presented in creative and lively ways that reinforce learning goals and engage students. Literary selections include short fiction and poetry from around the globe, modern drama works, and a contemporary novel. Nonfiction selections feature historical correspondence, diaries, logs, and famous courtroom arguments. Life reading skills target forms, applications, and work-related communication. Grammar review and vocabulary development are included in every unit. * Prerequisites: Language Arts 11 |
| English 12 CR | Critical Reading and Effective Writing is a course that develops both academic and life skills. Concepts are presented in creative and lively ways that reinforce learning goals and engage students. Literary selections include short fiction and poetry from around the globe, modern drama works, and a contemporary novel. Nonfiction selections feature historical correspondence, diaries, logs, and famous courtroom arguments. Life reading skills target forms, applications, and work-related communication. Grammar review and vocabulary development are included in every unit. * Prerequisites: Language Arts 11 |
| English 9 | English 9 is a course that covers literature study, reading, writing, and language. Students read literature from around the world, including the following genres: short story, poetry, memoir, autobiography, drama, and epic. They read examples of informational writing, such as a letter, Web site, magazine article, newspaper article, speech, editorial, and movie or book review. Along the way, they acquire and practice reading skills and strategies that are directly applicable to these literary and informational reading materials. Summaries and annotations support fluency and comprehension of all reading material. Robust scaffolding in the form of process guides and graphic organizers helps reluctant writers to internalize strategies and develop composition skills. Select activities target text-handling skills and promote improved performance on commonly assessed literary analysis and response standards. * Prerequisites: None |
| English 9 CR | English 9 is a course that covers literature study, reading, writing, and language. Students read literature from around the world, including the following genres: short story, poetry, memoir, autobiography, drama, and epic. They read examples of informational writing, such as a letter, Web site, magazine article, newspaper article, speech, editorial, and movie or book review. Along the way, they acquire and practice reading skills and strategies that are directly applicable to these literary and informational reading materials. Summaries and annotations support fluency and comprehension of all reading material. Robust scaffolding in the form of process guides and graphic organizers helps reluctant writers to internalize strategies and develop composition skills. Select activities target text-handling skills and promote improved performance on commonly assessed literary analysis and response standards. * Prerequisites: None |
| English Language Arts 10 (Hybrid) | English Language Arts 10 continues to engage and develop student understanding with elements of literature from Greek tragedies to modern times using the genres of fiction and nonfiction. Through reading and the study of literary elements such as plot and setting, character, narrator and voice, tone and mood, and symbolism and irony, students develop skills in literary analysis and interpretation. Students also examine form, style, and persuasion within nonfiction works. In this course, students strengthen their vocabulary, grammar, and mechanics. They also focus on the stages of the writing process. * Prerequisites: None |
| English Language Arts 11 (Hybrid) | American Literature is a literature and composition course offering organized as a survey of American literature. The course builds literary and communication skills, including reading, writing, language appreciation and aesthetics, listening and speaking, viewing and representing, and research. Within these general topic areas, special emphasis is placed on writing expository, research, and creative compositions; honing critical and analytic skills through close readings of literary, historical, expository, and functional documents; using context strategies and an understanding of etymology to build vocabulary, and practicing communication skills. * Prerequisites: None |
| English Language Arts 12 (Hybrid) | British and World Literature is a streamlined survey of British literature that illustrates the origins of English-language literature and reflects its reach beyond the British Isles. The course is standards-based. Each activity correlates to state standards in six core areas: reading, writing, language (appreciation and aesthetics), listening and speaking, viewing and representing (including media literacy), and research. The course gives students meaningful practice in fundamental literacy skills while introducing them to classics of British and world literature. Throughout the course, students are encouraged to think and respond independently, critically, and creatively to the subject matter, whether it's a work of literature, a piece of nonfiction writing, or a media work. Summaries and annotations support fluency and comprehension of all reading material. Robust scaffolding in the form of process guides and graphic organizers helps reluctant writers to internalize strategies and develop composition skills. * Prerequisites: None |
| English Language Arts 9 (Hybrid) | English Language Arts 9 introduces students to elements of literature from classic to modern times using the genres of fiction and nonfiction. Through reading and the study of literary elements such as plot and setting, character, narrator and voice, tone and mood, and symbolism and irony, students develop skills in literary analysis and interpretation. Students also examine form, style, and persuasion within nonfiction works. In this course, students strengthen their vocabulary, grammar, and mechanics. They also focus on the stages of the writing process. * Prerequisites: None |
| Entrepreneurship 1A: Introduction | Starting a business is more than just having a good idea. Successful entrepreneurs know how to use and apply fundamental business concepts to turn their ideas into thriving businesses. Explore topics such as identifying the best business structure, business functions and operations, finance, business laws, regulations, and more! If you have ever dreamed of making a business idea a reality, take the time to establish a solid foundation of business skills to make your business dreams come true! * Prerequisites: None |
| Entrepreneurship 1B: Make Your Idea a Reality | You have the business idea; now it's time to go from dream to reality. Throughout this course, you'll explore different topics representing the major parts of a business plan, such as risk, hiring, pricing, marketing, and more. By completing activities, you'll create a viable document you can use to help you start your business by the end of the course. Let's bring your dream to life! * Prerequisites: None |

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| Course Name | Course Description |
|----------------------------|--|
| Entrepreneurship EL | Entrepreneurship focuses on recognizing a business opportunity and developing the opportunity into a business. The controlling functions (accounting, finance, marketing, management) as well as legal and economic considerations are applied. Student responsibility and initiative are encouraged as business strategies are created, planned, and presented as a final product - a business plan for an actual business venture. Through the process of developing the business plan, students acquire skills necessary to operate a successful business.* Prerequisites: None* This course includes an optional learning experience.* |
| Entrepreneurship HS | Through a multidisciplinary approach, this course focuses on recognizing a business opportunity and developing the opportunity into a business. The controlling functions (accounting, finance, marketing, management) as well as legal and economic considerations are applied. Student responsibility and initiative are encouraged as business strategies are created, planned, and presented as a final product - a business plan for an actual business venture. Through the process of developing the business plan, students acquire skills necessary to operate a successful business. * Prerequisites: None* This course includes an optional learning experience.* |
| Entrepreneurship MS | Through a multidisciplinary approach, this course focuses on recognizing a business opportunity and developing the opportunity into a business. The controlling functions (accounting, finance, marketing, management) as well as legal and economic considerations are applied. Student responsibility and initiative are encouraged as business strategies are created, planned, and presented as a final product - a business plan for an actual business venture. Through the process of developing the business plan, students acquire skills necessary to operate a successful business. * Prerequisites: None* This course includes an optional learning experience.* |
| Environmental Projects EL | In this multidisciplinary course students will learn about the environment, the world around them, from the air we breathe to the water we drink. Through hands-on investigations, students will discover how human activity impacts resources and ultimately our own health and how each one of us can take steps to make a positive impact on our world. Students will explore how technology is being used in environmental issues. * Prerequisites: None * This course includes an optional learning experience. * |
| Environmental Projects HS | In this multidisciplinary course students will learn about the environment, the world around them, from the air we breathe to the water we drink. Through hands-on investigations, students will discover how human activity impacts resources and ultimately our own health and how each one of us can take steps to make a positive impact on our world. Students will explore how technology is being used in environmental issues. * Prerequisites: None* This course includes an optional learning experience.* |
| Environmental Projects MS | In this multidisciplinary course students will learn about the environment, the world around them, from the air we breathe to the water we drink. Through hands-on investigations, students will discover how human activity impacts resources and ultimately our own health and how each one of us can take steps to make a positive impact on our world. Students will explore how technology is being used in environmental issues. * Prerequisites: None* This course includes an optional learning experience.* |
| Environmental Science | This course presents relationships between organisms and how these relationships relate to the functioning of ecosystems. Students learn the key concepts and processes of nutrient cycling, biomes, pollution, energy resources, and habitat destruction. The course also covers ways to promote biodiversity and create a sustainable future.* Prerequisites: None |
| Environmental Science CR | In this credit recovery course relationships between organisms and how these relationships relate to the functioning of ecosystems. Students learn the key concepts and processes of nutrient cycling, biomes, pollution, energy resources, and habitat destruction. The course also covers ways to promote biodiversity and create a sustainable future.* Prerequisites: None |
| Environmental Survival EL | This multidisciplinary course explores the skills and knowledge base needed in backcountry wilderness adventures including essential gear, necessary knot-tying, backpacking basics, backcountry cooking, orienteering, basics of wilderness first aid, fire building techniques, shelter building, wild edibles, leave no trace ethics, expedition leadership skills, team-building exercises, and more. Steps for planning a successful backcountry trip will be covered as well as local backcountry trip possibilities. The optional lab component of this online class will consist of exercises and discussion related to important trip planning elements and will focus on a risk avoidance mindset.* Prerequisites: None* This course includes an optional learning experience.* |
| Environmental Survival HS | This multidisciplinary course explores the skills and knowledge base needed in backcountry wilderness adventures including essential gear, necessary knot-tying, backpacking basics, backcountry cooking, orienteering, basics of wilderness first aid, fire building techniques, shelter building, wild edibles, leave no trace ethics, expedition leadership skills, team-building exercises, and more. Steps for planning a successful backcountry trip will be covered as well as local backcountry trip possibilities. The optional lab component of this online class will consist of exercises and discussion related to important trip planning elements and will focus on a risk avoidance mindset. Time will also be spent learning team-building ideas and leave no trace ethics. * Prerequisites: None* This course includes an optional learning experience.* |
| Environmental Survival MS | This multidisciplinary course explores the skills and knowledge base needed in backcountry wilderness adventures including essential gear, necessary knot-tying, backpacking basics, backcountry cooking, orienteering, basics of wilderness first aid, fire building techniques, shelter building, wild edibles, leave no trace ethics, expedition leadership skills, team-building exercises, and more. Steps for planning a successful backcountry trip will be covered as well as local backcountry trip possibilities. The optional lab component of this online class will consist of exercises and discussion related to important trip planning elements and will focus on a risk avoidance mindset. Time will also be spent learning team-building ideas and leave no trace ethics. * Prerequisites: None* This course includes an optional learning experience.* |
| Excel: Office Fundamentals | Discover the real world uses of Microsoft Excel and its impact upon business, academic, and personal applications. Move from inserting and manipulating data, to working with tables, charts, graphs, and calculations. Content of this course will also be applicable to the Microsoft Office Suite certification exam.* Prerequisites: None |

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| Course Name | Course Description |
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| Explorations in Spanish (3-5) | This introductory Spanish course provides a fun, interactive experience for a student's first exposure to the Spanish language. The content for each unit is based on an authentic story, myth or legend from Spanish-speaking culture. Although the course focuses principally on vocabulary acquisition, basic grammar principles are intuitively grasped through the story, games, activities, songs, and assessments. In addition, students learn to perform simple tasks in connection with each unit's theme. Students engage in language learning in a rewarding, low--stress environment; get comfortable with the sounds and rhythms of Spanish; learn simple Spanish phrases; begin to read, write, speak and listen for meaning in Spanish; and recognize distinctive practices and products of Spanish-speaking culture.* Prerequisites: None |
| Explorations in Spanish II (3-5) | This course is the second year of our introductory Spanish courses. It provides a fun, interactive experience for a student's continued exposure to the Spanish language. The content for each unit is based on an authentic story, myth or legend from Spanish-speaking culture. The course uses each authentic story as a way to help students acquire vocabulary and other key concepts. The course focuses principally on vocabulary acquisition, basic grammar principles, pronunciation, and culture, all of which are grasped through the story, games, activities, songs, and assessments. In addition, students learn to perform simple tasks in connection with each unit's theme. Students engage in language learning in a rewarding, low-stress environment; get comfortable with the sounds and rhythms of Spanish; learn simple Spanish phrases and sentences related to each theme; continue to read, write, speak and listen for meaning in Spanish; and recognize distinctive practices and products of Spanish-speaking culture.* Prerequisites: None |
| Explorations in Spanish K-2 | This introductory Spanish course provides a fun, interactive experience for a student's first exposure to the Spanish language. The content for each unit is based on an authentic story, myth or legend from Spanish-speaking culture. This course, designed specifically for younger students, focuses principally on vocabulary acquisition through stories, games, songs, and practice activities. Students are exposed to Spanish language and Spanish-speaking cultures in a fun environment where they can explore meanings and begin to express themselves through simple words and phrases.* Prerequisites: None |
| Exploratory Writing Projects EL | This writing class is designed for students who wish to apply writing skills to technology and industry fields. Students will learn through a multidisciplinary approach to apply a variety of technical reading, writing skills and strategies as well as have an opportunity to gain an in-depth knowledge in a field of interest. Work might include but not be limited to: Research, working with small offices or businesses in the community. * Prerequisites: None * This course includes an optional learning experience. * |
| Exploratory Writing Projects HS | This writing class is designed for students who wish to apply writing skills to technology and industry fields. Students will learn through a multidisciplinary approach to apply a variety of technical reading, writing skills and strategies as well as have an opportunity to gain an in-depth knowledge in a field of interest. Work might include but not be limited to: Research, working with small offices or businesses in the community. * Prerequisites: None * This course includes an optional learning experience. * |
| Exploratory Writing Projects MS | This writing class is designed for students who wish to apply writing skills to technology and industry fields. Students will learn through a multidisciplinary approach to apply a variety of technical reading, writing skills and strategies as well as have an opportunity to gain an in-depth knowledge in a field of interest. Work might include but not be limited to: Research, working with small offices or businesses in the community. * Prerequisites: None * This course includes an optional learning experience. * |
| Explorers Projects EL | This class will provide multiple pathways to creatively explore your favorite time period through technology and artistic expression. Project options may include: A: Journey back to a time when kings were in charge. This multidisciplinary course will explore from the knights of King Arthur to the end of the Samurai. The Lord's and Ladies who changed history lead interesting lives. Let's learn what we can from them about what it truly means to be noble. or. This project guides student through history with that fun Time Lord, Doctor Who. Historical places, people and events are common in episodes of Doctor Who and this course will help students expand their understanding of such events, as well as encourage them to research such material. Students will learn interesting facts about the TV show and discuss both the TV series and real life historical events. Students will also learn art history, literature, research, and how to present their thoughts via multimedia. * Prerequisites: None * This course includes an optional learning experience. * |
| Explorers Projects HS | This class will provide multiple pathways to creatively explore your favorite time period through technology and artistic expression. Project options may include: A: Journey back to a time when kings were in charge. This multidisciplinary course will explore from the knights of King Arthur to the end of the Samurai. The Lord's and Ladies who changed history lead interesting lives. Let's learn what we can from them about what it truly means to be noble. or. This project guides student through history with that fun Time Lord, Doctor Who. Historical places, people and events are common in episodes of Doctor Who and this course will help students expand their understanding of such events, as well as encourage them to research such material. Students will learn interesting facts about the TV show and discuss both the TV series and real life historical events. Students will also learn art history, literature, research, and how to present their thoughts via multimedia. * Prerequisites: None * This course includes an optional learning experience. * |
| Explorers Projects MS | This class will provide multiple pathways to creatively explore your favorite time period through technology and artistic expression. Project options may include: A: Journey back to a time when kings were in charge. This multidisciplinary course will explore from the knights of King Arthur to the end of the Samurai. The Lord's and Ladies who changed history lead interesting lives. Let's learn what we can from them about what it truly means to be noble. or. This project guides student through history with that fun Time Lord, Doctor Who. Historical places, people and events are common in episodes of Doctor Who and this course will help students expand their understanding of such events, as well as encourage them to research such material. Students will learn interesting facts about the TV show and discuss both the TV series and real life historical events. Students will also learn art history, literature, research, and how to present their thoughts via multimedia. * Prerequisites: None * This course includes an optional learning experience. * |
| Fashion Design | Are you a fashion trend follower? Are you drawn to how designers have pulled together fabrics and colors to create memorable pieces? Do you dream of designing your own line of clothing or accessories? Learn what it takes to get started in the fashion industry, from the careers available to new technology and trends reshaping the industry every day. Start creating! * Prerequisites: None |
| Filmmaking Bootcamp | Have you ever dreamed of making movies? Whether you love film, want to make videos for fun, or dream of becoming the next big director, this course is a great place to start. Filmmaking Bootcamp is an entry-level course that will serve as an introduction to basic video/film/audio production. The goal of the course is for the student to develop the ability to capture great video images and audio, and to be able to edit those two elements together to tell a story. No prior video and film experience is needed. You will learn the fundamentals of visual storytelling, narrative writing, cinematography, lighting, and editing which serve as the basic skills necessary to take a short film from start to finish. This course can be used as a fine arts or technology credit to meet the art requirement for high school graduation. * Prerequisites: None |

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| Course Name | Course Description |
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| Financial Apps EL | Each day we make many personal and financial decisions. One way to organize these activities is with the use of a personal financial plan. The following list of steps can be used to create and implement a personal financial plan. Various lessons from Practical Money Skills are suggested for use in each phase of the personal financial planning process including making money, spending habits, credit cards, calculating interest, budgeting, and the psychology of buyer's remorse.* Prerequisites: None* This course includes an optional learning experience.* |
| Financial Apps HS | Each day we make many personal and financial decisions. One way to organize these activities is with the use of a personal financial plan.* Prerequisites: None* This course includes an optional learning experience.* |
| Financial Apps MS | Each day we make many personal and financial decisions. One way to organize these activities is with the use of a personal financial plan. * Prerequisites: None * This course includes an optional learning experience. * |
| Financial Literacy | Financial Literacy helps students recognize and develop vital skills that connect life and career goals with personalized strategies and milestone-based action plans. Students explore concepts and work toward a mastery of personal finance skills, deepening their understanding of key ideas and extending their knowledge through a variety of problemsolving applications. Course topics include career planning; income, taxation, and budgeting; savings accounts, checking accounts, and electronic banking; interest, investments, and stocks; cash, debit, credit, and credit scores; insurance; and consumer advice on how to buy, rent, or lease a car or house. These topics are solidly supported by writing and discussion activities. Journal activities provide opportunities for students to both apply concepts on a personal scale and analyze scenarios from a third-party perspective. Discussions help students network with one another by sharing personal strategies and goals and recognizing the diversity of life and career plans within a group. This course is built to state standards as they apply to Financial Literacy and adheres to the National Council of Teachers of Mathematics' (NCTM) Problem Solving, Communication, Reasoning, and Mathematical Connections Process standards. * Prerequisites: None |
| First Aid | In this course, students learn and practice first aid procedures for a variety of common conditions, including muscular, skeletal, and soft tissue injuries. In addition, students learn how to appropriately respond to a variety of emergency situations. They also learn the procedures for choking and CPR for infants, children, and adults. In addition to emergency response, students will explore personal, household, and outdoor safety, and disaster preparedness.* Prerequisites: None |
| Fitness MS | Are you physically fit? What does being fit mean to you? Physical fitness is a lot more than just a number on a scale, and that's exactly what you'll learn in this course! Middle School Fitness helps you understand the basics of being physically fit and allows for a deeper understanding of your body's functions. You will learn about the complex science behind exercise and determine how you can test your current level of fitness. Explore what it means to be mindful and discover what inspires you. Improving your physical fitness is a smart choice to make at any age, and by signing up for this course, you will be taking the first step on your exciting journey to understanding and improving your physical fitness.* Prerequisites: None |
| Fitness PRJ Basketball EL | Through a multidisciplinary approach, students will learn the basics of basketball, the physical, emotional and social aspects of the sport as play. Students will keep a fitness journal and explore body mass index, healthy exercise habits and mindset.* Prerequisites: None* This course includes an optional learning experience.* |
| Fitness PRJ Basketball HS | Through a multidisciplinary approach, students will learn the basics of basketball, the physical, emotional and social aspects of the sport as play. Students will keep a fitness journal and explore body mass index, healthy exercise habits and mindset. Students will work on learning the rules of the sport, shooting skills, ball handling, offensive and defensive footwork, ball strength, game strategy, athleticism, team activities, individual skill development and character development. * Prerequisites: None* This course includes an optional learning experience.* |
| Fitness PRJ Basketball MS | Through a multidisciplinary approach, students will learn the basics of basketball, the physical, emotional and social aspects of the sport as play. Students will keep a fitness journal and explore body mass index, healthy exercise habits and mindset. Students will work on learning the rules of the sport, shooting skills, ball handling, offensive and defensive footwork, ball strength, game strategy, athleticism, team activities, individual skill development and character development. * Prerequisites: None* This course includes an optional learning experience.* |
| Flexibility Training | This course focuses on the often-neglected fitness component of flexibility. Students establish their fitness level, set goals, and design their own flexibility training program. They study muscular anatomy and learn specific exercises to stretch each muscle or muscle group. Students focus on proper posture and technique while training. They also gain an understanding of how to apply the FITT principles to flexibility training. This course explores aspects of static, isometric, and dynamic stretching, as well as touch on aspects of yoga and Pilates. This course also discusses good nutrition and effective cross-training. Students take a pre- and post fitness assessment. Throughout this course students also participate in a weekly fitness program involving flexibility training, as well as elements of cardio and strength training.* Prerequisites: None |
| Fluency Spanish I | Students begin their introduction to Spanish with fundamental building blocks in four key areas of world-language Spanish study: listening comprehension, speaking, reading, and writing. The extensive use of authentic materials (video, audio, images or texts) allows for a contextualized and interactive presentation of the vocabulary and the linguistic structures. Students are actively engaged in completing task-based activities individually and collaboratively while formulating and testing hypotheses about different aspects of the target language. The materials and the activities engage students in such a way that they learn to develop the necessary metacognitive strategies to be successful both in the processing of the authentic input and in negotiating meaning to reach a mutual understanding with other speakers. Cultural information relevant to Hispanic countries and communities and cross-cultural reflections permeate the materials from beginning to end.* Prerequisites: None |

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| Course Name | Course Description |
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| Forensic Science I: Secrets of the Dead | Fingerprints. Blood spatter. Gunshot residue. If these things intrigue you rather than scare you, Forensic Science 1: Secrets of the Dead may be for you. This course offers you the chance to dive into the riveting job of crime scene analysis. Learn the techniques and practices applied during a crime scene investigation and how clues and data are recorded and preserved. You will better understand how forensic science applies technology to make discoveries and bring criminals to justice as you follow the entire forensic process from pursuing the evidence trail to taking the findings to trial. By careful examination of the crime scene elements, even the most heinous crimes can be solved.* Prerequisites: None |
| Forensic Science II: More Secrets of the Dead | Every time a crime is committed, a virtual trail of incriminating evidence is left behind just waiting to be found and analyzed. In Forensic Science 2: More Secrets of the Dead, you'll learn even more about the powerful science of forensics and how it has changed the face of crime and justice in our world. You will learn some basic scientific principles used in the lab, such as toxicology, material analysis, microscopy, and forensic anthropology and find out how scientists use everything from insects to bones to help them solve crimes. Discover how advanced techniques and methodical processes can lead to catching even the craftiest criminal. The best way to battle crime these days is not with a weapon, but with science. * Prerequisites: Forensic Science I: Secrets of the Dead |
| Forensics & Technology EL | In this multidisciplinary course students will use a variety of technology to explore reasoning skills, observation, memory sharpening, codes and the collection of evidence in a fictional crime scenario. Students will learn about forensic tools, technical resources, forming and testing hypothesis, proper data collection and responsible conclusions.* Prerequisites: None* This course includes an optional learning experience. * |
| Forensics & Technology HS | In this multidisciplinary course students will use a variety of technology to explore reasoning skills, observation, memory sharpening, codes and the collection of evidence in a fictional crime scenario. Students will learn about forensic tools, technical resources, forming and testing hypothesis, proper data collection and responsible conclusions. * Prerequisites: None * This course includes an optional learning experience. * |
| Forensics & Technology MS | In this multidisciplinary course students will use a variety of technology to explore reasoning skills, observation, memory sharpening, codes and the collection of evidence in a fictional crime scenario. Students will learn about forensic tools, technical resources, forming and testing hypothesis, proper data collection and responsible conclusions. * Prerequisites: None * This course includes an optional learning experience. * |
| Forensics: The Science of Crime | We watch with interest as crime scenes are dramatized on television and in film, and sit on the edge of our seat as various members of the justice system solve the most baffling cases. But what about the science behind the crime? Forensics: The Science of Crime explores the role science and technology play in this fascinating and growing career. In this course, you'll learn the specialized skills and techniques used during a crime scene investigation and how evidence and data is expertly collected, preserved, and analyzed. With a strong focus on the innovative science used in the field as well as participation in interactive activities, you will follow the entire forensic process from examining evidence to taking the findings to trial'd learn how the professionals are utilizing science to bring criminals to justice.* Prerequisites: None |
| Forestry and Natural Resources | Whether you are a tree-hugger or not, everyone loves the beauty and serenity of a healthy forest. Our precious woodland species not only supply us with aesthetic beauty but also play a valuable role in nature. Trees uphold a great deal of our wildlife's ecosystem while providing us humans with needed lumber, paper products, and even food. But these forests cannot protect themselves and depend greatly on humans for conservation. In Introduction to Forestry and Natural Resources, you will learn more about this meaningful relationship and how environmental policy, land use, water resources, and wildlife management all factor into current forestry issues. After better understanding these variables and how they affect the majesty of our forests, you may just be hugging these gentle giants after all.* Prerequisites: None |
| Form Dimension EL | In this multidisciplinary course, students will explore the world of sports through the lens of geometric forms and dimensional exploration of the sports arenas and play. Students may choose a sport and will create a presentation comparing the many aspects of a sport to geometric concepts.* Prerequisites: None* This course includes an optional learning experience.* |
| Form Dimension HS | In this multidisciplinary course, students will explore the world of sports through the lens of geometric forms and dimensional exploration of the sports arenas and play. Students may choose a sport and will create a presentation comparing the many aspects of a sport to geometric concepts. * Prerequisites: None* This course includes an optional learning experience.* |
| Form Dimension MS | In this multidisciplinary course, students will explore the world of sports through the lens of geometric forms and dimensional exploration of the sports arenas and play. Students may choose a sport and will create a presentation comparing the many aspects of a sport to geometric concepts.* Prerequisites: None* This course includes an optional learning experience.* |
| Foundations of Game Design IA: Introduction | Does your love of video games motivate you to pursue a career in this field? Pursue your passion by learning about the principles of game design through the stages of development, iterative process, critiques, and game development tools. Put these new skills to work by designing your own game! * Prerequisites: None |
| Foundations of Game Design IB: Storytelling, Mechanics, and Production | Now that you have the basics of game design down, let's use your creativity to develop a game from start to finish! Develop your game creation skills and practice with the tools professionals use to launch your career options in the field of game design. The content of this course also applies to certification exams.* Prerequisites: Foundations of Game Design I A: Introduction |
| Foundations of Music EL | The Foundations of Music course develops a foundation for students of what music is, the different instruments in the various families of musical instruments, musical periods, select composers, and musical genres and styles. Course topics include:What is Music?Music BasicsString FamilyPercussion FamilyBrass FamilyWoodwind FamilyThe Human VoiceMusic EnsemblesMusical Periods of Western MusicMusical Styles and GenresFundamentals of Music Sound * Prerequisites: None |

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| Course Name | Course Description |
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| Foundations of Programming | Learn the skills required to be competitive in today's high tech workforce. This course covers the fundamentals of programming using the computer language Python. It provides you with the concepts, techniques, and processes associated with computer programming and software development. You'll also explore the vast programming career opportunities available in this high-demand field. This course is part of a program of study that provides coherent and rigorous content needed for progression in the Information Technology career cluster.* Prerequisites: None |
| French Culture EL | Through a multidisciplinary approach, students will be introduced to le Francais, one of the most lovely languages in the world. We will not only learn foundational elements such as the alphabet, vocabulary and simple phrases, but we will also explore French culture, art and music. By using a variety of methods, students will learn a new language while having fun!* Prerequisites: None* This course includes an optional learning experience.* |
| French Culture HS | Through a multidisciplinary approach, students will be introduced to le Francais, one of the most lovely languages in the world. We will not only learn foundational elements such as the alphabet, vocabulary and simple phrases, but we will also explore French culture, art and music. By using a variety of methods, students will learn a new language while having fun! Secondary student will create a multimedia project of their choosing.* Prerequisites: None* This course includes an optional learning experience.* |

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| Course Name | Course Description |
|---------------------------------------|---|
| French Culture MS | Through a multidisciplinary approach, students will be introduced to le Francais - one of the most lovely languages in the world. We will not only learn foundational elements such as the alphabet, vocabulary and simple phrases, but we will also explore French culture, art and music. By using a variety of methods, students will learn a new language while having fun! Secondary student will create a multimedia project of their choosing.* Prerequisites: None* This course includes an optional learning experience.* |
| French I | French courses are grounded in the development and integration of the four key language skills: listening, speaking, reading and writing. Students are introduced to vocabulary themes, grammar concepts, sentence structure and culture through explicit instruction and guided, self-paced learning. Opportunities to apply language in common situations along with interactive exercises reinforce skills in differing contexts.* Prerequisites: None |
| French I MS | Courses are grounded in the development and integration of the four key language skills: listening, speaking, reading and writing. Students are introduced to vocabulary themes, grammar concepts, sentence structure and culture through explicit instruction and guided, self-paced learning. Opportunities to apply language in common situations along with interactive exercises reinforce skills in differing contexts.* Prerequisites: None |
| French II | French courses are grounded in the development and integration of the four key language skills: listening, speaking, reading and writing. Students are introduced to vocabulary themes, grammar concepts, sentence structure and culture through explicit instruction and guided, self-paced learning. Opportunities to apply language in common situations along with interactive exercises reinforce skills in differing contexts.* Prerequisites: None |
| French II MS | Courses are grounded in the development and integration of the four key language skills: listening, speaking, reading and writing. Students are introduced to vocabulary themes, grammar concepts, sentence structure and culture through explicit instruction and guided, self-paced learning. Opportunities to apply language in common situations along with interactive exercises reinforce skills in differing contexts. * Prerequisites: MS French I |
| French III | French courses are grounded in the development and integration of the four key language skills: listening, speaking, reading and writing. Students are introduced to vocabulary themes, grammar concepts, sentence structure and culture through explicit instruction and guided, self-paced learning. Opportunities to apply language in common situations along with interactive exercises reinforce skills in differing contexts.* Prerequisites: None |
| French IV | French courses are grounded in the development and integration of the four key language skills: listening, speaking, reading and writing. Students are introduced to vocabulary themes, grammar concepts, sentence structure and culture through explicit instruction and guided, self-paced learning. Opportunities to apply language in common situations along with interactive exercises reinforce skills in differing contexts.* Prerequisites: None |
| Game Design 2A: Build a World | Are you ready to enter this multi-billion-dollar industry and start applying your technical skills into a compelling package that will catch the eye of an employer? Beginning with conceptualization and the design process, you'll develop your game's story elements, narrative, plot, characters, and assets. Using game design software, you'll bring your game to life by applying lighting, audio, visual effects, player choice options, AI, and consider the type of controls to use for your game. Build a world players can get immersed in. * Prerequisites: Foundations of Game Design IA and IB |
| Game Design 2B: Launch a Game | You've already done the groundwork, and now it's time to level up and launch! In Game Design 2B, you'll take your runner game to new heights and enter the land of fire and ice using the cool tools that Unity has to offer! Get ready to build atmospheric landscapes, mountain runs, stair builds, and implement obstacles to keep your relic safe! Then, your realworld game begins: test and evaluate your game and prepare for a market launch! All of the moving parts of the game development process come together in this course, so you can unleash your game into the world!* Prerequisites: Foundations of Game Design IA and IB |
| Game Design IA: Introduction MS | We love to play video games, but have you ever wanted to build your own? If you are interested in a career in technology but also want a creative outlet, Game Design might be the field for you. Learn how to build a game from the ground up in this interactive and hands-on course that will teach you all the ins and outs of making your own game. * Prerequisites: None |
| Game Design IB: Creating a Game MS | It's time to take your Game Design knowledge up a level! You built your game design skills and Scratch techniques in the first part of this course. By the end, you wrote your game design document. Now you are ready to start developing that game! You'll create details and add component pieces in a game while learning to prototype, troubleshoot, and test. * Prerequisites: Game Design I A: Introduction MS |
| GED Prep: English | VIRTUAL TUTOR: GED Updated to reflect the 2014 changes to the test, this test preparation course effectively prepares students for all sections of the GED exam. Course content is broken into strands, allowing students to focus on each subject extensively before moving on to the next area of study. Within each strand, a diagnostic pretest identifies students' strengths and weaknesses and tailors a personalized study plan for each test-taker.* Prerequisites: Counselor Approval |
| GED Prep: Math | VIRTUAL TUTOR: GED Updated to reflect the 2014 changes to the test, this test preparation course effectively prepares students for all sections of the GED exam. Course content is broken into strands, allowing students to focus on each subject extensively before moving on to the next area of study. Within each strand, a diagnostic pretest identifies students' strengths and weaknesses and tailors a personalized study plan for each test-taker.* Prerequisites: Counselor Approval |
| GED Prep: Science | VIRTUAL TUTOR: GED Updated to reflect the 2014 changes to the test, this test preparation course effectively prepares students for all sections of the GED exam. Course content is broken into strands, allowing students to focus on each subject extensively before moving on to the next area of study. Within each strand, a diagnostic pretest identifies students' strengths and weaknesses and tailors a personalized study plan for each test-taker.* Prerequisites: Counselor Approval |
| GED Prep: Social Studies | VIRTUAL TUTOR: GED Updated to reflect the 2014 changes to the test, this test preparation course effectively prepares students for all sections of the GED exam. Course content is broken into strands, allowing students to focus on each subject extensively before moving on to the next area of study. Within each strand, a diagnostic pretest identifies students' strengths and weaknesses and tailors a personalized study plan for each test-taker.* Prerequisites: Counselor Approval |

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| Course Name | Course Description |
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| Geometry | Geometry is the beginning of creating a solid foundation in mathematics by studying and exploring a wide range of geometric concepts. Students begin to understand the basics of geometric equations and how these equations are present in daily life. Students learn to calculate perimeter and work directly with angles and arcs to understand the importance of geometric math in construction. * Prerequisites: Algebra I |
| Geometry (Hybrid) | Students learn how to apply and calculate measurements of lengths, heights, circumference, areas, and volumes. Geometry introduces trigonometry and allows students to work with transformations. Students will use logic to create proofs and constructions and will work with key geometry theorems and proofs. * Prerequisites: Algebra I * This course includes an optional learning experience. * |
| Geometry CR | Geometry is the beginning of creating a solid foundation in mathematics by studying and exploring a wide range of geometric concepts. Students begin to understand the basics of geometric equations and how these equations are present in daily life. Students learn to calculate perimeter and work directly with angles and arcs to understand the importance of geometric math in construction. * Prerequisites: Algebra I |
| German I | German courses are grounded in the development and integration of the four key language skills: listening, speaking, reading and writing. Students are introduced to vocabulary themes, grammar concepts, sentence structure and culture through explicit instruction and guided, self-paced learning. Opportunities to apply language in common situations along with interactive exercises reinforce skills in differing contexts.* Prerequisites: None |
| German I MS | Courses are grounded in the development and integration of the four key language skills: listening, speaking, reading and writing. Students are introduced to vocabulary themes, grammar concepts, sentence structure and culture through explicit instruction and guided, self-paced learning. Opportunities to apply language in common situations along with interactive exercises reinforce skills in differing contexts.* Prerequisites: None |
| German II | German courses are grounded in the development and integration of the four key language skills: listening, speaking, reading and writing. Students are introduced to vocabulary themes, grammar concepts, sentence structure and culture through explicit instruction and guided, self-paced learning. Opportunities to apply language in common situations along with interactive exercises reinforce skills in differing contexts. * Prerequisites: German I |
| German II MS | Courses are grounded in the development and integration of the four key language skills: listening, speaking, reading and writing. Students are introduced to vocabulary themes, grammar concepts, sentence structure and culture through explicit instruction and guided, self-paced learning. Opportunities to apply language in common situations along with interactive exercises reinforce skills in differing contexts. * Prerequisites: MS German I |
| Gothic Literature: Monster Stories | Vampires, ghosts, and werewolves have lived in our collective imagination since the 18th century, and they continue to influence the world of fiction even today. Gothic Literature: Monster Stories focuses on the major themes found in Gothic literature and demonstrates the techniques writers use to produce a thrilling psychological experience for the reader. The themes of terror versus horror, the power of the supernatural, and the struggle between good and evil are just a few of the classic Gothic subjects explored in this course. Are you brave enough to go beyond the fear and find an appreciation for the dark beauty of Gothic stories? * Prerequisites: None |
| Graphic Design | Graphic Design is an introduction to elements of design, spatial relationships, typography and imagery as they apply to practical visual solutions for self-promotion, resumes, logo design, Web design, and sequential systems. In this course, the student explores the basic foundations of design through a series of visual projects that explore the principles and elements of design. Students will work both with analog and digital media as they explore two-dimensional and three-dimensional design along with color theory. This course will help develop and explore a student's ability to communicate visually. In each lesson students acquire new skills, which take some effort. Beyond fundamental skills are various levels of creativity. Each lesson provides room for a student to express the technical skill learned in his or her own creative way.* Prerequisites: None |
| Graphic Design | Students will gain beginning/intermediate skills in the areas of file management, typography color theory, illustration, 2D raster and vector, and design and layout using Adobe Illustrator - the leading vector based illustration tool. One semester, 1/2 credit. * Prerequisites: None |
| Great Minds in Science: Ideas for a New Generation | Sometimes there are simply more questions than answers. Does life exist on other planets? How extreme is the human ability to survive? Will the issue of global warming ever be solved? Today, scientists, explorers, and writers are working to answer such questions by using extensive inquiry to find innovative solutions. Similar to such famous minds from history as Edison, Einstein, Curie, and Newton, the scientists of today are finding ways to revolutionize our lives and the world. Great Minds in Science: Ideas for a New Generation takes an in-depth look at the extraordinary work of these individuals and demonstrates how their ideas may very well shape the world of tomorrow.* Prerequisites: None |
| Green Screen EL | Students are introduced to the fundamentals of digital photography and creating special effects using a green screen. ChromaKey is a technique used to combine two images together in which a color from one image is removed or made transparent, revealing another image behind it. The students will be the actors and actresses. Students can perhaps climb a mountain, dive in the ocean, or battle dinosaurs. They create a real or imaginary adventure and film all the fun. This class combines technology, art and photography through the use of innovative processes for capturing pictures.* Prerequisites: None* This course includes an optional learning experience.* |
| Green Screen HS | Students are introduced to the fundamentals of digital photography and creating special effects using a green screen. ChromaKey is a technique used to combine two images together in which a color from one image is removed or made transparent, revealing another image behind it. The students will be the actors and actresses. Students can perhaps climb a mountain, dive in the ocean, or battle dinosaurs. They create a real or imaginary adventure and film all the fun. This class combines technology, art and photography through the use of innovative processes for capturing pictures.* Prerequisites: None* This course includes an optional learning experience.* |
| Green Screen MS | Students are introduced to the fundamentals of digital photography and creating special effects using a green screen. ChromaKey is a technique used to combine two images together in which a color from one image is removed or made transparent, revealing another image behind it. The students will be the actors and actresses. Students can perhaps climb a mountain, dive in the ocean, or battle dinosaurs. They create a real or imaginary adventure and film all the fun. This class combines technology, art and photography through the use of innovative processes for capturing pictures.* Prerequisites: None* This course includes an optional learning experience.* |

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| Group Instrumental EL | In this multidisciplinary class students will learn explore music through technology and they will learn how to play an instrument of their choice, and perform in a small group ensemble. Instruction will be demonstrated through classroom lecture, group instruction, activities and personal trial and error. Exploration in other areas will include music technology, composers, care and cleaning of the instruments, science of sound, orchestra, band, music theory, music history, artistic expression, songwriting, responsibility, accountability, and the importance of practice.* Prerequisites: None* This course includes an optional learning experience.* |
| Group Instrumental HS | In this multidisciplinary class students will learn explore music through technology and they will learn how to play an instrument of their choice, and perform in a small group ensemble. Instruction will be demonstrated through classroom lecture, group instruction, activities and personal trial and error. Exploration in other areas will include music technology, composers, care and cleaning of the instruments, science of sound, orchestra, band, music theory, music history, artistic expression, songwriting, responsibility, accountability, and the importance of practice.* Prerequisites: None* This course includes an optional learning experience.* |
| Group Instrumental MS | In this multidisciplinary class students will learn explore music through technology and they will learn how to play an instrument of their choice, and perform in a small group ensemble. Instruction will be demonstrated through classroom lecture, group instruction, activities and personal trial and error. Exploration in other areas will include music technology, composers, care and cleaning of the instruments, science of sound, orchestra, band, music theory, music history, artistic expression, songwriting, responsibility, accountability, and the importance of practice.* Prerequisites: None* This course includes an optional learning experience.* |
| Guitar IA | Whether you love music, want to play guitar for your family and friends, or desire to be a professional musician, this course is a great place to start. No prior music experience is needed. You will learn the fundamentals of music and the basic skills necessary to play a wide variety of music styles. Student guides, Carlos and Ariel, will take you through each step of this journey towards becoming a skilled guitarist and musician. No prior music background is required. * Prerequisites: None |
| Guitar IA MS | Whether you want to play guitar for your family and friends, desire to be a professional performer, or just love playing music, this course is a great place to start. No prior music experience is needed. You will learn the fundamentals of music and the basic skills necessary to play a wide variety of music styles. Student guides, Carlos and Summer, will take you through each step of this journey towards becoming a skilled guitarist and musician. No music background is required. *Prerequisites: None |
| Guitar IB | Whether you love music, want to play guitar for your family and friends, or desire to be a professional musician, this course is a great place to start. No prior music experience is needed. You will learn the fundamentals of music and the basic skills necessary to play a wide variety of music styles. Student guides, Carlos and Ariel, will take you through each step of this journey towards becoming a skilled guitarist and musician. No prior music background is required. * Prerequisites: Guitar IA or equivalent knowledge and experience. |
| Guitar IB MS | Whether you want to play guitar for your family and friends, desire to be a professional performer, or just love playing music, this course is a great place to start. No prior music experience is needed. You will learn the fundamentals of music and the basic skills necessary to play a wide variety of music styles. Student guides, Carlos and Summer, will take you through each step of this journey towards becoming a skilled guitarist and musician. No music background is required. *Prerequisites: None |
| Guitar IIA | This course builds on the solid foundation provided in the High School Guitar 1 course. Students will learn to play movable scale patterns, build chords, read melodies, and improvise music in several keys, up and down the fretboard. Additionally, students will learn a variety of professional accompaniment patterns, solo guitar playing skills, and guitar trio arrangements. This course is an essential step in the continuing journey towards becoming a skilled guitarist and musician. * Prerequisites: Guitar IA&B or equivalent knowledge and experience. |
| Guitar IIB | This course builds on the solid foundation provided in the High School Guitar 1 course. Students will learn to play movable scale patterns, build chords, read melodies, and improvise music in several keys, up and down the fretboard. Additionally, students will learn a variety of professional accompaniment patterns, solo guitar playing skills, and guitar trio arrangements. This course is an essential step in the continuing journey towards becoming a skilled guitarist and musician. * Prerequisites: Guitar IIA or equivalent knowledge and experience. |
| Guitar Projects Advanced EL | Through a multidisciplinary approach students will explore music and technology. Students will also explore historical aspects of the guitar and participate in hands on weekly group activities which will include using hands for producing tone, ears to develop precise timing in playing, and eyes for comprehension of standard music notation. Weekly group activities include using hands in playing guitar with pick, learning standard music notation in performing exercises, short songs, tablature and additional techniques. Activities will be adaptive based on level of experience.* Prerequisites: None* This course includes an optional learning experience.* |
| Guitar Projects Advanced HS | Through a multidisciplinary approach students will explore music and technology. Students will also explore historical aspects of the guitar and participate in hands on weekly group activities which will include using hands for producing tone, ears to develop precise timing in playing, and eyes for comprehension of standard music notation. Weekly group activities include using hands in playing guitar with pick, learning standard music notation in performing exercises, short songs, tablature and additional techniques. Activities will be adaptive based on level of experience.* Prerequisites: None* This course includes an optional learning experience.* |
| Guitar Projects Advanced MS | Through a multidisciplinary approach students will explore music and technology. Students will also explore historical aspects of the guitar and participate in hands on weekly group activities which will include using hands for producing tone, ears to develop precise timing in playing, and eyes for comprehension of standard music notation. Weekly group activities include using hands in playing guitar with pick, learning standard music notation in performing exercises, short songs, tablature and additional techniques. Activities will be adaptive based on level of experience.* Prerequisites: None* This course includes an optional learning experience.* |
| Guitar Projects Beginner EL | Through a multidisciplinary approach students will explore music and technology. Students will also explore historical aspects of the guitar and participate in hands on weekly group activities which will include using hands for producing tone, ears to develop precise timing in playing, and eyes for comprehension of standard music notation. Weekly group activities include using hands in playing guitar with pick, learning standard music notation in performing exercises, short songs, tablature and additional techniques. Activities will be adaptive based on level of experience.* Prerequisites: None* This course includes an optional learning experience.* |

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| Guitar Projects Beginner HS | Through a multidisciplinary approach students will explore music and technology. Students will also explore historical aspects of the guitar and participate in hands on weekly group activities which will include using hands for producing tone, ears to develop precise timing in playing, and eyes for comprehension of standard music notation. Weekly group activities include using hands in playing guitar with pick, learning standard music notation in performing exercises, short songs, tablature and additional techniques. Activities will be adaptive based on level of experience.* Prerequisites: None* This course includes an optional learning experience.* |
| Guitar Projects Beginner MS | Through a multidisciplinary approach students will explore music and technology. Students will also explore historical aspects of the guitar and participate in hands on weekly group activities which will include using hands for producing tone, ears to develop precise timing in playing, and eyes for comprehension of standard music notation. Weekly group activities include using hands in playing guitar with pick, learning standard music notation in performing exercises, short songs, tablature and additional techniques. Activities will be adaptive based on level of experience.* Prerequisites: None* This course includes an optional learning experience.* |
| Guitar Projects EL | Through a multidisciplinary approach students will explore music and technology. Students will also explore historical aspects of the guitar and participate in hands on weekly group activities which will include using hands for producing tone, ears to develop precise timing in playing, and eyes for comprehension of standard music notation. Weekly group activities include using hands in playing guitar with pick, learning standard music notation in performing exercises, short songs, tablature and additional techniques. Activities will be adaptive based on level of experience.* Prerequisites: None* This course includes an optional learning experience.* |
| Guitar Projects HS | Through a multidisciplinary approach students will explore music and technology. Students will also explore historical aspects of the guitar and participate in hands on weekly group activities which will include using hands for producing tone, ears to develop precise timing in playing, and eyes for comprehension of standard music notation. Weekly group activities include using hands in playing guitar with pick, learning standard music notation in performing exercises, short songs, tablature and additional techniques. Activities will be adaptive based on level of experience.* Prerequisites: None* This course includes an optional learning experience.* |
| Guitar Projects MS | Through a multidisciplinary approach students will explore music and technology. Students will also explore historical aspects of the guitar and participate in hands on weekly group activities which will include using hands for producing tone, ears to develop precise timing in playing, and eyes for comprehension of standard music notation. Weekly group activities include using hands in playing guitar with pick, learning standard music notation in performing exercises, short songs, tablature and additional techniques. Activities will be adaptive based on level of experience.* Prerequisites: None* This course includes an optional learning experience.* |
| Gymnastics EL | This multidisciplinary course is designed as a basic introduction to gymnastics and the human body. The course will include discussion and application of simple mechanical principles underlying tumbling performance. It will also include skill progressions, skill analysis, and body preparation for tumbling. The course will involve skill performance, discussion, fitness and performance analysis using technology.* Prerequisites: None* This course includes an optional learning experience.* |
| Gymnastics HS | This multidisciplinary course is designed as a basic introduction to gymnastics and the human body. The course will include discussion and application of simple mechanical principles underlying tumbling performance. It will also include skill progressions, skill analysis, and body preparation for tumbling. The course will involve skill performance, discussion, fitness and performance analysis using technology.* Prerequisites: None* This course includes an optional learning experience.* |
| Gymnastics MS | This multidisciplinary course is designed as a basic introduction to gymnastics and the human body. The course will include discussion and application of simple mechanical principles underlying tumbling performance. It will also include skill progressions, skill analysis, and body preparation for tumbling. The course will involve skill performance, discussion, fitness and performance analysis using technology.* Prerequisites: None* This course includes an optional learning experience.* |

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| Course Name | Course Description |
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| Health | This course addresses topics in mental health, social health, nutrition, physical fitness, substance abuse, human development, and disease prevention. The course emphasizes the physical and emotional benefits of making healthful choices and discusses consequences of unhealthful behaviors. Critical thinking is encouraged through the use of openended questions, assessments, and videos that present real-life situations. Built using responsive design principles, this HTML course is mobile-friendly, meets accessibility requirements, and includes expanded projects and assessments (including performance assessments.)* Prerequisites: None |
| Health 1 | Elementary Health 1 helps young learners establish a basic understanding of the aspects of health. Students focus on the various aspects of their health and how they can make healthy choices. Topics of study include personal safety, healthy behaviors, nutrition, communication, disease prevention, basic anatomy and physiology, and values of cooperation and teamwork.* Prerequisites: None |
| Health 2 | Elementary Health 2 helps young learners establish a basic understanding of the aspects of health. Students focus on the various aspects of their health and how they can make healthy choices. Topics of study include personal safety, healthy behaviors, nutrition, disease prevention, conflict resolution, basic anatomy and physiology, and the values of respect and cooperation.* Prerequisites: None |
| Health 3 | Elementary Health 3 helps young learners establish a basic understanding of the aspects of health. Students focus on the various aspects of their health and how they can make healthy choices. Topics of study include personal safety, healthy behaviors, nutrition, disease prevention, conflict resolution, basic anatomy and physiology, and the values of respect and cooperation.* Prerequisites: None |
| Health 4 | Elementary Health 4 helps young learners establish a basic understanding of the aspects of health. Students focus on the various aspects of their health and how they can make healthy choices. Topics of study include personal safety, reducing illness, avoiding bullying, nutrition, healthy friendships, emergency situations, and the human body. Fourth grade will study the functioning systems of the body. Fifth grade will be covering the reproductive system, puberty and STDs.* Prerequisites: None |
| Health 5 | Elementary Health 5 helps young learners establish a basic understanding of the aspects of health. Students focus on the various aspects of their health and how they can make healthy choices. Topics of study include personal safety, reducing illness, avoiding bullying, nutrition, healthy friendships, emergency situations, and the human body. Fourth grade will study the functioning systems of the body. Fifth grade will be covering the reproductive system, puberty and STDs.* Prerequisites: None |
| Health and Personal Fitness | Health and Personal Fitness course concentrates on the principles of being healthy and focuses on physical development, mental and emotional stress, relationships, substance awareness, social disease awareness, and personal safety. Students develop critical life management skills necessary to make sound decisions and take positive actions for healthy and effective living. Personal Fitness- The course concentrates on the principles of being fit and includes subjects such as evaluating fitness, flexibility, anatomy and physiology of body systems as they relate to being fit, nutrition, hydration, and designing a personal fitness program. Students acquire knowledge of physical fitness concepts, understand the influence of lifestyle on health and fitness, and begin to develop an optimal level of fitness. * Prerequisites: None |
| Health Careers | In this course students explore a variety of career options related to the health care field, including medicine, nursing, physical therapy, pharmacy, dental careers, child care, sports medicine, personal training, social work, psychology, and more. Students will learn about various options within each field, what each of these jobs entails, and the education and knowledge required to be successful. In addition, they will focus on basic job skills and information that would aid them in health care and other career paths.* Prerequisites: None |
| Health I: Life Management Skills | Imagine the healthiest people you know...what's their secret? While some health traits are genetically determined, the truth is we all have the ability to make positive changes in our physical lives. In Health 1: Life Management Skills, you will learn how to promote better health by decreasing stress and finding a fuller vision of your life. Explore different lifestyle choices that can influence your overall health—from positively interacting with others, to choosing quality health care, to making sensible dietary choices. You will have the opportunity to build your own plan for improvement and learn how to create the type of environment that will ensure your overall health, happiness, and well-being. * Prerequisites: None |
| Health K | Elementary Health K helps young learners establish a basic understanding of the aspects of health. Students focus on the various aspects of their health and how they can make healthy choices. Topics of study include personal safety, healthy behaviors, nutrition, communication, disease prevention, basic anatomy and physiology, and values of cooperation and teamwork.* Prerequisites: None |
| Health MS | Middle school is a tangle of excitement, changes, and transformations that are sometimes surprising, challenging, and just plain confusing. In this course, you will be given tools and information to help you navigate your teenage world. You will learn about all aspects of health- mental, physical, social, and emotional- and you will learn how to set goals for yourself to improve all facets of your wellbeing. All of these tools can help untangle the sometimes confusing world of middle school and this knowledge can help lead to a healthier and happier you! * Prerequisites: None |
| Health Science Foundations IA: Introduction | Introduce your students to the rewarding field of health science! Learners will acquire foundational knowledge required to pursue a career, such as the roles in the health care industry and the education, training, and credentials needed to attain them. Basic medical terminology, principles of anatomy and physiology, and legal and ethical responsibilities are also discussed. In addition, students will explore communication, teamwork and leadership techniques- providing a solid basis for those wanting to advance through the health sciences. * Prerequisites: None |
| Health Science Foundations IB: Professional Responsibilities | Building on the prior prerequisite course, you will further develop your understanding of health science. Starting with safety, you will analyze your responsibilities for ensuring patient and personal safety with special attention paid to emergency procedures. Infection control, first-aid, CPR, and measuring vitals are discussed in detail. You will also learn about numerical data, such as systems of measurement, medical math, and reading and interpreting charts. Finally, examine effective team work and leadership characteristics while building your employment skills.* Prerequisites: Health Science Foundations Ia |

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| Course Name | Course Description |
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| Health Science II: Patient Care & Medical Services | Are you looking for a job that's challenging, interesting, and rewarding? These three words describe many of the different careers in health care, and Health Sciences II: Patient Care and Medical Services will show you how to become part of this meaningful vocation. Promoting wellness, communicating with patients, and understanding safety in the workplace are just a few of the essential skills you will learn, all the while becoming familiar with some of the more prominent areas in the field, such as emergency care, nursing, infection control, and pediatrics. You'll learn about some of the inherent challenges faced by this age-old profession and how you can become a significant part of the solution. * Prerequisites: Health Science I: The Whole Individual |
| Health Science: Nursing | Nursing is an in-demand career, perfect for someone looking for a rewarding and challenging vocation in the healthcare sector. With a strong focus on patient care, a nurse must be skilled in communication, promoting wellness, and understanding safety in the workplace. In Health Science: Nursing, you will explore communication and ethics, anatomy and physiology, and the practice of nursing. Learn how to build relationships with individuals, families, and communities and how to develop wellness strategies for your patients. From emergency to rehabilitative care to advances and challenges in the healthcare industry, discover how you can launch a fulfilling career providing care to others.* Prerequisites: None |
| Health Science: Public Health | What is public health Who is in control of our health systems and who decides which diseases get funding and which do not What are the human and environmental reasons for health inequality Health Science: Public Health answers all of these questions and more You will study both infectious and non-communicable diseases as well as learn how we conquer these on a community and global level through various methods, including proper hygiene, sanitation, and nutrition Explore the role of current and future technologies play worldwide as well as consider the ethics and governance of health on a global scale Discover unique career opportunities and fascinating real-life situation.* Prerequisites: None |
| Health Science: The Whole Individual | We know the world is filled with different health problems and finding effective solutions is one of our greatest challenges. How close are we to finding a cure for cancer? What's the best way to treat diabetes and asthma? How are such illnesses as meningitis and tuberculosis identified and diagnosed? Health Sciences I: The Whole Individual provides the answers to these questions and more as it introduces you to such health science disciplines as toxicology, clinical medicine, and biotechnology. Understanding the value of diagnostics and research can lead to better identification and treatment of many diseases, and by learning all the pertinent information and terminology you can discover how this amazing field will contribute to the betterment human life in our future.* Prerequisites: None |
| Health, Fitness, and Nutrition | This course covers first aid, the benefits of good nutrition, and the dangers of alcohol and drug use. Students learn how to evaluate their own fitness and nutritional needs and how to make changes that lead to a healthier lifestyle over the long run. Also discussed are strategies for resisting peer pressure and ways fitness can influence self- image and overall well-being.* Prerequisites: None |
| Healthy Living EL | In this multidisciplinary class students will learn to develop a healthy lifestyle and to incorporate fitness into daily routines by making fitness fun. Students will also explore healthy eating habits and create a project using technology and artistic expression activities to apply the knowledge and skills acquired in this class.* Prerequisites: None* This course includes an optional learning experience.* |
| Healthy Living HS | This multidisciplinary course will explore Social/Life skills. This course may include basic manners and skills for social situations and effective communication skills. Basic manners, sharing, communication skills, conversation skills, employment skills, listening to others, managing anger, and other skills necessary in relating to others in daily life may be covered. Activities that lead to a more productive life like cooking, cleaning, or grooming may be explored as needed. This course may also explore safety and first aid for home and the public. * Prerequisites: None * This course includes an optional learning experience. * |
| Healthy Living MS | In this multidisciplinary class students will learn to develop a healthy lifestyle and to incorporate fitness into daily routines by making fitness fun. Students will also explore healthy eating habits and create a project using technology and artistic expression activities to apply the knowledge and skills acquired in this class.* Prerequisites: None* This course includes an optional learning experience.* |
| Historical Projects EL | The purpose of this course is to examine the history of a town in Michigan and explore opportunities for renewal. Students will explore this through use of technology and research.* Prerequisites: None* This course includes an optional learning experience.* |
| Historical Projects HS | The purpose of this course is to examine the history of a town in Michigan and explore opportunities for renewal. Students will explore this through use of technology and research.* Prerequisites: None* This course includes an optional learning experience.* |
| Historical Projects MS | The purpose of this course is to examine the history of a town in Michigan and explore opportunities for renewal. Students will explore this through use of technology and research.* Prerequisites: None* This course includes an optional learning experience.* |
| History of the Holocaust | "Never shall I forget that night, the first night in camp, which has turned my life into one long night, seven times cursed and seven times sealed." Elie Wiesel, a Holocaust survivor, wrote these words about his experiences in a Nazi concentration camp. History of the Holocaust will take you through the harrowing details of anti-Semitism, the power of the Nazi party, the persecution of European Jews and other groups, and the tremendous aftermath for everyone involved in World War II. You'll explore the causes of the Holocaust, the experiences of Jews and other individuals during this time, and what has been done to combat genocide since WWII. "For the dead and the living, we must bear witness.** Prerequisites: None |

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| Course Name | Course Description |
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| Home Exploration Projects | Home Exploration Projects is a semester-long, project-based adventure developed by Oxford Virtual Academy Teachers for upper elementary students. The class explores a variety of topics that will enhance student knowledge of home experiences and environments. Home Exploration Projects consists of seven units of study. Throughout the semester, students will explore home-based topics such as nutrition and kitchen, fitness and health, outdoor exploration, recycling, careers, hometown and a final all-encompassing project. Students are required to turn in one project for each unit of exploration. Each project will take approximately two to three hours to complete. For each unit, guided reflections will also be turned in for credit. Due to the project nature of this course, reflections are a vital part of the learning process as they support procedure and reinforce writing skills. Upon project completion, learning coaches will be required to submit project artifacts and reflections through the dropbox feature in the online course for each unit. To receive credit for each project, all required items must be uploaded and demonstrate mastery/competency of the topic investigation according to the provided rubric. Home Project Explorations is full of fun adventures that will fill students with knowledge and appreciation for their homes and the experiences within and around them! * Prerequisites: None |
| Home Life MS | In this course, students select from a number of fun, experiential learning projects that develop their skills. Activities may include cooking, crafts, sewing, home maintenance, family outings, photography, and genealogy.* Prerequisites: None |
| Home Renovations EL | This course will provide an avenue to put the skills upper elementary students have learned in Home Repair to use as they put into practice the technique and method for basic carpentry, hanging and finishing drywall, installing ceramic tile. Get hands dirty as you learn what it takes to renovate and maintain a home. * Prerequisites: Home Repairs * This course includes an optional learning experience. * |
| Home Renovations HS | This course will provide an avenue to put the skills students have learned in Home Repair to use as they put into practice the technique and method for basic carpentry, hanging and finishing drywall, installing ceramic tile. Get hands dirty as you learn what it takes to renovate and maintain a home. * Prerequisites: Home Repairs * This course includes an optional learning experience. * |
| Home Renovations MS | This course will provide an avenue to put the skills students have learned in Home Repair to use as they put into practice the technique and method for basic carpentry, hanging and finishing drywall, installing ceramic tile. Get hands dirty as you learn what it takes to renovate and maintain a home. * Prerequisites: Home Repairs * This course includes an optional learning experience. * |
| Home Repairs EL | This multidisciplinary course provides a truly hands on experience for upper elementary students interested in home repair. Students will learn basic skills necessary to maintain your home for a fraction of the cost of hiring someone to do it for you. In this class, the students will explore the different elements involved in residential construction and remodeling. There will be practical hands on application of many of the skills that we cover in class, i.e. basic carpentry, hanging and finishing drywall, installing ceramic tile. * Prerequisites: None* This course includes an optional learning experience.* |
| Home Repairs HS | This multidisciplinary course provides a truly hands on experience for students interested in home repair. Students will learn basic skills necessary to maintain your home for a fraction of the cost of hiring someone to do it for you. In this class, the students will explore the different elements involved in residential construction and remodeling. There will be practical hands on application of many of the skills that we cover in class, i.e. basic carpentry, hanging and finishing drywall, installing ceramic tile. * Prerequisites: None* This course includes an optional learning experience.* |
| Honors Algebra I | Algebra I continues the exploration of variables, function patterns, graphs, and equations. Students are expected to describe and translate graphic, algebraic, numeric, and verbal representations of relations and use those representations to solve problems. This course provides a solid foundation for further study in mathematics by helping students to develop computational, procedural, and problem solving skills.* Prerequisites: None |
| Honors Algebra II | In Algebra II, students analyze situations verbally, numerically, graphically, and symbolically. Students become proficient at solving equations and inequalities. They extend their knowledge of algebraic expressions, absolute value, functions, and graphs. In this course, students solve equations, inequalities, systems and problems using matrices, inverse matrices, matrix operations, and determinants. Students also learn about different functions and are introduced to the imaginary number i and find complex solutions to equations. Additionally, introduces exponential and logarithmic functions, conic sections, probability, statistics, sequences, and series. * Prerequisites: Algebra I |
| Honors English 10 | In the English 10 Honors course, students examine the belief systems, events, and literature that have shaped the United States. They begin by studying the language of independence and the system of government developed by Thomas Jefferson and other enlightened thinkers. Next, they explore how the Romantics and Transcendentalists emphasized the power and responsibility of the individual in both supporting and questioning the government. Students consider whether the American Dream is still achievable and examine the Modernists' disillusionment with the idea that America is a land of opportunity. Reading the words of Frederick Douglass and the text of the Civil Rights Act, students look carefully at the experience of African Americans and their struggle to achieve equal rights. Students explore how individuals cope with the influence of war and cultural tensions while trying to build and secure their own personal identity. Finally, students examine how technology is affecting our contemporary experience of freedom: Will we eventually change our beliefs about what it means to be an independent human being. In this course, students analyze a wide range of literature, both fiction and nonfiction. They build writing skills by composing analytical essays, persuasive essays, personal narratives, and research papers. In order to develop speaking and listening skills, students participate in discussions and give speeches. Overall, students gain an understanding of the way American literature represents the array of voices contributing to our multicultural identity. * Prerequisites: English 9 |

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| Course Name | Course Description |
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| Honors English 11 | The English 11 Honors course asks students to closely analyze British literature and world literature and consider how we humans define and interact with the unknown, the monstrous, and the heroic. In the epic poems The Odyssey, Beowulf, and The Inferno, in Shakespeare's Tempest, in the satire of Swift, and in the rhetoric of World War II, students examine how the ideas of "heroic" and "monstrous" have been defined across cultures and time periods and how the treatment of the "other" can make monsters or heroes of us all. Reading Frankenstein and works from those who experienced the imperialism of the British Empire, students explore the notion of inner monstrosity and consider how the dominant culture can be seen as monstrous in its ostensibly heroic goal of enlightening the world. Throughout this course, students analyze a wide range of literature, both fiction and nonfiction. They build writing skills by composing analytical essays, persuasive essays, personal narratives, and research papers. In order to develop speaking and listening skills, students participate in discussions and give speeches. Overall, students gain an understanding of the way British and world literature represent the array of voices that contribute to our global identity. * Prerequisites: English 10 |
| Honors English 9 | Honors English 9 is a course that covers advanced literature study, reading, writing, and language. Students read literature from around the world, including the following genres: short story, poetry, memoir, autobiography, drama, and epic. They read examples of informational writing, such as a letter, Web site, magazine article, newspaper article, speech, editorial, and movie or book review. Along the way, they acquire and practice reading skills and strategies that are directly applicable to these literary and informational reading materials. Summaries and annotations support fluency and comprehension of all reading material. Robust scaffolding in the form of process guides and graphic organizers helps reluctant writers to internalize strategies and develop composition skills. Select activities target text-handling skills and promote improved performance on commonly assessed literary analysis and response standards.* Prerequisites: None |
| Hospitality & Tourism IIA: Hotel and Restaurant Management | If you love working with people, a future in hospitality may be for you. In Part 1 of Hospitality and Tourism 2: Hotel and Restaurant Management, you will learn about what makes the hotel and restaurant industries unique. Learn about large and small restaurants, boutique and resort hotels, and their day-to-day operations. Evaluate the environment for these businesses by examining their customers and their competition. As well, you will discover trends and technological advances that make each industry exciting and innovative. In Part 1, you can explore a variety of interesting job options from Front Desk and Concierge services to Maître d and food service. * Prerequisites: Hospitality & Tourism 1 |
| Hospitality & Tourism IIB: Hotel and Restaurant Management | Building upon the prior prerequisite course, students will embark on their journey to becoming managers in the hotel and restaurant industry by gaining knowledge and developing a variety of skills. Students will learn of different management styles, laws, and regulations that govern hotels and restaurants as well as how to develop job descriptions and business plans. In addition, students will learn how to create menus, advertise vacancies, perform interviews, and understand financials of hotel or restaurant. * Prerequisites: Hospitality & Tourism II A |
| Hospitality & Tourism: Traveling the Globe | Think about the best travel location you've ever heard about. Now imagine working there. In the 21st century, travel is more exciting than ever, with people traversing the globe in growing numbers. Hospitality and Tourism: Traveling the Globe will introduce you to a thriving industry that caters to the needs of travelers through managing hotels, restaurants, cruise ships, resorts, theme parks, and any other kind of hospitality you can imagine. Operating busy tourist locations, creating marketing around the world of leisure and travel, spotting trends, and planning tasteful events are just a few of the key aspects you will explore in this course as you locate your own career niche in this exciting field.* Prerequisites: None |
| Human and Social Services I: Introduction | Those working in the field of social services are dedicated to strengthening the economic and social well-being of others and helping them lead safe and independent lives. In Human and Social Services 1, you will explore the process of helping, body, mind, and family wellness, and how you can become a caring social service professional. If you are interested in an emotionally fulfilling and rewarding career and making a difference in the lives of others, social and human services may be the right field for you.* Prerequisites: None |
| Human Geography: Our Global Identity | Modern humans have been roaming the earth for about 200,000 years. How do the places we live influence the way we live? How do geography, weather, and location relate to our customs and lifestyles? In Human Geography: Our Global Identity, you will explore the diverse ways that different people have physically influenced the world around them and how they, in turn, are changed by their surroundings. Discover how beliefs and ideas spread through time, shaping and changing the cultures they encounter. In this course, you'll gain tremendous insight into human geography and begin to better understand the important relationship between humans and their environments.* Prerequisites: None |
| Human Resource Management 1A: Intro | Are you ready to step into a critical leadership role that oversees the development of every successful business' most valuable resource? In this course, you will wear the shoes of a Human Resource Management (HRM) professional and will learn how to build and manage a team to help a company reach its goals. You will also explore and perform some of the key responsibilities of a HRM professional: research, interviewing, reporting, recruiting, hiring, assessing employees, and more! Are you ready to help develop invaluable human resources that are the heart of a company and help your company thrive? Learn how to create a winning culture through human resources! * Prerequisites: None |

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| Improv EL | This active, one semester multidisciplinary class will introduce students to the underlying support systems of short-form improvisation. They will practice teamwork and give and take, working within a structure creatively while developing the voice and body. Students will be exposed to artistic expression and technology infused throughout the course.* Prerequisites: None* This course includes an optional learning experience.* |
| Improv HS | This active, one semester class will introduce students to the underlying support systems of short-form improvisation. They will practice teamwork and give and take, working within a structure creatively while developing the voice and body. Objectives: to give students the opportunity to think on their feet and perform in front of others to create a space where students learn to better work with others to develop students' body and vocal awareness to actively engage students in the elements of story (setting, characters, conflict, plot, mood, resolution) to introduce improvisational theatre games. * Prerequisites: None * This course includes an optional learning experience. * |
| Improv MS | This active, one semester class will introduce students to the underlying support systems of short-form improvisation. They will practice teamwork and give and take, working within a structure creatively while developing the voice and body. Objectives: to give students the opportunity to think on their feet and perform in front of others to create a space where students learn to better work with others to develop student's body and vocal awareness to actively engage students in the elements of story (setting, characters, conflict, plot, mood, resolution) to introduce improvisational theatre games.* Prerequisites: None* This course includes an optional learning experience.* |
| Independent Study | In this course, students develop a semester-long project in a specific area of interest. Topics can include potential career exploration, service learning, or further development of an athletic or musical pursuit. The project involves weekly collaboration with both their work or field supervisor as well as their Oxford teacher. Learning experiences for qualified high school students that are not part of the regular course offerings. The student and teacher prepare a formal agreement outlining student and teacher expectations. A maximum of 1 credit is allowed toward graduation. * Prerequisites: Counselor Approval |
| Individual Sports Projects EL | The multidisciplinary Individual Sports classes are designed to enhance the student's physical education curriculum. Students study the basics of sports in a cross-curricular manner as it relates to their personal fitness and wellness. Students will use technology to understand the workings of the human body and how exercise affects their body. The optional lab portion of the class is offered at various locations. Each semester a selection of elective classes are offered. Students will concentrate on the improvement of specific sport skills and strategies needed to successfully master and to enjoy recreational sports.* Prerequisites: None* This course includes an optional learning experience.* |
| Individual Sports Projects HS | The multidisciplinary Individual Sports classes are designed to enhance the student's physical education curriculum. Students study the basics of sports in a cross curricular manner as it relates to their personal fitness and wellness. Students will use technology to understand the workings of the human body and how exercise affects their body. The optional lab portion of the class is offered at various locations and may include archery, boxing, fencing, gyrokinesis, swimming, crossfit, tennis, yoga, and skating. Each semester a selection of elective classes are offered. Students will concentrate on the improvement of specific sport skills and strategies needed to successfully master and to enjoy recreational sports. * Prerequisites: None* This course includes an optional learning experience.* |
| Individual Sports Projects MS | The multidisciplinary Individual Sports classes are designed to enhance the student's physical education curriculum. Students study the basics of sports in a cross curricular manner as it relates to their personal fitness and wellness. Students will use technology to understand the workings of the human body and how exercise affects their body. The optional lab portion of the class is offered at various locations and may include archery, boxing, fencing, gyrokinesis, swimming, crossfit, tennis, yoga, and skating. Each semester a selection of elective classes are offered. Students will concentrate on the improvement of specific sport skills and strategies needed to successfully master and to enjoy recreational sports. * Prerequisites: None* This course includes an optional learning experience.* |
| Individual Sports: Archery Projects EL | The multidisciplinary Individual Sports classes are designed to enhance the student's physical education curriculum. Students study the basics of sports in a cross-curricular manner as it relates to their personal fitness and wellness. Students will use technology to understand the workings of the human body and how exercise affects their body. The optional lab portion of the class is offered at various locations. Each semester a selection of elective classes are offered. Students will concentrate on the improvement of specific sport skills and strategies needed to successfully master and to enjoy recreational sports.* Prerequisites: None* This course includes an optional learning experience.* |
| Individual Sports: Archery Projects HS | The multidisciplinary Individual Sports classes are designed to enhance the student's physical education curriculum. Students study the basics of sports in a cross-curricular manner as it relates to their personal fitness and wellness. Students will use technology to understand the workings of the human body and how exercise affects their body. The optional lab portion of the class is offered at various locations. Each semester a selection of elective classes are offered. Students will concentrate on the improvement of specific sport skills and strategies needed to successfully master and to enjoy recreational sports.* Prerequisites: None* This course includes an optional learning experience.* |
| Individual Sports: Archery Projects MS | The multidisciplinary Individual Sports classes are designed to enhance the student's physical education curriculum. Students study the basics of sports in a cross-curricular manner as it relates to their personal fitness and wellness. Students will use technology to understand the workings of the human body and how exercise affects their body. The optional lab portion of the class is offered at various locations. Each semester a selection of elective classes are offered. Students will concentrate on the improvement of specific sport skills and strategies needed to successfully master and to enjoy recreational sports.* Prerequisites: None* This course includes an optional learning experience.* |
| Individual Sports: Crossfit 2 PJT EL | The multidisciplinary Individual Sports classes are designed to enhance the student's physical education curriculum. Students study the basics of sports in a cross-curricular manner as it relates to their personal fitness and wellness. Students will use technology to understand the workings of the human body and how exercise affects their body. The optional lab portion of the class is offered at various locations. Each semester a selection of elective classes are offered. Students will concentrate on the improvement of specific sport skills and strategies needed to successfully master and to enjoy recreational sports. * Prerequisites: None* This course includes an optional learning experience.* |

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| Course Name | Course Description |
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| Individual Sports: Trampoline PJT MS | The multidisciplinary Individual Sports classes are designed to enhance the student's physical education curriculum. Students study the basics of sports in a cross-curricular manner as it relates to their personal fitness and wellness. Students will use technology to understand the workings of the human body and how exercise affects their body. The optional lab portion of the class is offered at various locations. Each semester a selection of elective classes are offered. Students will concentrate on the improvement of specific sport skills and strategies needed to successfully master and to enjoy recreational sports. * Prerequisites: None* This course includes an optional learning experience.* |
| Individual Sports: Yoga Projects EL | The multidisciplinary Individual Sports classes are designed to enhance the student's physical education curriculum. Students study the basics of sports in a cross curricular manner as it relates to their personal fitness and wellness. Students will use technology to understand the workings of the human body and how exercise affects their body. The optional lab portion of the class is offered at various locations. Each semester a selection of elective classes are offered. Students will concentrate on the improvement of specific sport skills and strategies needed to successfully master and to enjoy recreational sports. * Prerequisites: None* This course includes an optional learning experience.* |
| Individual Sports: Yoga Projects HS | The multidisciplinary Individual Sports classes are designed to enhance the student's physical education curriculum. Students study the basics of sports in a cross curricular manner as it relates to their personal fitness and wellness. Students will use technology to understand the workings of the human body and how exercise affects their body. The optional lab portion of the class is offered at various locations. Each semester a selection of elective classes are offered. Students will concentrate on the improvement of specific sport skills and strategies needed to successfully master and to enjoy recreational sports. * Prerequisites: None* This course includes an optional learning experience.* |
| Individual Sports: Yoga Projects MS | The multidisciplinary Individual Sports classes are designed to enhance the student's physical education curriculum. Students study the basics of sports in a cross curricular manner as it relates to their personal fitness and wellness. Students will use technology to understand the workings of the human body and how exercise affects their body. The optional lab portion of the class is offered at various locations. Each semester a selection of elective classes are offered. Students will concentrate on the improvement of specific sport skills and strategies needed to successfully master and to enjoy recreational sports. * Prerequisites: None* This course includes an optional learning experience.* |
| Information Technology Applications | Information Technology Applications prepares students to work in the field of Information Technology. Students will be able to demonstrate digital literacy through basic study of computer hardware, operating systems, networking, the Internet, web publishing, spreadsheets and database software. Through a series of hand-on activities, students will learn what to expect in the field of Information Technology and begin exploring career options in the field. Information Technology Applications is an introductory level Career and Technical Education course applicable to programs of study in information technology as well as other career clusters. This course is built to state and national standards. Students who successfully complete the course will be prepared to pursue the Microsoft® Office Specialist certifications in Microsoft Word, Microsoft Excel and Microsoft Access, as well as IC3 certification. * Prerequisites: None |
| Interior Design | Do you have a flair for designing and decorating? If so, then let's learn how to turn your interests and skills into a career. Explore color, texture, trends, and styles over time, how homes are built, and "green" options for homes and businesses. Interior designers do it all—from planning the color scheme to choosing furniture and light fixtures—with the end goal of creating a space where people can live or work comfortably, safely, and happily. * Prerequisites: None |
| International Business: Global Commerce in the 21st Century | Imagine meeting with suppliers at an office in Europe while calling your salesroom that's back in Asia. Imagine investing in foreign markets and visiting partners in exotic locales. With the evolution of current technology, our world is more connected than ever before, and the business community today is larger than ever. International Business: Global Commerce in the 21st Century will demonstrate just how you can gain the knowledge, skills, and appreciation to live and work in the global marketplace. You will begin to understand how both domestic and international businesses are affected by economic, social, cultural, political, and legal factors and what it takes to become a true manager of a global business in the 21st century.* Prerequisites: None |
| Intro to Java Programming | Java is one of the most widely used computer languages in the world. This course will teach students Java by having them complete multiple projects, both in the console and user interface, including: mad libs, player vs computer games, battleship, tic tac toe, picture shuffler and many more. This is course is meant to give students lots of experience in Java by creating multiple stand alone programs. This course assumes no coding experience with Java programming and includes self graded quizzes and tests.* Prerequisites: None |
| Introduction to Artificial Intelligence | This course teaches what every student should know about Artificial Intelligence. AI is a fast-moving technology with impacts and implications for both our individual lives and society as a whole. In this course, students will get a basic introduction to the building blocks and components of artificial intelligence, learning about concepts like algorithms, machine learning, and neural networks. Students will also explore how AI is already being used, and evaluate problem areas of AI, such as bias. The course also contains a balanced look at AI's impact on existing jobs, as well as its potential to create new and exciting career fields in the future. Students will leave the course with a solid understanding of what AI is, how it works, areas of caution, and what they can do with the technology.* Prerequisites: None |
| Introduction to Business and Technology | Introduction to Business and Technology provides the foundational knowledge and skills students need for careers in business and technology. Throughout the course, students gain a knowledge of business principles and communication skills, an understanding of the impact of financial and marketing decisions, and proficiency in the technologies required by business. Students will also learn the essentials of working in a business environment, managing a business, and owning a business. This course allows students to explore careers in business and information technology while learning skills applicable to any professional setting. Through a variety of hands-on activities, students will engage with word processing, presentation, and spreadsheet software and explore operating systems, networking, and the Internet. Regular engagement in active learning ensures students can continually refine the skills necessary to prepare them for work. In addition, students will evaluate the qualifications required for specific careers so they can identify opportunities of interest to them. Introduction to Business and Technology is a full-year introductory Career and Technical Education course applicable to programs of study in the Business, Management and Administration and Information Technology career clusters, as well as other career clusters. This course is built to state and national standards. Students who successfully complete the course will be prepared to pursue certifications such as Microsoft® Office Specialist certifications in Microsoft Word, Microsoft Excel and Microsoft Access, as well as IC3 certification. * Prerequisites: None |

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| Introduction to Education & Teaching | This course is designed to prepare future educators for the classroom they will inherit! It starts with a history of education and how blended, adaptive, and personalized learning are coming to the forefront in learning. It then explores new and emerging technologies, along with their current and future impact on education. Throughout the course, students will explore a wide range of career possibilities in the education field and evaluate both the promises and pitfalls of technology in education. * Prerequisites: None |
| Introduction to Manufacturing: Product Design & Innovation | Think about the last time you visited your favorite store. Now picture the infinite number of products you saw. Have you ever wondered how those things made it to the shelves? Whether it's video games, clothing, or sports equipment, the goods we purchase must go through a manufacturing process before they can be marketed and sold. In Introduction to Manufacturing: Product Design and Innovation, you will learn about different types of manufacturing systems as well as career opportunities, including engineers, technicians, and supervisors. As a culminating project, you will plan your own manufacturing process and create an entirely original product! If you thought manufacturing meant mundane assembly lines, this course will show you how exciting, creative, and practical this industry can be. * Prerequisites: None |
| Introduction to Military Careers | Most of us have seen a war movie; maybe it had a hotshot aviator or a renegade private or a daring Special Forces operative. But outside of these sensationalized portrayals, do you really understand how the military works or what it can do for you? The military offers far more career diversity than most people imagine, and Introduction to Military Careers will provide the information you need to gain a broader understanding of how to find the right fit. You will learn about the five military branches' Force, Army, Coast Guard, Marines Corps, and Navy' examine which jobs you might like to pursue. From aviation, to medicine, to law enforcement, the military can be an outstanding place to achieve your dreams in a supportive and well-structured environment.* Prerequisites: None |
| Introduction to Renewable Technologies | Cars that run on used vegetable oil. Electricity produced from your garbage. A windmill made from spare bicycle parts that pumps water to crops. Energy is life. So, how do we address the growing concerns about energy sources? Where will it come from in the future? How can energy be something sustainable, renewable, and accessible? Introduction to Renewable Technologies begins to uncover the development of new energy technologies and explores how recent approaches to generating, storing, and creating this precious resource have evolved. By gaining a larger understanding of this challenge, we, as thoughtful people, can implement real change and unlock the solution needed for a safer, cleaner, and more enduring world.* Prerequisites: None |
| Investigating Careers | Investigating Careers gives students an overview of many career options and the education, training, and skills required for each. Career Paths include:Agriculture and Natural ResourcesArchitecture and ConstructionArts and CommunicationBusiness and AdministrationEducation and TrainingFinance and InsuranceGovernment and Public AdministrationHealth ScienceHospitality, Tourism, and RecreationHuman ServiceInformation TechnologyLaw and Public SafetyManufacturingRetail and Wholesale Sales and ServiceScientific Research, Engineering, and MathematicsTransportation, Distribution, and Logistics * Prerequisites: None |
| Japanese Culture EL | An exciting cross curricular exploration in the language and culture of Japan! Students will learn the basics of Japanese language and culture by exploring things as widely known as origami or as unknown and exciting as puppet theatre. Activities, songs, and film clips will be accompanied* Prerequisites: None* This course includes an optional learning experience.* |
| Japanese Culture HS | An exciting cross curricular exploration in the language and culture of Japan! Students will learn the basics of Japanese language and culture by exploring things as widely known as origami or as unknown and exciting as puppet theatre. Activities, songs, and film clips will be accompanied by basic grammar patterns and vocabulary to create a fun environment for learning Japanese. Languages like Japanese can seem daunting but in fact are rewarding languages that can be grasped with practice. The class will be conducted as an introduction to Japanese and thus not as intensive as a normal language course so students can "get their feet wet" so to speak, with a language such as Japanese.* Prerequisites: None* This course includes an optional learning experience.* |
| Japanese Culture MS | An exciting cross curricular exploration in the language and culture of Japan! Students will learn the basics of Japanese language and culture by exploring things as widely known as origami or as unknown and exciting as puppet theatre. Activities, songs, and film clips will be accompanied by basic grammar patterns and vocabulary to create a fun environment for learning Japanese. Languages like Japanese can seem daunting but in fact are rewarding languages that can be grasped with practice. The class will be conducted as an introduction to Japanese and thus not as intensive as a normal language course so students "can get their feet wet" so to speak, with a language such as Japanese. * Prerequisites: None* This course includes an optional learning experience.* |
| Journalism EL | Youth-generated, journalism fosters news literacy and creates a sense of community. Students at will enjoy this creative, exciting, and stimulating multidisciplinary course in as they create an authentic newspaper/letter, and capture their memories yearbook. As students are transformed into reporters and editors, they will become effective in layout and design strategies, use the key elements of successful journalism and gain project management skills. Aspects of newspapers are covered, including parts of a newspaper, writing an article, online newspapers, newspaper reading habits, and layout and design techniques. Yearbook areas combine facets of technology, photography, design and writing.* Prerequisites: None* This course includes an optional learning experience.* |
| Journalism HS | Youth-generated, journalism fosters news literacy and creates a sense of community. Students at will enjoy this creative, exciting, and stimulating multidisciplinary course in as they create an authentic newspaper/letter, and capture their memories yearbook. As students are transformed into reporters and editors, they will become effective in layout and design strategies, use the key elements of successful journalism and gain project management skills. Aspects of newspapers are covered, including parts of a newspaper, writing an article, online newspapers, newspaper reading habits, and layout and design techniques. Yearbook areas combine facets of technology, photography, design and writing.* Prerequisites: None* This course includes an optional learning experience.* |

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| Journalism I: Tell Your Story MS | Take your journalistic knowledge to the next level in Middle School Journalism I: Tell Your Story. In this course, you will learn how to format stories for different forms of news media, including print and on-air news, and how to edit articles or newscasts for publication. You will also explore law and ethics in the media as well as first amendment rights for journalists. This course will also examine the historical development of journalism, the role of journalism and the media in society, and how the internet has dramatically changed the industry as we've always known it.* Prerequisites: Journalism I: Introduction MS |
| Journalism IA: Introduction | Are you a storyteller at heart? Are you always the first one to know what's going on at school or in your town and excited to share the latest breaking news? If so, you are the kind of person every online, print, and broadcast news outlet is searching, and Journalism I: Introduction is the perfect course for you! Explore the history of journalism and see how social media and the digital world has changed the way news media operates. Learn the basics of press law, as well as the code of ethics journalists, should follow. Finally, understand how to make your writing and speaking more powerful, and discover the importance of pictures and images when telling a story.* Prerequisites: None |
| Journalism IB: Investigating the Truth | If you want to turn your writing, photography, and collaborative skills into an exciting and rewarding career, Journalism I: Investigating the Truth is where to begin. Learn how to write a lead that grabs your readers, discover the roles of sources and how to interview them effectively, and explore the best options for researching your story in a digital world. You will also understand the role editors and producers play in the revision process, learn how to prepare your posts for publication, and how to follow the publication process from the flow of a work day to the layout of a newspaper or a news broadcast.* Prerequisites: Journalism I: Introduction |
| Journalism MS | Youth-generated, journalism fosters news literacy and creates a sense of community. Students at will enjoy this creative, exciting, and stimulating multidisciplinary course in as they create an authentic newspaper/letter, and capture their memories yearbook. As students are transformed into reporters and editors, they will become effective in layout and design strategies, use the key elements of successful journalism and gain project management skills. Aspects of newspapers are covered, including parts of a newspaper, writing an article, online newspapers, newspaper reading habits, and layout and design techniques. Yearbook areas combine facets of technology, photography, design and writing.* Prerequisites: None* This course includes an optional learning experience.* |
| Karate EL | In this multidisciplinary course, students will explore the martial art of karate. Students will concentrate on the improvement of specific sport skills and strategies needed to successfully master the techniques of karate and enjoy recreational sports. Goals include: develop and maintain a high level of physical fitness, develop positive attitudes and behaviors relating to physical and mental well-being, to develop knowledge and understanding of physical education concepts and develop skills needed to participate in lifelong physical activities.* Prerequisites: None* This course includes an optional learning experience.* |
| Karate HS | In this multidisciplinary course, students will explore the martial art of karate. Students will concentrate on the improvement of specific sport skills and strategies needed to successfully master the techniques of karate and enjoy recreational sports. Goals include: develop and maintain a high level of physical fitness, develop positive attitudes and behaviors relating to physical and mental well-being, to develop knowledge and understanding of physical education concepts and develop skills needed to participate in lifelong physical activities. * Prerequisites: None* This course includes an optional learning experience.* |
| Karate MS | In this multidisciplinary course, students will explore the martial art of karate. Students will concentrate on the improvement of specific sport skills and strategies needed to successfully master the techniques of karate and enjoy recreational sports. Goals include: develop and maintain a high level of physical fitness, develop positive attitudes and behaviors relating to physical and mental well-being, to develop knowledge and understanding of physical education concepts and develop skills needed to participate in lifelong physical activities. * Prerequisites: None* This course includes an optional learning experience.* |
| Keyboarding EL | The keyboarding course is appropriate for elementary students. The curriculum introduces new keys by rows where students first learn the middle row, then the top row and the bottom row of the keyboard. The content is designed with a strong focus on sight and high frequency words. This course assumes no keyboarding experience and will guide them through the keyboard. * Prerequisites: None |
| Keyboarding MS | The curriculum introduces new keys by rows where students first learn the middle row, then the top row and the bottom row of the keyboard. The content is designed with a strong focus on sight and high frequency words. This course assumes no keyboarding experience and will guide them through the keyboard. * Prerequisites: None |
| Language Arts 1 | In first grade, beginning readers work to become fluent readers. Understanding phonemic awareness, comprehension, vocabulary and phonics.' second-semester course continues to teach students to attack new words using a variety of decoding and contextual strategies. Students are given daily opportunities to apply these skills to decodable and authentic texts. They are taught to think about what they read through a variety of guided reading strategies. In writing, students create increasingly complex compositions and improve their handwriting. The second-semester course continues to teach students to attack new words using a variety of decoding and contextual strategies. Students are given daily opportunities to apply these skills to decodable and authentic texts. They are taught to think about what they read through a variety of guided reading strategies. In writing, students create increasingly complex compositions and improve their handwriting.* Prerequisites: None |
| Language Arts 1 (Hybrid) | In this introduction to the world of the English Language, students will be introduced to reading and writing strategies. In class focus will be on phonics and reading strategies as well as handwriting. Students will develop skills starting at their academic level in order to allow progress and academic growth in an engaging manner. Students will be provided with a list of read aloud books. In the Charlotte Mason style, students will focus on quality books with rich stories and language.* Prerequisites: None* This course includes an optional learning experience.* |

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| Course Name | Course Description |
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| Language Arts 100 (Hybrid) | Through a cross curricular and banded standards approach with History, students will read great classics like <i>To Kill a Mockingbird</i> , <i>The Call of the Wild</i> , and <i>The Adventures of Tom Sawyer</i> . These literary treasures will help your children's writing abilities, vocabulary, cultural literacy, and love and learning. They'll also stimulate thinking as your children encounter interesting ideas, characters, and situations. The Language Arts portion corresponds closely with the literature, offering a complete writing program that develops critical thinking skills, literary analysis, and creative writing.* Prerequisites: None* This course includes an optional learning experience.* |
| Language Arts 2 | In second grade your student is introduced to all parts of the reading process. In the first semester, the student is given the opportunity to apply word attack skills to increasingly complex texts and build their oral and sight vocabularies through daily instruction. While practicing new skills, your student will take part in activities based on books he or she is reading. Your student will apply handwriting and grammar skills to daily journal entries as well as longer and more complex compositions. In the second-semester course, the student is given the opportunity to apply word attack skills to increasingly complex texts and build their oral and sight vocabularies through daily instruction. While practicing new skills, punctuation and increase comprehension, your student will take part in activities based on books he or she is reading. Your student will apply handwriting and grammar skills to daily journal entries as well as longer and more complex compositions.* Prerequisites: None |
| Language Arts 2 (Hybrid) | Through a cross curricular and banded standards approach with Social Studies, will enjoy learning with the "natural method." We include Instructions for multi-sensory approaches to teaching phonics, spelling, copy work, and a complete creative expression/pre-writing program. Literature covered includes: <i>The Chalk Box Kid</i> , <i>The Paint Brush Kid</i> , <i>Third Grade Detectives #4</i> , <i>Cora Frear</i> , <i>Tippy Lemmey</i> , <i>Third Grade Detectives #10</i> , <i>Tornado</i> , <i>Jake Drake</i> , <i>Bully Buster</i> , <i>Secret Valley</i> , <i>The House on Walenska Street</i> , <i>The Littles</i> , <i>The Last Little Cat</i> , <i>Viking</i> , <i>Adventure</i> , <i>Marco Polo</i> , <i>Encyclopedia Brown</i> , and <i>Lumber Camp Library</i> .* Prerequisites: None* This course includes an optional learning experience.* |
| Language Arts 3 | Building on foundational reading skills, this course focuses on developing critical thinking and analytical skills. Students examine the author's purpose and point of view and practice comprehension and phonics skills through daily reading exercises. Students learn to structure and write complete sentences and then create paragraphs and longer compositions. Throughout the course, students create compositions by moving through the five stages of the writing process: planning, drafting, revising, editing, and publishing. Students continue to master the basic skills of writing with instruction in spelling, handwriting, grammar, and language usage. * Prerequisites: None |
| Language Arts 3 (Hybrid) | Through a cross curricular and banded standards approach, students study how history has a real impact on how we live today. Discover together that there are real historical answers to questions such as: Why did castles, knights and jousting tournaments fade away? Why do Americans use inches instead of centimeters? Why aren't there very many Kings and Queens in the world anymore? Why do children study Math and Science? Why do people from different cultures tend to view the world so differently? Go way beyond Europe. Our purpose is not simply to trace the roots of Western civilization, but to acquire an overview of how civilizations have developed all over the world. This means Europe, the Americas, Asia, the Middle East, Australia and Africa.* Prerequisites: None* This course includes an optional learning experience.* |
| Language Arts 4 | Throughout the course, students are exposed to a wide array of fiction and nonfiction as they develop and apply their comprehension skills. They develop the tools to understand vocabulary presented through a variety of reading material and have the opportunity to read independently, as well as to create projects in response to self-selected books. After reviewing the five stages of the writing process, students create well-organized compositions aided by effective planning tools. The basic skills of writing are reinforced with instruction in spelling, handwriting, grammar, and language usage. Daily spelling activities give students opportunities to use spelling words in context.* Prerequisites: None |
| Language Arts 4 (Hybrid) | Through a cross curricular and banded standards approach with Social Studies, students work with weekly dictation exercises give opportunities to recognize and imitate good writing, while a variety of creative and unique writing assignments encourage them to explore various writing styles. Children learn advanced writing techniques such as varying sentence length, using active voice, creating authentic dialog and more.* Prerequisites: None* This course includes an optional learning experience.* |
| Language Arts 5 | Students continue to develop their reading skills as they are introduced to novels and poetry. Critical thinking skills are intertwined with activities using novels in order to sharpen students' analytical abilities and research writing process. Reading comprehension instruction allows students to practice identifying main ideas and themes in any given reading passage. Students continue to develop their writing skills by focusing on structure, format, and grammar, with a concentration on crafting quality sentences, organizing paragraphs, writing summaries, and adding detail to writing. Grammar is included in this course to provide year-long exposure to the parts of speech and their functions.* Prerequisites: None |
| Language Arts 5 (Hybrid) | Through a cross curricular and banded standards approach with social studies, students will study grammar, writing mechanics, research writing and creative expression. Students will recognize and imitate good writing through dictation exercises, explore various writing styles through fun and diverse writing assignments, solidify their natural grasp of grammar and more. The cross curricular activities include: adventures of life overseas, and the study of the classics from our own culture. Get ready to: See cultures with new eyes as you walk with a young Tibetan girl from her homeland all the way to Calcutta. Students will read: <i>The Horse and His Boy</i> , one of C. S. Lewis' marvelous tales of Narnia, <i>Shuffle behind Marjan</i> , a disabled Persian girl, as she risks her life to collect stories for the Sultan's wife, who must tell him a new tale every night—or be killed. Students will get more glimpses into life in the Eastern Hemisphere through their Readers this year. They'll meet characters who inspire courage, curiosity, strength and lots of fun! After you meet one such character in <i>Sadako and the Thousand Paper Cranes</i> , your children will use the included paper to make their own authentic Japanese origami.* Prerequisites: None* This course includes an optional learning experience.* |
| Language Arts 6 | In sixth grade, through the study of authors such as Elizabeth Partridge, Gary Soto, and Langston Hughes, students ponder such questions as "Is conflict always bad?"; "How do we decide who we are?"; and "How much do our communities shape us?" Short-term research engages students' curiosity and critical-thinking skills. Students are encouraged to support their ideas with evidence as they practice narrative, informative, and persuasive writing. In the second semester, the student will continue to explore central questions in each unit. As he reads, analyzes, and interprets a variety of literature, he will ponder answers to questions such as: What makes a hero?, What can I learn from my mistakes?, and What makes a friend? The student will further develop his reading skills and expand his vocabulary while reading across the genres of nonfiction, fiction, poetry, and drama. The student will also self-select literature for independent reading. The student will strengthen his mastery of the writing process as he composes expository, creative, and research writing.* Prerequisites: None |

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| Language Arts 6 (Hybrid) | In Sixth Grade, students gain the ability to create a story through the use of the narrative categories and variation through paraphrase. Students learn to demonstrate the truth of the Commonplace through what the ancient Greek writer Aphthonius calls "eight heads of development," and students deal more explicitly and thoroughly with what in modern composition theory are referred to as "support points." The ability to invent four specific types of narrative through these "heads of development" and to paraphrase in two specific ways are the foundational skills to be learned in this stage. * Prerequisites: None * This course includes an optional learning experience. * |
| Language Arts 7 | In Language Arts 7, each unit focuses on a central question; the student will read, analyze, and interpret a variety of literature that informs his perspective about questions such as: How can I become who I want to be?, Who can I really count on?, and Who influences me and how do they do so? The student will develop his reading skills and expand his vocabulary while reading across the genres of nonfiction, fiction, poetry, and drama. The student will also self-select literature for independent reading and choose either <i>The Watsons Go to Birmingham</i> '3 or <i>The Liberation of Gabriel King</i> as his novel unit. The student will strengthen his mastery of the writing process as he composes personal, creative, and persuasive writing. In the second semester, the student will continue to explore central questions in each unit. As the student reads, analyzes, and interprets a variety of literature, he will ponder answers to questions such as: Is progress always good?, Why do people share their stories?, and What is a community? The student will further develop his reading skills and expand his vocabulary while reading across the genres of nonfiction, fiction, poetry, and drama. The student will also self-select literature for independent reading and choose either <i>Dragonwings</i> or <i>Where the Mountain Meets the Moon</i> as his novel unit. The student will strengthen his mastery of the writing process as he composes creative, descriptive, and research writing.* Prerequisites: None |
| Language Arts 7 (Hybrid) | Through a cross curricular and banded standards approach with Social Studies, students develop skills in grammar, writing mechanics, research writing and creative expression. Students will recognize and imitate good writing through dictation exercises, explore various writing styles through fun and diverse writing assignments, solidify their natural grasp of grammar and more.* Prerequisites: None* This course includes an optional learning experience.* |
| Language Arts 8 | In Language Arts 8 A, each unit focuses on a central question; the student will read, analyze, and interpret a variety of literature that informs his perspective about questions such as: Which is more important, the journey or the destination?, What do you do when you don't know what to do?, and How do you stay true to yourself? The student will develop his reading skills and expand his vocabulary while reading across the genres of nonfiction, fiction, poetry, and drama. The student will also self-select literature for independent reading. The student will strengthen his mastery of the writing process and the six traits of writing as he composes personal, creative, and persuasive writing. In the second semester, the student will continue to explore central questions in each unit. As the student reads, analyzes, and interprets a variety of literature, he will ponder answers to questions such as: How do you keep from giving up when bad things happen?, What's worth fighting for? What's not?, and What is the American dream? The student will further develop his reading skills and expand his vocabulary while reading across the genres of nonfiction, fiction, poetry, and drama. The student will also self-select literature for independent reading and choose either <i>The Giver</i> or <i>Ella Minnow Pea</i> as his novel unit. The student will strengthen his mastery of the writing process and the six traits of writing as he composes creative, persuasive, and research writing.* Prerequisites: None |
| Language Arts 8 (Hybrid) | In 8th Grade, students actively engage in vocabulary, classical literature, mechanics, and descriptive essay writing. They will use all of the previous skills learned in the exercises—narrative, expository, and argumentative—but must now apply those skills in a more creative and natural way than the previous stages. * Prerequisites: None * This course includes an optional learning experience. * |
| Language Arts DK | Students in Developmental Kindergarten will experience the first half of the kindergarten curriculum with social-emotional development and foundational skills as a focus. Students will continue their education the following year with a full year of traditional Kindergarten. Students explore rhyming words, story retelling, phonemic awareness, and reading high-frequency sight words. A variety of writing opportunities will be provided allowing students to explore with their peers and individually. Students will begin to print upper and lowercase letters. Students will begin learning to identify beginning, middle, and final sounds in words and defining syllables. Emphasis on social-emotional development and establishing foundational skills for a full year of kindergarten following their development kindergarten experience. * Prerequisites: None |
| Language Arts DK (Hybrid) | Students in Developmental Kindergarten will experience the first half of the kindergarten curriculum with social-emotional development and foundational skills as a focus. Students will continue their education the following year with a full year of traditional Kindergarten. This course introduces students to letter identification, formation and sounds. Emphasis on social-emotional development and establishing foundational skills for a full year of kindergarten following their development kindergarten experience. * Prerequisites: None |
| Language Arts K | Students explore Rhyming words, story retelling, phonemic awareness, and reading high-frequency sight words. Writing styles include informative, opinion and narrative and students will begin to print upper and lowercase letters. Students will learn to identify beginning, middle, and final sounds in words and defining syllables.* Prerequisites: None |
| Language Arts K (Hybrid) | The Instructor's Guide includes Weekly Overviews to summarize lessons, skills and activities for each week, Instructions (Prompts) to help you teach a particular skill and present specific information to your children and Rubrics to help you evaluate assignments and measure progress quickly and easily. Also includes assignments and activities to teach phonics, spelling, creative expression, and writing mechanics. Handwriting Without Tears: Letters & Numbers for Me-This program offers extremely basic exercises in figureground discrimination and top-to-bottom, left-to-right sequencing. When it comes to forming letters it begins with all capitals. Why? Because, unlike the lower-case letters p, q, b, and d, the capital letters are all very easy to distinguish so your children don't mix them up!* Prerequisites: None * This course includes an optional learning experience.* |
| Language Projects EL | In a multidisciplinary structure, students learn how to apply language skills to their writing. Competent writing begins with understanding correct sentence structure, expands to paragraphs, and results in the enjoyment and satisfaction of well-written essays, reports, and letters, blogs, etc. * Prerequisites: None * This course includes an optional learning experience. * |

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| Language Projects HS | In a multidisciplinary structure, students learn how to apply language skills to their writing. Competent writing begins with understanding correct sentence structure, expands to paragraphs, and results in the enjoyment and satisfaction of well-written essays, reports, and letters, blogs, etc. Using modern technology as a resource we will teach students how to use their language skills well through the mediums of blogging, website creation, Facebook, Twitter and other social media.* Prerequisites: None* This course includes an optional learning experience.* |
| Language Projects MS | In a multidisciplinary structure, students learn how to apply language skills to their writing. Competent writing begins with understanding correct sentence structure, expands to paragraphs, and results in the enjoyment and satisfaction of well-written essays, reports, and letters, blogs, etc. Using modern technology as a resource we will teach students how to use their language skills well through the mediums of blogging, website creation, Facebook, Twitter and other social media.* Prerequisites: None* This course includes an optional learning experience.* |
| Latin I | Latin courses are grounded in the development and integration of the four key language skills: listening, speaking, reading and writing. Students are introduced to vocabulary themes, grammar concepts, sentence structure and culture through explicit instruction and guided, self-paced learning. Opportunities to apply language in common situations along with interactive exercises reinforce skills in differing contexts.* Prerequisites: None |
| Latin I MS | Courses are grounded in the development and integration of the four key language skills: listening, speaking, reading and writing. Students are introduced to vocabulary themes, grammar concepts, sentence structure and culture through explicit instruction and guided, self-paced learning. Opportunities to apply language in common situations along with interactive exercises reinforce skills in differing contexts.* Prerequisites: None |
| Latin II | Latin courses are grounded in the development and integration of the four key language skills: listening, speaking, reading and writing. Students are introduced to vocabulary themes, grammar concepts, sentence structure and culture through explicit instruction and guided, self-paced learning. Opportunities to apply language in common situations along with interactive exercises reinforce skills in differing contexts. * Prerequisites: Latin I |
| Latin II MS | Courses are grounded in the development and integration of the four key language skills: listening, speaking, reading and writing. Students are introduced to vocabulary themes, grammar concepts, sentence structure and culture through explicit instruction and guided, self-paced learning. Opportunities to apply language in common situations along with interactive exercises reinforce skills in differing contexts. * Prerequisites: MS Latin I |
| Law and Order: Introduction to Legal Studies | Imagine if there were no laws and people could do anything they wanted. It's safe to say the world would be a pretty chaotic place! Every society needs some form of regulation to ensure peace in our daily lives and in the broader areas of business, family disputes, traffic violations, and the protection of children. Laws are essential to preserving our way of life and must be established and upheld in everyone's best interest. In Law and Order: Introduction to Legal Studies, you'll delve deeper into the importance of laws and consider how their application affects us as individuals and communities. Through understanding the court system and how laws are actually enacted, you will learn to appreciate the larger legal process and how it safeguards us all.* Prerequisites: None |
| Leadership EL | This introductory multidisciplinary leadership course prepares students to meet the challenges of leadership in today's complex global environment. Through course work and group interactions, younger students will learn the skills and best practices necessary to communicate and work with diverse groups of people.* Prerequisites: None* This course includes an optional learning experience.* |
| Leadership HS | This multidisciplinary course prepares students to meet the challenges of leadership in today's complex global environment. Through course work and group interactions, students will learn the skills and best practices necessary to communicate and work with diverse groups of people. Working toward common goals to implement beneficial societal changes in their community will be a key motivator for their leadership course. * Prerequisites: None* This course includes an optional learning experience.* |
| Learning in a Digital World: Strategies for Success | The digital world seems to change every day, and touch more of our lives. We use technology to communicate with friends and family, find never-ending entertainment options, follow our favorite sports teams and fashion trends, and do our school work. In Learning in a Digital World, you will get the tools to navigate this exciting and always changing world. Learn about real-world issues and how to solve real-world problems through interactive and hands-on assignments. Discover what it means to be a responsible digital citizen, expand your digital literacy, and become a successful online student. Consider the best ways to find, create, and share information, learn to maximize information and communication technologies, and explore digital content creation, from emails and blogs to social media, videos, and podcasts.* Prerequisites: None |
| Legal Admin Specialist IA: Intro | Do you picture yourself working in a law office or maybe even in a courtroom someday? A rewarding career as a legal administrator means you are responsible for the day-to-day operations in a law firm, and therefore, need to learn the fundamentals of law. You'll need to understand the specifics of researching, creating, processing, filing legal documents, and more. Jumpstart your career in law by learning what it takes to be a legal admin. * Prerequisites: None |
| Legal Admin Specialist IB: Taking Care of a Legal Office | Wherever your legal admin career takes you, understanding the responsibilities of a law office requires strict attention to detail, communication skills, office competence, and legal savvy. What does a legal admin need to know and what duties do they perform? How do confidentiality, cybersecurity, and client relations look different in a legal office? Learn the answers to these questions and so much more for this exciting career with endless opportunities to prove your value, learn, and grow. * Prerequisites: None |
| Liberal Arts Math | Liberal Arts Math 1 will revisit key concepts from Algebra 1 and incorporate concepts from Geometry to prepare you for your mathematical future. The course is delivered through text, interactives, and videos.* Prerequisites: Algebra I |

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| Life Science MS | This course introduces eighth grade students to an integrated approach to physical, environmental, and life sciences. Students will study science concepts and problem solving while exploring a wide variety of aspects of the living and non-living world of science around them. Students will investigate important topics in histology (cells), heredity, the biology of living organisms, and finally, an introduction to meteorology. Students will be given the chance to identify cells and cell compounds, and describe the cell in its environment. Students will examine different types of meteorological processes that occur on Earth. The remainder of Science 8 Part 2 is comprised of topics involving geology, astronomy, and physics. Learners will examine different types of geological processes throughout Earth's history. Students will analyze the formation and composition of various planets and celestial bodies. Finally, students will examine categories of motion, forces, and energy.* Prerequisites: None |
| Life Skills EL | This multidisciplinary course will explore Social/Life skills. This course may include basic manners and skills for social situations and effective communication skills. Basic manners, sharing, communication skills, conversation skills, employment skills, listening to others, managing anger, and other skills necessary in relating to others in daily life may be covered. Activities that lead to a more productive life like cooking, cleaning, or grooming may be explored as needed. This course may also explore safety and first aid for home and the public. * Prerequisites: None * This course includes an optional learning experience. |
| Life Skills HS | This multidisciplinary course will explore Social/Life skills including basic manners and skills for social situations focused particularly on those kids who have difficulty in these areas. Basic manners, sharing, communication skills, conversation skills, employment skills, listening to others, managing anger, and other skills necessary in relating to others in daily life. Activities that lead to a more productive life like cooking, cleaning, grooming will be explored as needed. Students will be taught mnemonic devices to help them remember appropriate skills in key social situations. * Prerequisites: None * This course includes an optional learning experience. |
| Life Skills MS | This multidisciplinary course will explore Social/Life skills. This course may include basic manners and skills for social situations and effective communication skills. Basic manners, sharing, communication skills, conversation skills, employment skills, listening to others, managing anger, and other skills necessary in relating to others in daily life may be covered. Activities that lead to a more productive life like cooking, cleaning, or grooming may be explored as needed. This course may also explore safety and first aid for home and the public. * Prerequisites: None * This course includes an optional learning experience. |
| Life Skills: Navigating Adulthood | What do you want out of life? How do you achieve your dreams for the future? These can be difficult questions to answer, but with the right tools, they don't have to be. This course will encourage you to learn more about yourself and help you to prepare for the future. You will explore goal setting, decision making, and surviving college and career. You will also discover how to become a valuable contributing member of society. Now is the time to take action. It's your life, make it count! * Prerequisites: None |
| Literature Projects EL | This multidisciplinary class aims to introduce students to literary terms, evaluation, and discussion while reading a variety of enjoyable books. The goal of the reading list is for students to be challenged in how they process what they read and will also analyze literary styles, genres, and characters. Students will participate in discussions both in person and in the online environment in order to challenge each other to defend or support a position, collaborate with their peers, explore, create and wonder.* Prerequisites: None* This course includes an optional learning experience.* |
| Literature Projects HS | This multidisciplinary class aims to introduce students to literary terms, evaluation, and discussion while reading a variety of enjoyable books. The goal of the reading list is for students to be challenged in how they process what they read and will also analyze literary styles, genres, and characters. We will use digital tools to find, organize, analyze, synthesize, and evaluate information. Students will participate in discussions both in person and in the online environment in order to challenge each other to defend or support a position, collaborate with their peers, explore, create and wonder. These skills are necessary for college readiness.* Prerequisites: None* This course includes an optional learning experience.* |
| Literature Projects MS | This multidisciplinary class aims to introduce students to literary terms, evaluation, and discussion while reading a variety of enjoyable books. The goal of the reading list is for students to be challenged in how they process what they read and will also analyze literary styles, genres, and characters. We will use digital tools to find, organize, analyze, synthesize, and evaluate information. Students will participate in discussions both in person and in the online environment in order to challenge each other to defend or support a position, collaborate with their peers, explore, create and wonder. These skills are necessary for college readiness.* Prerequisites: None* This course includes an optional learning experience.* |
| Logic Projects EL | In this introductory logic class, through a multidisciplinary approach, students will explore the art of logic in ways that all students can understand. Students will examine common errors in reasoning as well as propaganda techniques. Students will also complete exercises in logic using deductive thinking skills.* Prerequisites: None* This course includes an optional learning experience.* |
| Logic Projects HS | In this introductory logic class, through a multidisciplinary approach, students will explore the art of logic in ways that all students can understand. Students will examine common errors in reasoning as well as propaganda techniques. Students will also complete exercises in logic using deductive thinking skills.* Prerequisites: None* This course includes an optional learning experience.* |
| Logic Projects MS | In this introductory logic class, through a multidisciplinary approach, students will explore the art of logic in ways that all students can understand. Students will examine common errors in reasoning as well as propaganda techniques. Students will also complete exercises in logic using deductive thinking skills.* Prerequisites: None* This course includes an optional learning experience.* |

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| Lower EL Science (Hybrid) | Elemental Science explores the study of science through texts, workbooks, supplemental reading resources and hands-on experiments at all levels of study. Elemental Science Biology provides a first look at the living world, animals, the human body, and plants. Elemental Science Earth Science explores our planet and our solar system. Elemental Science Chemistry explores the study of matter, the periodic table, physical and chemical changes, solutions, acids, and bases, plus a bit of organic chemistry. Elemental Science Physics provides a first look at motion, forces, energy, and more. * Prerequisites: None * This course includes an optional learning experience. * |
| Lower EL Social Studies (Hybrid) | Story of the World explores multiple time eras in chronological fashion via texts, activity books, supplemental literature readings, map activities, coloring pages and projects that explore history, art and science. Lower elementary includes: Story of the World Ancient Times (Volume 1) explores the periods of Egyptian, Sumarian, Jewish, Babylonian, Assyrian, Indian, Chinese, African, Egyptian, Phoenician, Greek, Persian, Native American, Roman, Christian, Celt, and Barbarian history. Story of the World Middle Ages (Volume 2) explores the periods of the "Dark Ages," from the fall of Rome through the Renaissance. * Prerequisites: None * This course includes an optional learning experience. * |
| Lower MS Science (Hybrid) | At the middle school level, all areas of study expand on the elementary topics by digging deeper for extended understanding. Elemental Science Biology explores the study of plants, animal life, and the human body. Elemental Science Earth Science takes students through a study of the key facts of earth science and astronomy. Elemental Science Chemistry leads the middle school student through a study of the key facts of chemistry and explores the study of matter, the periodic table, physical and chemical changes, solutions, acids, and bases, plus a bit of organic chemistry. Elemental Science Physics student through a study of forces and motion. * Prerequisites: None * This course includes an optional learning experience. * |
| Lower MS Social Studies (Hybrid) | Story of the World explores multiple time era in chronological fashion via texts, activity books, supplemental literature readings, map activities, and projects that explore history, art and science. Lower middle school includes: Story of the World Ancient Times (Volume 1) explores the periods of Egyptian, Sumarian, Jewish, Babylonian, Assyrian, Indian, Chinese, African, Egyptian, Phoenician, Greek, Persian, Native American, Roman, Christian, Celt, and Barbarian history. Story of the World Middle Ages (Volume 2) explores the periods of the "Dark Ages," from the fall of Rome through the Renaissance. Story of the World Early Modern Times (Volume 3) covers Japanese warlords, colonies in the "New World", spread of slavery, the "Sun King" of France, English in India, imperialist China, revolutionary war, Captain Cook's explorations, age of industrialism in Europe, Napoleon, French Revolution, Lewis & Clark, Mexican independence, Africa and colonialism, the Opium Wars, and the Gold Rush. Story of the World Modern Times (Volume 4) explores some of the major people, places and events in world history, from 1850 to 1994. Some highlights include: the Crimean war, the American Civil War, the Second Reich, the Japan's Meiji restoration, the Suez Canal, the Boers, Western expansion in the U.S., the Boxer Rebellion in China, the Mexican Revolution, the rise of Joseph Stalin, Hitler's rise to power, the Holocaust, the Atom bomb, the partitioning of Palestine, the Cold War, the Vietnam War, Chernobyl, and the end of Communism. * Prerequisites: None * This course includes an optional learning experience. * |

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| Marine Science: Secrets of the Blue | Have you ever wondered about the secrets of the deep and the creatures below the ocean's surface? It is truly a new frontier of discovery. Begin to better understand the aquatic cycles, structures, and processes that generate and sustain life in the sea. You'll use scientific inquiry, research, and problem-solving to conduct various scientific procedures and become a more capable marine scientist. |
| Market Literacy EL | In this class, we will explore the principles of the economy, how the market works, and its impact on our everyday life. We will delve into investing and entrepreneurship. How can we make our money work for us? We will explore production, consumption and the transfer of wealth via designing a business plan and marketing it to create wealth. We will also explore the psychology of financial decision making, buyer's remorse and purchase anxiety, as well as the historical and geographical aspects of poverty and the multiplier effects. * Prerequisites: None * This course includes an optional learning experience. * |
| Market Literacy HS | In this class, we will explore the principles of the economy, how the market works, and its impact on our everyday life. We will delve into investing and entrepreneurship. How can we make our money work for us? We will explore production, consumption and the transfer of wealth via designing a business plan and marketing it to create wealth. We will also explore the psychology of financial decision making, buyer's remorse and purchase anxiety, as well as the historical and geographical aspects of poverty and the multiplier effects. * Prerequisites: None* This course includes an optional learning experience.* |
| Market Literacy MS | In this class, we will explore the principles of the economy, how the market works, and its impact on our everyday life. We will delve into investing and entrepreneurship. How can we make our money work for us? We will explore production, consumption and the transfer of wealth via designing a business plan and marketing it to create wealth. We will also explore the psychology of financial decision making, buyer's remorse and purchase anxiety, as well as the historical and geographical aspects of poverty and the multiplier effects. * Prerequisites: None* This course includes an optional learning experience.* |
| Marketing Foundations IA: Introduction | Introduce your students to the fast-paced and exciting world of marketing! Students will learn about the role of marketing in business in addition to the basics of business management, customer service, and economics. Furthermore, students will examine how to identify target markets, perform market research, and develop successful marketing strategies. Finally, the legal and ethical considerations of business and marketing are discussed along with the impact of government on business. * Prerequisites: None |
| Marketing Foundations IB: Building Your Base | Building on the prior, prerequisite course, you will dive deeper into the marketing world with real world applications and practices. Engage with the marketing mix by studying understanding branding, advertising, promotion strategies, and more. Learn about effective sales techniques and discover employment opportunities to pursue a career in this exciting field! * Prerequisites: Marketing Ia: Introduction |
| Marketing IIA: Global Business & Trade | Can you think of a brand that first launched in the U.S. and then became popular in other countries? Facebook™ did this very thing! Without a solid understanding of business and international marketing strategy, it becomes nearly impossible to be successful and stand out from the crowd. In this course, you'll find out how business and marketing works around the world! You'll learn about topics such as regulations, market research, marketing plans, global trends, buying and selling internationally, and more! * Prerequisites: Marketing Ia: Introduction |
| Marketing IIB: Developing a Sales Team | How does a business make money? If you said sales, then you're right! This course explores the secrets to sales. You'll learn expectations, best practices, sales planning, building a clientele that becomes long-term buyers, and how to stay motivated to sell, sell, sell! If sales management is your goal, you'll learn about management styles, how to find, hire, train, motivate, and compensate your team. * Prerequisites: Marketing Ia: Introduction |
| Math 1 | This course covers extending sequences and continues place value studies from kindergarten. Students learn to compare numbers and begin mental math concepts. Addition and subtraction continue using multiple digits, regrouping, and estimating. Multidimensional shapes are added along with measurement. Students learn to tell time and are introduced to table and charts.* Prerequisites: None |
| Math 1 (Hybrid) | Students will expand their understanding of counting, single digit addition and subtraction, skip counting, geometric shapes, and telling time. Students will also be introduced to commutative and associative properties of addition, measurement and solving for an unknown. * Prerequisites: None * This course includes an optional learning experience. * |
| Math 2 | This course covers more advanced word problems and multiplication is taught. Students continue to work on time, measurement, fractions and begin learning about money and its mathematical applications. The skills taught in 1st grade continue and properties of mathematical operations are added.* Prerequisites: None |
| Math 2 (Hybrid) | Students will expand on skip counting and adding/subtract two-digit numbers, explore measurement, and perimeter/area. Other topics include money, time, identify geometric solids, lines of symmetry, and angles. This course also introduces multiplication and fractions. * Prerequisites: None * This course includes an optional learning experience. * |
| Math 3 | This course covers core mathematics concepts, including place value, rounding, estimation, word problems with addition and subtraction, the properties of multiplication, probability, measurement, shapes, patterns, decimals, and comparing fractions. These topics include skills that are necessary to build a foundation in geometry, algebra, trigonometry, and real-world problem solving. Semester 2 covers core mathematics concepts, including place value, rounding, estimation, word problems with addition and subtraction, the properties of multiplication, probability, measurement, shapes, patterns, decimals, and comparing fractions. These topics include skills that are necessary to build a foundation in geometry, algebra, trigonometry, and real-world problem solving.* Prerequisites: None |

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| Math 3 (Hybrid) | Math 3 explore shapes, skip-count by whole numbers, compare and order numbers, identify ordinal position to the twentieth, identify and complete patterns, add and subtract multidigit numbers, divide by single-digit divisors, add positive and negative numbers, picture, name, and order fractions, add and subtract fractions with common denominators, understand and calculate measurements, compare and measure mass, identify function rules, graph ordered pairs on a coordinate graph, identify angles, identify lines of symmetry. * Prerequisites: None * This course includes an optional learning experience. * |
| Math 4 | This course expands on many third grade core mathematics concepts as well as introducing new concepts. These concepts include place value, reading and writing whole numbers, comparing numbers, ordering numbers, word problems with addition, subtraction, multiplication and division, rounding and estimating, counting and making change with money, factors and multiples, telling time and calculating elapsed time, measurement, 2-D and 3-D shapes, various graphs and diagrams, probability, adding, subtracting, multiplying, converting, and ordering fractions and decimals, completing function tables, and solving inequalities. They will also recognize, reproduce, extend, create and describe patterns. These topics include skills that are necessary to build a foundation in geometry, algebra, trigonometry, statistics, calculus, and real world problem solving.* Prerequisites: None |
| Math 4 (Hybrid) | This course includes word problems, Roman Numerals, elapsed time, inverse operations, multiplying two and three-digit numbers, mixed number and improper fractions, fractions/decimals/percents, geometry and measurement, division with two and three-digit numbers, estimating perimeter/area/volume, and probability. * Prerequisites: None * This course includes an optional learning experience. * |
| Math 5 | This course will help students learn mathematical building blocks that will be used throughout their upcoming math courses. Students enrolled in this course will learn about place value, addition and subtraction of whole numbers and decimals, and multiplication of whole numbers and decimals. Other topics include multiplication of variables and expressions, division number sense, division of whole numbers and decimals, divisibility, and prime and composite numbers. Students will also learn metric and customary units. As the students progress through the course, they will also learn some algebra concepts and will study graphing and probability.* Prerequisites: None |
| Math 5 (Hybrid) | In Math 5, students will explore word problems, add/subtract/multiply/divide whole numbers/decimals/fractions/mixed numbers, equivalent fractions, convert between fractions/decimals/percents, estimation, variables/expressions/equations, geometry and measurement, probability, negative numbers and exponents. * Prerequisites: None * This course includes an optional learning experience. * |
| Math 6 | This course will build a solid foundation in mathematics by exploring topics such as decimals, fractions, expressions, equations, graphing, measurement, and statistics. This course will introduce students to ratios, percents, and geometry and will also teach students how to collect and interpret data and display their findings through graphs. Students will learn to recognize patterns and how to work with variables. Prime numbers, factoring, and divisibility rules will be covered as well, and students will work with adding, subtracting, multiplying, and dividing fractions. This course includes discussions of ratios and solving proportions. Geometry concepts such as triangles, angles, perimeter, and area will also be covered. As the course progresses, students will learn about circles, 3-D figures, and finding surface area and volume of different prisms. Finally, students will explore graphing and how integers are used in real-world situations.* Prerequisites: Math 5 |
| Math 6 (Hybrid) | Math 6 builds on materials taught in Math 5 while introducing functions and coordinate graphing, integers, exponential expressions, and prime factorization. Students will explore the order of operations, number lines, decimal place value, how to find the percent of a number, how to round decimal numbers, and attributes of geometric solids. Students will also expand their understanding of fractions, measurement, area, perimeter, volume, ratio, and unit conversion. * Prerequisites: None * This course includes an optional learning experience. * |
| Math 7 | Students will work with decimals, equations, exponents, factors, fractions, integers, inequalities, proportions, rates, and ratios. In addition, students will add, subtract, multiply, and divide fractions. They will learn to solve one and two-step algebraic equations, and will use proportions to solve real-world problems. Students can utilize videos, games, and practice problems to help emphasize key concepts, building a solid foundation in mathematics by exploring topics that include geometric concepts and graphing. The geometry discussion will include lines, rays, segments, angles, triangles, quadrilaterals, circles, irregular figures, prisms, and cylinders. During the graphing component of the course, students will work with functions and patterns and will graph linear equations.* Prerequisites: Math 6 |
| Math 7 (Hybrid) | Covers fractions, decimals, percents, geometry, area, volume, ratio, proportion, exponents, scientific notation, signed numbers, algebraic terms, 2-step equations and inequalities, slope, graphing, square roots, and the Pythagorean Theorem. * Prerequisites: None * This course includes an optional learning experience. * |
| Math 8 | Math 8 is designed to provide practice in the fundamentals of solving problems arithmetically, graphically and algebraically. Basic concepts in algebra are reviewed early and practiced throughout the year. Students will reinforce arithmetic operations of real numbers through a variety of instructional techniques. Topics include fractions, number manipulation, integers, algebra expressions and equations, graphs, and basic geometry and statistics.* Prerequisites: Math 7 |
| Math 8 (Hybrid) | This course bridges the gap from basic math skills to algebraic concepts. Included concepts are evaluation and simplification of algebraic expressions, solving linear equations with one unknown, graphs, statistics, probability, and some geometric calculations. * Prerequisites: None * This course includes an optional learning experience. * |
| Math DK | Students in Developmental Kindergarten will experience the first half of the kindergarten curriculum with social-emotional development and foundational skills as a focus. Students will continue their education the following year with a full year of traditional Kindergarten. This course explores concepts of numeracy and counting. Students will begin to explore shapes, colors, number order, comparing numbers, values, money and time. Operations of addition and subtraction will be introduced. Emphasis on social-emotional development and establishing foundational skills for a full year of kindergarten following their development kindergarten experience. * Prerequisites: None |

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| Course Name | Course Description |
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| Math DK (Hybrid) | Students in Developmental Kindergarten will experience the first half of the kindergarten curriculum with social-emotional development and foundational skills as a focus. Students will continue their education the following year with a full year of traditional Kindergarten. This course explores concepts of numeracy and counting. Students will begin to explore shapes, colors, number order, comparing numbers, values, money and time. Operations of addition and subtraction will be introduced. Emphasis on social-emotional development and establishing foundational skills for a full year of kindergarten following their development kindergarten experience. * Prerequisites: None |
| Math K | This course covers counting to 100 and comparing numbers. Students learn to identify place values, classifying numbers, money and time. Addition and subtraction are taught using word problems and shapes are taught utilizing identifying traits and descriptions.* Prerequisites: None |
| Math K (Hybrid) | Students will learn how to write numerals and basic counting. Additionally, students will be introduced to addition and subtraction, skip counting, geometric shapes, and telling time. * Prerequisites: None * This course includes an optional learning experience. * |
| Mathematical Models | Broadening and extending the mathematical knowledge and skills acquired in Algebra I, the primary purpose of this course is to use mathematics as a tool to model real-world phenomena students may encounter daily, such finance and exponential models. Engaging lessons cover financial topics, including growth, smart money, saving, and installment loan models. Prior mathematical knowledge is expanded and new knowledge and techniques are developed through real-world application of useful mathematical concepts. * Prerequisites: Algebra I |
| Media Literacy | Media Literacy teaches students how to build the critical thinking, writing, and reading skills required in a media-rich and increasingly techno-centric world. In a world saturated with media messages, digital environments, and social networking, concepts of literacy must expand to include all forms of media. Today's students need to be able to read, comprehend, analyze, and respond to non-traditional media with the same skill level they engage with traditional print sources. A major topic in Media Literacy is non-traditional media reading skills, including how to approach, analyze, and respond to advertisements, blogs, websites, social media, news media, and wikis. Students also engage in a variety of writing activities in non-traditional media genres, such as blogging and podcast scripting. Students consider their own positions as consumers of media and explore ways to use non-traditional media to become more active and thoughtful citizens. Students learn how to ask critical questions about the intended audience and underlying purpose of media messages, and study factors which can contribute to bias and affect credibility. This course is built to state standards and informed by The National Association for Media Literacy Education's Core Principles of Media Literacy Education. * Prerequisites: None |
| Medical Assisting 1A: Intro | It takes a strong team to offer top-notch patient care, and each team member plays in integral role. Are you a team player interested in coordinating patient care? Then a career as a medical assistant may be right for you! In this course, you will acquire medical terminology, investigate anatomy and physiology, learn keys to professionalism in an office setting, and explore office roles while building a professional portfolio. Let's learn what it takes to fill the important shoes of a medical assistant today! * Prerequisites: None |
| Medical Office Administration 1A: Intro | Caring for a patient takes more than a medical degree: it takes a team! In this course, you will build your knowledge of medical terminology, medical office processes, the technology that keeps an office humming, and the laws that keep it operating ethically. You'll also explore different office roles all while building the beginnings of a portfolio. Let's march through the waiting room and throw open the doors to a career as a Medical Office Admin today! * Prerequisites: None |
| Medical Terminology IA: Introduction | Learning the language is essential for careers in health science. Join word parts to form medical terms, associations within body systems, and better communicate with colleagues and patients. Build your proficiency and confidence with this course and prepare yourself for a career in health sciences.* Prerequisites: None |
| Medical Terminology IB: Discovering Word Foundations | Adding on the prior prerequisite course, discover the medical terminology associated with even more body systems to increase your ability to master prefixes, suffixes, and roots. Connect this language to real world patients and clinical settings through practical applications and specific scenarios. Launch your health knowledge with detailed medical terms! * Prerequisites: None |
| Michigan Cultures EL | In this multidisciplinary course, students will be learning through technology, the geography of Michigan including the Great Lakes. They will learn the causes and participants of the Indian War. Major and minor Indian tribes, Michigan's inventions, statehood, famous people, industry, and explore the various cultures that created the great state of Michigan.* Prerequisites: None* This course includes an optional learning experience.* |
| Michigan Cultures HS | In this multidisciplinary course, students will be learning through technology, the geography of Michigan including the Great Lakes, major waterways and trade routes. They will learn the causes and participants of the French & Indian War, the Indian Uprising, and the War of 1812. Major and minor Indian tribes, Marquette & Jolliet, the Great Fire of 1881, Michigan's Underground Railroad, Edison's life and inventions, statehood, and mining in the U.P. will also be included in this class.* Prerequisites: None* This course includes an optional learning experience.* |
| Michigan Cultures MS | In this multidisciplinary course, students will be learning through technology, the geography of Michigan including the Great Lakes, major waterways and trade routes. They will learn the causes and participants of the French & Indian War, the Indian Uprising, and the War of 1812. Major and minor Indian tribes, Marquette & Jolliet, the Great Fire of 1881, Michigan's Underground Railroad, Edison's life and inventions, statehood, and mining in the U.P. will also be included in this class. * Prerequisites: None* This course includes an optional learning experience.* |
| Modern Alchemy Applied EL | This multidisciplinary course explores the world of metals and elements through the lens of alchemy including an historical, technological, mythological and philosophical and spiritual views. Alchemy covers several philosophical traditions covering nearly four millennia and across three continents. Students will journey through the study surrounding a chosen pathway of interest. * Prerequisites: None * This course includes an optional learning experience. * |

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| Course Name | Course Description |
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| Modern Alchemy Applied HS | This multidisciplinary course explores the world of metals and elements through the lens of alchemy including an historical, technological, mythological and philosophical and spiritual views. Alchemy covers several philosophical traditions covering nearly four millennia and across three continents. Students will journey through the study surrounding a chosen pathway of interest.* Prerequisites: None* This course includes an optional learning experience.* |
| Modern Alchemy Applied MS | This multidisciplinary course explores the world of metals and elements through the lens of alchemy including an historical, technological, mythological and philosophical and spiritual views. Alchemy covers several philosophical traditions covering nearly four millennia and across three continents. Students will journey through the study surrounding a chosen pathway of interest.* Prerequisites: None* This course includes an optional learning experience.* |
| Modern Alchemy EL | This multidisciplinary course for younger students explore the world of metals and elements through the lens of alchemy including an historical, technological, mythological and philosophical and spiritual views. Alchemy covers several philosophical traditions covering nearly four millennia and across three continents.* Prerequisites: None* This course includes an optional learning experience.* |
| Modern Alchemy HS | This multidisciplinary course explores the world of metals and elements through the lens of alchemy including an historical, technological, mythological and philosophical and spiritual views. Alchemy covers several philosophical traditions covering nearly four millennia and across three continents.* Prerequisites: None* This course includes an optional learning experience.* |
| Modern Alchemy MS | This multidisciplinary course explores the world of metals and elements through the lens of alchemy including an historical, technological, mythological and philosophical and spiritual views. Alchemy covers several philosophical traditions covering nearly four millennia and across three continents.* Prerequisites: None* This course includes an optional learning experience.* |
| Money Management EL | Money Management is a course designed to help students understand the impact of individual choices on occupational goals and future earnings potential. Real world topics covered will include income, money management, spending and credit, as well as saving and investing.* Prerequisites: None* This course includes an optional learning experience.* |
| Money Management HS | Money Management is a course designed to help students understand the impact of individual choices on occupational goals and future earnings potential. Real world topics covered will include income, money management, spending and credit, as well as saving and investing. Students will design personal and household budgets; simulate use of checking and saving accounts; demonstrate knowledge of finance, debt, and credit management; and evaluate and understand insurance and taxes. This course will provide a foundational understanding for making informed personal financial decisions.* Prerequisites: None* This course includes an optional learning experience.* |
| Money Management MS | Money Management is a course designed to help students understand the impact of individual choices on occupational goals and future earnings potential. Real world topics covered will include income, money management, spending and credit, as well as saving and investing. Students will design personal and household budgets; simulate use of checking and saving accounts; demonstrate knowledge of finance, debt, and credit management; and evaluate and understand insurance and taxes. This course will provide a foundational understanding for making informed personal financial decisions.* Prerequisites: None* This course includes an optional learning experience.* |
| Multimedia EL | This class will allow students to combine mediums in four major units. Students will strengthen their design skills and learn about layering techniques. The major units may include, Pastels and Charcoal, Computer Images and Colored Pencils or Markers, Collage, Watercolor Painting and found objects.* Prerequisites: None* This course includes an optional learning experience.* |
| Multimedia HS | This class multidisciplinary art/tech class will allow students to combine mediums in four major units. Students will strengthen their design skills and learn about layering techniques. The major units may include, Pastels and Charcoal, Computer Images and Colored Pencils or Markers, Collage, Watercolor Painting and found objects.* Prerequisites: None* This course includes an optional learning experience.* |
| Multimedia MS | This class multidisciplinary art/tech class will allow students to combine mediums in four major units. Students will strengthen their design skills and learn about layering techniques. The major units may include, Pastels and Charcoal, Computer Images and Colored Pencils or Markers, Collage, Watercolor Painting and found objects.* Prerequisites: None* This course includes an optional learning experience.* |
| Music 1 | Elementary Music is an introductory music class at Oxford Virtual Academy. As children progress through this online course, they will have many enjoyable experiences in music and the opportunity to learn and develop a variety of music-related skills. Through singing, playing, dancing, reading, and exploring interactive materials, students will experience the various elements of music in addition to the various styles and genres of music and how music plays a role in our society. They will have opportunities to share performances and compositions with their peers, discover new technologies to explore music, read music and musical literature, and explore their creativity to become the innovative leaders of tomorrow. * Prerequisites: None |

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| Course Name | Course Description |
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| Music 2 | Elementary Music is an introductory music class at Oxford Virtual Academy. As children progress through this online course, they will have many enjoyable experiences in music and the opportunity to learn and develop a variety of music-related skills. Through singing, playing, dancing, reading, and exploring interactive materials, students will experience the various elements of music in addition to the various styles and genres of music and how music plays a role in our society. They will have opportunities to share performances and compositions with their peers, discover new technologies to explore music, read music and musical literature, and explore their creativity to become the innovative leaders of tomorrow. * Prerequisites: None |
| Music 3 | Elementary Music is an introductory music class at Oxford Virtual Academy. As children progress through this online course, they will have many enjoyable experiences in music and the opportunity to learn and develop a variety of music-related skills. Through singing, playing, dancing, reading, and exploring interactive materials, students will experience the various elements of music in addition to the various styles and genres of music and how music plays a role in our society. They will have opportunities to share performances and compositions with their peers, discover new technologies to explore music, read music and musical literature, and explore their creativity to become the innovative leaders of tomorrow. * Prerequisites: None |
| Music 4 | Elementary Music is an introductory music class at Oxford Virtual Academy. As children progress through this online course, they will have many enjoyable experiences in music and the opportunity to learn and develop a variety of music-related skills. Through singing, playing, dancing, reading, and exploring interactive materials, students will experience the various elements of music in addition to the various styles and genres of music and how music plays a role in our society. They will have opportunities to share performances and compositions with their peers, discover new technologies to explore music, read music and musical literature, and explore their creativity to become the innovative leaders of tomorrow. * Prerequisites: None |
| Music 5 | Elementary Music is an introductory music class at Oxford Virtual Academy. As children progress through this online course, they will have many enjoyable experiences in music and the opportunity to learn and develop a variety of music-related skills. Through singing, playing, dancing, reading, and exploring interactive materials, students will experience the various elements of music in addition to the various styles and genres of music and how music plays a role in our society. They will have opportunities to share performances and compositions with their peers, discover new technologies to explore music, read music and musical literature, and explore their creativity to become the innovative leaders of tomorrow. * Prerequisites: None |
| Music 6 | In Music 6, students express ideas and creativity through music. Students apply music terminology to different instrument groups and learn to read music. Additionally, students discuss different forms of music and popular songs within Western and worldwide music.* Prerequisites: None |
| Music 7 | In Music 7, students explore the history, development, and attributes of American music. They will learn music theory and music reading skills, which are presented and reinforced within the context of historical musical works. Students interpret sheet music that represents various genres of American music. Additionally, students practice performing music vocally and with a pitched instrument.* Prerequisites: None |
| Music 8 | In Music 8, students are introduced to a variety of music genres and instruments. They explore the concepts of rhythm, melody, timbre, texture, dynamics, form, and rhythm, and they learn to sight read music. Students listen to various examples of songs to interpret performances, and they compose and perform their own song.* Prerequisites: None |
| Music Appreciation: The Enjoyment of Listening | Have you ever heard a piece of music that made you want to get up and dance? Cry your heart out? Sing at the top of your lungs? Whether pop, classical, or anything in between, music provides a powerful way for people to celebrate their humanity and connect with something larger than themselves. Music Appreciation: The Enjoyment of Listening not only will provide a historical perspective on music from the Middle Ages to the 21st century, but it will also teach you the essentials of how to listen and really hear (with a knowledgeable ear) the different music that'll around you. Learning how to truly appreciate sound and melody is the best way to ensure a continued love of this delightful art form.* Prerequisites: None |
| Music Exploration MS | What comes to mind when you hear the word 'music'? Do you think about your favorite band or artist? Do you think about instruments and scales and chords? The word 'music' means something different to everyone. This is why in Exploring Music there is a little bit of something for everyone! You will learn about how we hear music and how music affects our lives. You will explore important elements of music like rhythm, pitch, and harmony, as well as different musical genres. You will discover more about your singing voice and musical instruments and composition while taking in the history and culture of music over the years. Tune up your understanding and appreciation for all things music by signing up for this course!* Prerequisites: None |
| Music K | Elementary Music is an introductory music class at Oxford Virtual Academy. As children progress through this online course, they will have many enjoyable experiences in music and the opportunity to learn and develop a variety of music-related skills. Through singing, playing, dancing, reading, and exploring interactive materials, students will experience the various elements of music in addition to the various styles and genres of music and how music plays a role in our society. They will have opportunities to share performances and compositions with their peers, discover new technologies to explore music, read music and musical literature, and explore their creativity to become the innovative leaders of tomorrow. * Prerequisites: None |
| Music Projects - Drums EL | In this multidisciplinary course students will experience a wonderful adventure in the music of the world! Students may learn about different instruments from other cultures. We'll cover many aspects of what music is, and how we use it in everyday life. Each student will focus on the instrument of their choosing and create a practice log and journal. Instrument focus may include; piano, violin, drums. Students will also use technology in studying music. * Prerequisites: None * This course includes an optional learning experience. * |

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| Mythology and Folklore | Since the beginning of time, people have gathered around fires to tell stories of angry gods, harrowing journeys, cunning animals, horrible beasts, and the mighty heroes who vanquished them. Mythology and folklore have provided a way for these colorful stories to spring to life for thousands of years. Mythology and Folklore: Legendary Tales will illustrate how these famous anecdotes have helped humans make sense of the world. Beginning with an overview of mythology and different types of folklore, you will journey with age-old heroes as they slay dragons, outwit gods, defy fate, fight endless battles, and outwit clever monsters with strength and courage. You'll explore the universality and social significance of myths and folklore and see how these powerful tales continue to shape society even today.* Prerequisites: None |
| Mythology EL | This course multidisciplinary course is a survey of the major myths of Greek, Roman, and Norse antiquity, including the appropriate gods, heroes and heroines, and the stories these cultures told about them. Within the course, students examine the nature and social function of mythology. A particular focus of the course is the legacy of mythology in modern literature and popular culture.* Prerequisites: None* This course includes an optional learning experience.* |
| Mythology HS | This multidisciplinary course is a survey of the major myths of Greek, Roman, and Norse antiquity, including the appropriate gods, heroes and heroines, and the stories these cultures told about them. Within the course, students examine the nature and social function of mythology. A particular focus of the course is the legacy of mythology in modern literature and popular culture.* Prerequisites: None* This course includes an optional learning experience.* |
| Mythology MS | This multidisciplinary course is a survey of the major myths of Greek, Roman, and Norse antiquity, including the appropriate gods, heroes and heroines, and the stories these cultures told about them. Within the course, students examine the nature and social function of mythology. A particular focus of the course is the legacy of mythology in modern literature and popular culture.* Prerequisites: None* This course includes an optional learning experience.* |
| National Security | Do you know what it takes to keep an entire nation safe? It not only requires knowledge of how to handle disasters, but it also demands a cool head and tremendous leadership abilities. In National Security, you will have the opportunity to learn about the critical elements of the job, such as evaluating satellite information, analyzing training procedures, assessing military engagement, preparing intelligence reports, coordinating information with other security agencies, and applying appropriate actions to various threats. Put yourself in the position of the country's decisive leaders and develop your own knowledge base and skill set necessary to meet the requirements of our nation's most demanding career.* Prerequisites: None |
| Native American Cultures EL | In this cross-curricular course, students will gain insight into the Native American culture, both historically and present day. Students will learn how early Native Americans interacted with the natural world and created unique cultures in five different regions of North America. Through story, art, and hands on projects, students will discover contributions made by this rich culture to the Americas. This study encourages the practice of respect for other people and their cultures.* Prerequisites: None* This course includes an optional learning experience.* |
| Native American Cultures HS | In this cross-curricular course, students will gain insight into the Native American culture, both historically and present day. Students will learn how early Native Americans interacted with the natural world and created unique cultures in five different regions of North America. Through story, art, and hands on projects, students will discover contributions made by this rich culture to the Americas. This study encourages the practice of respect for other people and their cultures.* Prerequisites: None* This course includes an optional learning experience.* |
| Native American Cultures MS | In this cross-curricular course, students will gain insight into the Native American culture, both historically and present day. Students will learn how early Native Americans interacted with the natural world and created unique cultures in five different regions of North America. Through story, art, and hands on projects, students will discover contributions made by this rich culture to the Americas. This study encourages the practice of respect for other people and their cultures.* Prerequisites: None* This course includes an optional learning experience.* |
| Natural World Projects Applied EL | Students may conduct investigations and research for the Natural World Projects class. Each pathway project involves a multidisciplinary approach involving art and technology as well.* Prerequisites: None* This course includes an optional learning experience.* |
| Natural World Projects Applied HS | Students may conduct investigations and research for the Natural World Projects class. Each pathway project involves a multidisciplinary approach involving art and technology as well.* Prerequisites: None* This course includes an optional learning experience.* |
| Natural World Projects Applied MS | Students may conduct investigations and research for the Natural World Projects class. Each pathway project involves a multidisciplinary approach involving art and technology as well.* Prerequisites: None* This course includes an optional learning experience.* |
| Natural World Projects EL | The Natural World is a fascinating place full of things seen and unseen. Understanding and appreciating our Natural World, is the first step in caring for it. In this course students will discover more about the world around them through one or more pathways such as animal study, cell study, ecology, organism study, outdoor nature study, plant study, or marine study and will engage in hands on activities such as outdoor nature investigation, dissection, microscope use, in class lab activities, etc. Each pathway project involves a multidisciplinary approach involving art and technology as well.* Prerequisites: None* This course includes an optional learning experience.* |

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| Course Name | Course Description |
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| Natural World Projects HS | The Natural World is a fascinating place full of things seen and unseen. Understanding and appreciating our Natural World, is the first step in caring for it. In this course students will discover more about the world around them through one or more pathways such as animal study, cell study, ecology, organism study, outdoor nature study, plant study, or marine study and will engage in hands on activities such as outdoor nature investigation, dissection, microscope use, in class lab activities, etc. Each pathway project involves a multidisciplinary approach involving art and technology as well.* Prerequisites: None* This course includes an optional learning experience.* |
| Natural World Projects MS | The Natural World is a fascinating place full of things seen and unseen. Understanding and appreciating our Natural World, is the first step in caring for it. In this course students will discover more about the world around them through one or more pathways such as animal study, cell study, ecology, organism study, outdoor nature study, plant study, or marine study and will engage in hands on activities such as outdoor nature investigation, dissection, microscope use, in class lab activities, etc. Each pathway project involves a multidisciplinary approach involving art and technology as well.* Prerequisites: None* This course includes an optional learning experience.* |
| Nutrition and Personal Fitness | Nutrition and Personal Fitness encompasses a variety of topics with a focus on nutrition, dietary needs, and physical fitness. Students develop a foundation within the basics of nutrition principles and practices, learning to read food labels and understand food safety concerns. In regards to physical fitness, students are exposed to exercise guidelines that promote healthy lifestyles.* Prerequisites: None |
| Nutrition and Personal Fitness MS | Nutrition and Personal Fitness encompasses a variety of topics with a focus on nutrition, dietary needs, and physical fitness. Students develop a foundation within the basics of nutrition principles and practices, learning to read food labels and understand food safety concerns. In regards to physical fitness, students are exposed to exercise guidelines that promote healthy lifestyles.* Prerequisites: None |
| Nutrition and Wellness | Have you ever heard the phrase "Your body is your temple" and wondered what it means? Keeping our physical body healthy and happy is just one of the many challenges we face, and yet, many of us don't know how to best achieve it. Positive decisions around diet and food preparation are key to this process, and you will find the essential skills needed to pursue a healthy, informed lifestyle in Nutrition and Wellness. Making sure you know how to locate, buy, and prepare fresh delicious food will make you, and your body, feel amazing. Impressing your friends and family as you nourish them with your knowledge? That feels even better!* Prerequisites: None |
| Nutrition Projects EL | In this project based course, our younger students will explore food requirements for different individuals, nutritive values of food, diet planning, and the relation of food to positive health.* Prerequisites: None* This course includes an optional learning experience.* |
| Nutrition Projects HS | In this project based course, our younger students will explore food requirements for different individuals, nutritive values of food, diet planning, and the relation of food to positive health. This class will explore the nutritional needs of the family; Consumer aspects of food selection and meal preparation* Prerequisites: None* This course includes an optional learning experience.* |
| Nutrition Projects MS | In this project based course, our younger students will explore food requirements for different individuals, nutritive values of food, diet planning, and the relation of food to positive health. This class will explore the nutritional needs of the family; Consumer aspects of food selection and meal preparation.* Prerequisites: None* This course includes an optional learning experience.* |
| One Act Play EL | This multidisciplinary course explores such concepts such as: What are some basic theatre concepts? What is character analysis and why is it important in theater? How do scenery, props and costumes add to or take from a production? Students will explore and collaborate to create a set through artistic expression and students will perform in a one act play as the final project.* Prerequisites: None* This course includes an optional learning experience.* |
| One Act Play HS | This multidisciplinary course explores such concepts such as: What are some basic theatre concepts? What is character analysis and why is it important in theater? How do scenery, props and costumes add to or take from a production? Students will explore and collaborate to create a set through artistic expression and students will perform in a one act play as the final project.* Prerequisites: None* This course includes an optional learning experience.* |
| One Act Play MS | This multidisciplinary course explores such concepts such as: What are some basic theatre concepts? What is character analysis and why is it important in theater? How do scenery, props and costumes add to or take from a production? Students will explore and collaborate to create a set through artistic expression and students will perform in a one act play as the final project.* Prerequisites: None* This course includes an optional learning experience.* |
| OVA Yearbook HS | Students work collaboratively to create a Yearbook for OVA students. Students are exposed to the processes of generating ideas for pages, collecting photographs, and page layout. * Prerequisites: None |
| OVA Yearbook MS | Students work collaboratively to create a Yearbook for OVA students. Students are exposed to the processes of generating ideas for pages, collecting photographs, and page layout. * Prerequisites: None |

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| Course Name | Course Description |
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| Painting EL | Students will learn about painting medium and its creative procedures in approaches to individual problem solving in this multidisciplinary class. Included are materials and techniques of the medium along with various subjective problems involving form, color, and composition, utilizing criticism and aesthetics. Color Theory is a study of the formal and expressive properties of color based upon the theories of Itten and Albers. Famous artists will be studied and their styles imitated. Painting projects will be copies of famous art or original designs. Style will vary from old masters, to modern and abstract art. Paints will vary from acrylics, to oils, to watercolors and other various kinds of paint.* Prerequisites: None* This course includes an optional learning experience.* |
| Painting HS | Students will learn about painting medium and its creative procedures in approaches to individual problem solving through this multidisciplinary class. Included are materials and techniques of the medium along with various subjective problems involving form, color, and composition, utilizing criticism and aesthetics. Color Theory is a study of the formal and expressive properties of color based upon the theories of Itten and Albers. Famous artists will be studied and their styles imitated. Painting projects will be copies of famous art or original designs. Style will vary from old masters, to modern and abstract art. Paints will vary from acrylics, to oils, to watercolors and other various kinds of paint.* Prerequisites: None* This course includes an optional learning experience.* |
| Painting MS | Students will learn about painting medium and its creative procedures in approaches to individual problem solving through this multidisciplinary class. Included are materials and techniques of the medium along with various subjective problems involving form, color, and composition, utilizing criticism and aesthetics. Color Theory is a study of the formal and expressive properties of color based upon the theories of Itten and Albers. Famous artists will be studied and their styles imitated. Painting projects will be copies of famous art or original designs. Style will vary from old masters, to modern and abstract art. Paints will vary from acrylics, to oils, to watercolors and other various kinds of paint.* Prerequisites: None* This course includes an optional learning experience.* |
| Peer Counseling | Are you the person that people come to for advice? Does it seem that your friends always talk to you about their problems? If so, Peer Counseling may be the perfect course for you. It offers ways for you to explore this valuable skill and better understand how it can make a difference in the lives of others. Helping people achieve their personal goals is one of life's most rewarding experiences, and Peer Counseling will show you the way to provide support, encouragement, and resource information. Learn how to observe others as a Peer Counselor as you carefully listen and offer constructive, empathic communication while enhancing your own communication skills.* Prerequisites: None |
| Personal and Family Finance | We all know money is important in life. But how important? In fact, the financial decisions you make today may have a lasting effect on your future. Rather than feeling anxious about money feel empowered by learning how to make smart decisions! Personal and Family Finance will begin the conversation around how to spend and save your money wisely, investing in safe opportunities and the days ahead. Learning key financial concepts around taxes, credit, and money management will provide both understanding and confidence as you begin to navigate your own route to future security. Discover how education, career choices, and financial planning can lead you in the right direction to making your life simpler, steadier, and more enjoyable.* Prerequisites: None |
| Personal Finance | Through real-world applications and clear, engaging lessons, Personal Finance prepares students for making sound financial decisions. Exercises illustrate the influence of economics in daily life and how financial decisions made today affect the future. The course covers topics such as financial and career planning; banking, savings, and investments programs; and stocks, bonds, and mutual funds.* Prerequisites: None |
| Personal Finance EL | Through real-world applications and clear, engaging lessons, Personal Finance prepares students for making sound financial decisions. Exercises illustrate the influence of economics in daily life and how financial decisions made today affect the future. The course covers topics such as financial and career planning; banking, savings, and investments programs; and stocks, bonds, and mutual funds.* Prerequisites: None* This course includes an optional learning experience.* |
| Personal Finance HS | Through real-world applications and clear, engaging lessons, Personal Finance prepares students for making sound financial decisions. Exercises illustrate the influence of economics in daily life and how financial decisions made today affect the future. The course covers topics such as financial and career planning; banking, savings, and investments programs; and stocks, bonds, and mutual funds.* Prerequisites: None* This course includes an optional learning experience.* |
| Personal Finance MS | Through real-world applications and clear, engaging lessons, Personal Finance prepares students for making sound financial decisions. Exercises illustrate the influence of economics in daily life and how financial decisions made today affect the future. The course covers topics such as financial and career planning; banking, savings, and investments programs; and stocks, bonds, and mutual funds.* Prerequisites: None* This course includes an optional learning experience.* |
| Personal Fitness | What does being fit really mean? Is it just based on physical appearance or is it something deeper? Though we strive to be healthy and make sensible choices, it's difficult to know how to achieve this. It's not only about losing weight or lifting a heavy barbell; in Personal Fitness you will learn about body functions, safety, diet, goals, and strategies for longevity. Human beings, in both body and mind, are complex and highly sensitive organisms that need the right attention to physically excel and feel great. Being fit is about living life to the fullest and making the most of what you have—yourself! Explore the world of healthy living and see how real fitness can be achieved through intention, effort, and just the right amount of knowledge.* Prerequisites: None |
| Personal Psychology I: The Road to Self-Discovery | Have you ever wondered why you do the things you do? Have you asked yourself if self-knowledge is the key to self-improvement? Are you interested in how behavior changes as we age? Psychology can give you the answers! In Personal Psychology I: The Road to Self-Discovery, you will trace the development of personality and behavior from infancy through adulthood. You will learn more about perception and consciousness and better understand the role of sensation. Ready to explore the world of human behavior? Come explore all that psychology can offer to truly understand the human experience.* Prerequisites: None |

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| Personal Psychology II: Living in a Complex World | Why do you sometimes remember song lyrics but can't remember where you left your phone, your keys, or even your shoes? How does language affect the way we think? Why is your personality so different from (or so similar) your brother's or sister's personality? Personal Psychology II: Living in a Complex World will you to explore what makes you 'y do some things motivate you more than others? How can you determine your IQ? If you've ever wanted to dive right into the depths of who you are and how you got to be you, jump on board and start your exploration now!* Prerequisites: None |
| Personalized Academic Success Strategies (PASS) 1 | PASS is a course for students in grades K-12. This course is designed to help students learn and improve skills and strategies that are essential to being an effective student. An emphasis will be placed on accountability which provides the foundation for academic success. Students will also be able to practice and become familiar with online testing scenarios and requirements to help them prepare for online standardized tests.* Prerequisites: None |
| Personalized Academic Success Strategies (PASS) 2 | PASS is a course for students in grades K-12. This course is designed to help students learn and improve skills and strategies that are essential to being an effective student. An emphasis will be placed on accountability which provides the foundation for academic success. Students will also be able to practice and become familiar with online testing scenarios and requirements to help them prepare for online standardized tests.* Prerequisites: None |
| Personalized Academic Success Strategies (PASS) 3 | PASS is a course for students in grades K-12. This course is designed to help students learn and improve skills and strategies that are essential to being an effective student. An emphasis will be placed on accountability which provides the foundation for academic success. Students will also be able to practice and become familiar with online testing scenarios and requirements to help them prepare for online standardized tests.* Prerequisites: None |
| Personalized Academic Success Strategies (PASS) 4 | PASS is a course for students in grades K-12. This course is designed to help students learn and improve skills and strategies that are essential to being an effective student. An emphasis will be placed on accountability which provides the foundation for academic success. Students will also be able to practice and become familiar with online testing scenarios and requirements to help them prepare for online standardized tests.* Prerequisites: None |
| Personalized Academic Success Strategies (PASS) 5 | PASS is a course for students in grades K-12. This course is designed to help students learn and improve skills and strategies that are essential to being an effective student. An emphasis will be placed on accountability which provides the foundation for academic success. Students will also be able to practice and become familiar with online testing scenarios and requirements to help them prepare for online standardized tests.* Prerequisites: None |
| Personalized Academic Success Strategies (PASS) 6 | PASS is a course for students in grades K-12. This course is designed to help students learn and improve skills and strategies that are essential to being an effective student. An emphasis will be placed on accountability which provides the foundation for academic success. Students will also be able to practice and become familiar with online testing scenarios and requirements to help them prepare for online standardized tests.* Prerequisites: None |
| Personalized Academic Success Strategies (PASS) 7 | PASS is a course for students in grades K-12. This course is designed to help students learn and improve skills and strategies that are essential to being an effective student. An emphasis will be placed on accountability which provides the foundation for academic success. Students will also be able to practice and become familiar with online testing scenarios and requirements to help them prepare for online standardized tests.* Prerequisites: None |
| Personalized Academic Success Strategies (PASS) 8 | PASS is a course for students in grades K-12. This course is designed to help students learn and improve skills and strategies that are essential to being an effective student. An emphasis will be placed on accountability which provides the foundation for academic success. Students will also be able to practice and become familiar with online testing scenarios and requirements to help them prepare for online standardized tests.* Prerequisites: None |
| Personalized Academic Success Strategies (PASS) HS | PASS is a course for students in grades K-12. This course is designed to help students learn and improve skills and strategies that are essential to being an effective student. An emphasis will be placed on accountability which provides the foundation for academic success. Students will also be able to practice and become familiar with online testing scenarios and requirements to help them prepare for online standardized tests.* Prerequisites: None |
| Personalized Academic Success Strategies (PASS) K | PASS is a course for students in grades K-12. This course is designed to help students learn and improve skills and strategies that are essential to being an effective student. An emphasis will be placed on accountability which provides the foundation for academic success. Students will also be able to practice and become familiar with online testing scenarios and requirements to help them prepare for online standardized tests.* Prerequisites: None |
| Philosophy Projects EL | Through a multidisciplinary approach, students will focus on our thinking in the light of a philosophical studies project. Students will explore the historical and modern aspects of philosophy, its influence in the arts and use technology to complete various projects.* Prerequisites: None* This course includes an optional learning experience.* |
| Philosophy Projects HS | Through a multidisciplinary approach, students will focus on our thinking in the light of a philosophical studies project. Students will explore the historical and modern aspects of philosophy, its influence in the arts and use technology to complete various projects.* Prerequisites: None* This course includes an optional learning experience.* |
| Philosophy Projects MS | Through a multidisciplinary approach, students will focus on our thinking in the light of a philosophical studies project. Students will explore the historical and modern aspects of philosophy, its influence in the arts and use technology to complete various projects.* Prerequisites: None* This course includes an optional learning experience.* |

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| Philosophy: The Big Picture | Go on an exciting adventure covering over 2,500 years of history! Along the way, you'll run into some very strange characters, like the dirty barefoot man who hung out on street corners pestering everyone with questions, or that eccentric fellow who climbed inside a stove to think about whether he existed. Despite their odd behavior, these and other philosophers of the Western world are among the world's most brilliant and influential thinkers and originated the fundamental ideas of Western civilization. Introduction to Philosophy: The Big Picture asks some of the same questions these great thinkers pondered, so by the time you've "closed the book" on this course, you will better understand yourself and the world around you—from atoms to outer space and everything in between.* Prerequisites: None |
| Photography EL | Through a multidisciplinary approach, this introductory course is designed to introduce the aesthetic and technical theories and techniques of photography. Topics include camera and lens operation, exposure, white balance, composition, lighting, creativity, image editing software. Course requires a digital camera.* Prerequisites: None* This course includes an optional learning experience.* |
| Photography HS | Through a multidisciplinary approach, this introductory course is designed to introduce the aesthetic and technical theories and techniques of photography. Topics include camera and lens operation, exposure, white balance, composition, lighting, creativity, image editing software. Course requires a digital camera.* Prerequisites: None* This course includes an optional learning experience.* |
| Photography MS | Through a multidisciplinary approach, this introductory course is designed to introduce the aesthetic and technical theories and techniques of photography. Topics include camera and lens operation, exposure, white balance, composition, lighting, creativity, image editing software. Course requires a digital camera.* Prerequisites: None* This course includes an optional learning experience.* |
| Photography: Drawing with Light MS | What do you think makes a photograph great? Do you want to take fun, interesting photographs of people, places, and pets to post for your friends or hang on your wall? Photo images are everywhere today.' Sometimes we see hundreds in one day. But it's obvious that not all photographs are the same - some are definitely cooler than others. In Middle School Photography: Drawing with Light, you'll learn how to take those excellent, jaw-dropping photographs that you see in magazines and on your favorite social media sites. You'll learn the basics of using a camera and how to avoid common photography mistakes. Once you get the hang of this process, you'll be taking photos that will amaze your friends and have them wondering how you do it!* Prerequisites: None |
| Photoshop EL | In this project based, multidisciplinary course, students learn to use Adobe Photoshop Elements software to improve and transform their own digital photographs. Using these new skills they will create imaginative and unique projects. This is a great companion class to Photography.* Prerequisites: None* This course includes an optional learning experience.* |
| Photoshop HS | In this project based, multidisciplinary course, students learn to use Adobe Photoshop Elements software to improve and transform their own digital photographs. Using these new skills they will create imaginative and unique projects. This is a great companion class to Photography.* Prerequisites: None* This course includes an optional learning experience.* |
| Photoshop MS | In this project based, multidisciplinary course, students learn to use Adobe Photoshop Elements software to improve and transform their own digital photographs. Using these new skills they will create imaginative and unique projects. This is a great companion class to Photography.* Prerequisites: None* This course includes an optional learning experience.* |
| Physical Education | Physical Education I introduces topics to help you understand the importance and meaning of true physical fitness. You will learn how to apply different approaches to help you achieve a healthy weight and keep your bones and muscles strong. At the beginning of the course, your lessons will focus on providing you with the tools and knowledge you need to design, maintain, and build a fitness routine. To support your fitness routine and safety, you will learn about the proper exercise techniques for aerobic conditioning, strength training, and flexibility. Toward the end of the course, you will receive an overview of several different types of fitness careers, learn how to locate fitness resources in your community, and discover the social, mental, and physical benefits of exercise. * Prerequisites: None |
| Physical Education 6 | In this course, students will meet a crew of virtual characters that will help them explore health and understand fitness. Among them is Coach Cardio, who will help students measure their growing fitness level by learning to keep their bodies physically fit. Students will complete various projects as they learn about themselves, fitness and the world around them.* Prerequisites: None |
| Physical Education 7 | In this course, students will reach new levels of fitness through sports, dance, aquatics, and more. Course characters will help guide and enhance their experience. Students will learn safety rules for exercises to improve their skills, how different activities target different parts of their body, and how to reach new goals.* Prerequisites: None |
| Physical Education 8 | This course will provide students practice in game strategy, sport skills and performance. Students will discover the diversity of sports, nutrition, and peer pressure, while learning how to make effective decisions.* Prerequisites: None |
| Physical Science C (Hybrid) | Both physics and chemistry are prominent disciplines within the Physical Science course. In Physical Science C students first investigate topics surrounding matter, chemical reactions, and atomic structure. By reviewing multiple concepts, students gain foundational skills in the science discipline that provide a basis for future course study. * Prerequisites: None |

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| Course Name | Course Description |
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| Physical Science P (Hybrid) | Both physics and chemistry are prominent disciplines within the Physical Science course. In Physical Science P students study concepts of motion, forces, energy, waves and electricity. By reviewing multiple concepts, students gain foundational skills in the science discipline that provide a basis for future course study. * Prerequisites: None |
| Physical Science P/C CR | Both physics and chemistry are prominent disciplines within the Physical Science course. In Physical Science C students first investigate topics surrounding matter, chemical reactions, and atomic structure. In Physical Science P students study concepts of motion, forces, energy, waves and electricity. By reviewing multiple concepts, students gain foundational skills in the science discipline that provide a basis for future course study.* Prerequisites: None |
| Physical World Projects EL | In this multidisciplinary course, students will explore several topics with a focus on technology and the physical world. This hands on project based class will provide an avenue for inquiry and investigation. The role of the student in this course is to develop inquiry and problem solving skills within the context of technology and applied scientific investigation including engineering principles.* Prerequisites: None* This course includes an optional learning experience.* |
| Physical World Projects HS | In this multidisciplinary course, students will explore several topics with a focus on technology and the physical world. This hands on project based class will provide an avenue for inquiry and investigation. The role of the student in this course is to develop inquiry and problem solving skills within the context of technology and applied scientific investigation concepts including engineering principles.* Prerequisites: None* This course includes an optional learning experience.* |
| Physical World Projects MS | In this multidisciplinary course, students will explore several topics with a focus on technology and the physical world. This hands on project based class will provide an avenue for inquiry and investigation. The role of the student in this course is to develop inquiry and problem solving skills within the context of technology and applied scientific investigation concepts including engineering principles.* Prerequisites: None* This course includes an optional learning experience.* |
| Physics | Through an explanation of mechanics, Physics introduces students to the fundamentals of algebra-based physics. Students are provided with an introduction to concepts such as motion, forces, gravity, energy, and momentum. Students explore heat, fluids, waves, sound, light, optics, electricity, magnetism and how these relate to atomic structures.* Prerequisites: None |
| Physics (Hybrid) | Elemental Science Physics organizes a complete one year, full credit high school course.This program contains textbook assignments from CK12 Physics, which is available for free online. Each week includes reading selections, vocabulary terms, problems to work out, and comprehension questions. * Prerequisites: None |
| Physics CR | Through an explanation of mechanics, Physics introduces students to the fundamentals* Prerequisites: None |
| Piano IA | The piano is often described as the musical instrument that provides beginning musicians with the most logical representation of how music works. For the beginning or the experienced musician, piano keyboard skills are both valuable and enjoyable. High School Piano 1 is an entry level course for students wishing to learn fundamental techniques for playing the piano, while developing the ability to read music and understand basic concepts of music theory. Students will learn to play both familiar and original tunes and songs on the piano using standard music notation. Techniques used in music improvisation and composition are also explored. No prior music background is required. * Prerequisites: None * Students will need to borrow, rent, or purchase a working piano or electronic keyboard. A web cam or video recording device is required for performance assessments. |
| Piano IB | The piano is often described as the musical instrument that provides beginning musicians with the most logical representation of how music works. For the beginning or the experienced musician, piano keyboard skills are both valuable and enjoyable. High School Piano 1 is an entry level course for students wishing to learn fundamental techniques for playing the piano, while developing the ability to read music and understand basic concepts of music theory. Students will learn to play both familiar and original tunes and songs on the piano using standard music notation. Techniques used in music improvisation and composition are also explored. No prior music background is required. * Prerequisites: Piano IA or equivalent knowledge and experience. * Students will need to borrow, rent, or purchase a working piano or electronic keyboard. A web cam or video recording device is required for performance assessments. |
| Political Science | Political Science provides students with the foundation for the origin, creation, and function of different political systems within the United States and across the globe. Political Science looks into the separation of powers, defining democracy and other types of government-led strategies such as dictatorship, totalitarianism, authoritarianism, and communism. The course delves into economic concepts, such as the regulation of trade and employment.* Prerequisites: None |
| Pre-Algebra | Pre-Algebra, provides the basis for the course content. The student will solve equations and inequalities with positive and negative integers, decimals, and fractions. The student will then use the algebra skills to work with ratios, proportions, and percentages. In the second course, the student will explore basic algebraic principles. Students will also examine and evaluate two-step and multi-step equations and inequalities and then explore and use graphs to solve linear relations and functions. Next, the students will be introduced to basic concepts of geometry including angle relationships, parallel lines, polygons, circles, and transformations. The student will continue to apply his knowledge of geometry and algebra to solve area and volume problems. Then the student will explore nonlinear functions and polynomials. Finally, the student will examine properties of right triangles, data analysis, and probability.* Prerequisites: Math 6 or Math 7 |
| Pre-Algebra (Hybrid) | Pre-Algebra builds the foundation for students to be ready to explore more challenging math curriculum. Students will learn the basic rules for solving equations. Multiple processes including the associative and communicative properties will assist students in finding solutions. Polynomial operations are solved using place-value blocks to help students understand conceptually. This course also includes geometry concepts including surface area, volume and the Pythagorean theorem. * Prerequisites: Math 7 * This course includes an optional learning experience. * |

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| Course Name | Course Description |
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| Pre-Calculus (Hybrid) | Pre-Calculus combines classic trigonometry with the advanced algebra needed for calculus and other courses. Topics include trig ratios, trigonometric identities, laws of trigonometry, radian measure, polar equations, functions and their graphs, sequences and series, and limits. * Prerequisites: Algebra II * This course includes an optional learning experience. * - |
| Precalculus | This course presents students with a formal study of functions, an analysis of sequences and series, counting principles, the binomial theorem, and probability. Students will use technology to employ multiple approaches to problem solving and data modeling. This course also includes topics on trigonometry, parametric curves, the polar coordinate system, and complex numbers in polar form. Students will solve problems using the Laws of Sines and Cosines and will also analyze vectors and conics, study systems of equations and matrices, and solve systems using matrices. Limits and continuity are introduced.* Prerequisites: Algebra II |
| Principles of Agriculture, Food and Natural Resources | Did you know that the world's population could be as high as 11 billion people by the year 2050? And certainly, as our population is growing, so too are our food needs. Even today, millions of people around the world experience hunger. How can we balance growing populations and keeping everyone fed? This is where the importance of agriculture, food, and natural resources comes in! Through the study of Principles of Agriculture: Food and Natural Resources, you will gain a stronger sense of how food ends up on the plate and how we can maximize the foods and natural resources the earth provides. You'll learn more about agriculture's history, animal husbandry, plant science, and natural resources, and you'll be better prepared for your part in sustaining the world.* Prerequisites: None |
| Principles of Business, Marketing, and Finance | Principles of Business, Marketing, and Finance provides the knowledge and skills students need for careers in business and marketing. Students begin exploring roles and functions that business and marketing play in a global society, develop an understanding of the market place, as well as understanding product placement and promotion.Students analyze the impact of government, legal systems, and organized labor on business; develop an understanding of business communications and management; and explore legal, ethical, and financial issues in business and marketing. Furthermore, students delve into basic economic concepts including personal finance, economic systems, cost-profit relationships, and economic indicators and trends.Using hands-on activities, students reinforce, apply and transfer academic knowledge and skills to a variety of interesting and relevant real-world inspired scenarios. This course focuses on developing knowledge and skills around marketing, pricing, distribution and management, while also focusing on economics and interpersonal skills. This course also addresses exploring career options in business and marketing as well as securing and keeping a job.Principles of Business, Marketing, and Finance is a full-year Career and Technical course for programs of study in Business Administration and Management. This course is built to state and national standards. * Prerequisites: None |
| Principles of Business, Marketing, and Finance IA: Introduction | Discover the fundamental knowledge that will help you pursue a career in business, as well as always generating interest and buzz around the products and services offered. Explore different types of businesses and ownership forms, the impact of governments on business, and the marketing of goods and services. Learn about globalization, free trade, and various economic systems, as well as the impact of technology on business, business ethics, and social responsibility. * Prerequisites: None |
| Principles of Business, Marketing, and Finance IB: Targeting Your Business Insight | Take your knowledge of business basics, finance, and marketing to the next level. Learn how to create a marketing strategy that promotes and attracts customers in order to sell a product or service. Explore important basics of business finance, including accounting, budgeting, and investing. And learn what careers are available in business and the important employability skills you'll need to ace the interview and land the job! * Prerequisites: Principles of Business, Marketing, and Finance IA |
| Principles of Health Science | Principles of Health Science provides knowledge and skills students need for careers in health care. Students explore the services, structure, and professions of the health care system and get guidance on choosing a specific career path in health services, including career paths in emergency medicine, nutrition, and alternative medicine.Students focus on day-to-day skills and expectations for health professionals, which include promoting wellness, maintaining a safe environment, creating medical records, and practicing good communication, collaboration, and leadership. In addition, students will expand their understanding of health and safety systems, how to address emergency situations, and deal with infection control issues. Students will also explore topics in medical science, terminology, procedures, and regulations - including an overview of physiology and medical measurements.Using real-life scenarios and application-driven activities, students learn the responsibilities and challenges of being health care professionals and deepen their knowledge of various career options. In addition to building their understanding of technical concepts and skills, students evaluate the qualifications required for specific careers and develop personal career plans to pursue work in the health care industry and extend their knowledge of oral and written communication in health science.Principles of Health Science is a full-year Career and Technical Education course for programs of study in health sciences. This course is built to state and national standards. * Prerequisites: None |
| Principles of Information Technology IA: Introduction | Develop your students' understanding and proficiency of computers! Students will learn about computer hardware, Von Neumann architecture, peripherals, and maintenance as well as data management and storage options. Learners will trace the history of operating systems and application software while also exploring network systems, administration, and troubleshooting. Finally, students will dive into word processing, spreadsheets, and databases to cement their knowledge of information technology!* Prerequisites: None |
| Principles of Information Technology IB: Working with Computers | Take the IT knowledge you have to a more advanced level. Starting with an overview of programming, algorithms, and compilers, you'll then learn the basics of web page design and creating graphics. Explore security and cybercrime, emerging technologies, presentation software, and intellectual property laws. Finally, you will prepare for the future by discovering various careers in this field and planning your education! * Prerequisites: Principles of Information Technology 1a |

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| Principles of Public Service: To Serve and Protect | Ambulances scream along, heading toward those in need. But who makes sure someone is there to answer the 9-1-1 call? When you take a pill, who has determined that drug is safe for the public? All of these duties are imperative to our comfort and success as a society. Public service is a field that focuses on building a safe and healthy world, and in Principles of Public Service: To Serve and Protect you will be introduced to its many different career choices. The protection of society is not only one of our greatest challenges, it also provides ways for people to work together to ensure safety and provide indispensable services. If you've ever contemplated being one of these real-life heroes, now is the time to learn more!* Prerequisites: None |
| Probability & Statistics | This course is designed for students in grades 11 and 12 who may not have attained a deep and integrated understanding of the topics in earlier grades. Students acquire a comprehensive understanding of how to represent and interpret data; how to relate data sets; independent and conditional probability; applying probability; making relevant inferences and conclusions; and how to use probability to make decisions.* Prerequisites: None |
| Problem Solving Projects EL | In this multidisciplinary class, students will explore activities to reason, think logically and explore the concept of reasoning and deduction. Through games, puzzles, and other fun activities in this project based class, student will collaborate to problem solve, create solutions and apply these concepts to real world situations.* Prerequisites: None* This course includes an optional learning experience.* |
| Problem Solving Projects HS | In this multidisciplinary class, students will explore activities to reason, think logically and explore the concept of reasoning and deduction. Through games, puzzles, and other fun activities in this project based class, student will collaborate to problem solve, create solutions and apply these concepts to real world situations.* Prerequisites: None* This course includes an optional learning experience.* |
| Problem Solving Projects MS | In this multidisciplinary class, students will explore activities to reason, think logically and explore the concept of reasoning and deduction. Through games, puzzles, and other fun activities in this project based class, student will collaborate to problem solve, create solutions and apply these concepts to real world situations.* Prerequisites: None* This course includes an optional learning experience.* |
| Professional Sales & Promotion IA: Introduction | "Sell me this pen." It seems like an easy request, but the art of selling takes nuance, expertise, and an ability to navigate the complexities of client needs. In this course, you'll learn about the bigger picture of the sales cycle. You'll examine the role of today's sales professional along with the skills and qualities needed for success, and you'll learn the ins and outs of the sales process and how it is driven by recognizing and responding to customer needs. Before long, you'll be a part of the well-oiled engine that drives the entire commercial economy. But first, can you sell me this pen? * Prerequisites: None |
| Professional Sales & Promotion IB: Secrets of Sales Success | They say money makes the world go round, but sales is what keeps the world spinning. In this course, you'll explore the power of promotion and how to rise to the ranks of an elite sales and promotions rep. You'll dive into what it takes to be a stellar seller, how salespeople work together in teams to meet goals, and how the savviest sales managers employ proven sales methods mixed with technology, tools, and psychological insights to build and operate an efficient sales team. Are you ready to keep the world in motion? Let's uncover the secrets of sales success. * Prerequisites: None |
| Psychology | Through this highly interactive course students will acquire an understanding of and an appreciation for human behavior, behavior interaction, and the progressive development of individuals.* Prerequisites: None |
| Public Speaking EL | Through a multidisciplinary approach, in this class, students will learn tips, insights, and strategies which will help them become a confident and effective speaker. We will explore 10 different speech styles over the course of the semester. Each speech style will help the student learn a new skill for public speaking. This class is also a great way for kids to come out of their shells and create new comfort zones while speaking in groups of any size!* Prerequisites: None* This course includes an optional learning experience.* |
| Public Speaking HS | This multidisciplinary class will introduce students to strategies and life skills that can be applied to decision-making processes in their educational studies. Students can take on some of the responsibility for their own learning and can take personal action to solve problems, resolve conflicts, discuss alternatives, and focus on thinking as a vital element of the curriculum. * Prerequisites: None * This course includes an optional learning experience. * |
| Public Speaking IA: Introduction | Does the thought of speaking in front of people makes you break out in hives? Maybe you want tips on how to make that first great impression? In both cases, Public Speaking may be just what you need. In this class you will learn from famous orators, like Aristotle and Cicero, how to communicate effectively, uphold your arguments, and effectively collaborate with others. You'll master the basics of public speaking through practice—such as building a strong argument and analyzing the speeches of others—eventually learning to speak confidently in front of large groups. Grab your notes and get ready to conquer public speaking!* Prerequisites: None |
| Public Speaking IB: Finding Your Voice | If you've learned the basics and are ready to expand your public speaking skills, Public Speaking Ib: Finding Your Voice is for you. In this course, you'll master the fundamentals of public speaking through practice and eventually learn to speak confidently in front of large groups. Explore the use of inductive and deductive reasoning, learn how to prepare a speech outline, and discover how to write your own speech using correct and emotive language. This course will also help you to develop self-efficacy and self-esteem, reduce your fear of public speaking, and teach you how to use body language effectively. You'll also learn how to stand back and critically examine your own work in order to identify areas for improvement.* Prerequisites: Public Speaking 1a |

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| Public Speaking MS | Through a multidisciplinary approach, in this class, students will learn tips, insights, and strategies which will help them become a confident and effective speaker. We will explore 10 different speech styles over the course of the semester. Each speech style will help the student learn a new skill for public speaking. This class is also a great way for kids to come out of their shells and create new comfort zones while speaking in groups of any size! * Prerequisites: None* This course includes an optional learning experience.* |
| Reading & Writing for a Purpose | This course will provide students with the necessary tools to become successful in both their academics and in the work place. Reading is a vital skill necessary for effectively taking notes, summarizing main ideas, and separating fact from opinion. This course will empower students to achieve their goals in higher education and in the career of their choosing. Please note: This course is intended for 12th graders whose college placement scores are below the established cut score indicating that they are not college-ready - Reading (CPT, below 83; SAT, below 440; ACT, below 18).* Prerequisites: None |
| Real World Parenting | Do you love children? Maybe you dream of being a parent someday. But perhaps you are also asking yourself, just how, exactly, do you learn to parent? Learning how to care for children while teaching them confidence and accountability is not an easy feat. In Real-World Parenting, you'll learn that being a parent is much more than simply feeding, bathing, and protecting a child. Creating a positive environment, nurturing, fostering education, and serving as a role model are all critical aspects as well. You'll learn how to be a positive force in the development of your future children as well as others around you.* Prerequisites: None |
| Reasoning EL | In this multidisciplinary class, students will explore activities to reason, think logically and explore the concept of reasoning and deduction. Through games and other fun activities in this project based class, student will collaborate to problem solve.* Prerequisites: None* This course includes an optional learning experience.* |
| Reasoning HS | In this multidisciplinary class, students will explore activities to reason, think logically and explore the concept of reasoning and deduction. Through games and other fun activities in this project based class, student will collaborate to problem solve.* Prerequisites: None* This course includes an optional learning experience.* |
| Restaurant Management | Have you ever dreamed of running your own eatery? Maybe you've thought of collaborating with a famous chef to create an unforgettable dining experience? What goes on behind the restaurant dining room is a very different world than what goes on out front and really determines the success or failure of an establishment. Restaurant Management will show you exactly what's needed to run a successful restaurant, including ordering supplies, hiring quality workers, maintaining inventory, and managing a large staff. Understanding such concepts as food safety, hygiene, customer relations, marketing, and using a point-of-sale system are crucial to being an effective restaurateur. Whether you are hoping to operate a casual sit-down eatery, oversee a fine dining establishment, or buy a food franchise, this course is the perfect first step.* Prerequisites: None |
| Robotics 2A: Design a Robot | From outer space to the oceans and everywhere in between, robots are doing everything from solving complex problems to simply making daily life easier. But, there has to be a beautiful mind behind the machine, and this is where you come in! In this course, you will identify a problem and using the skills you've learned, you will apply the principles of engineering and robotics to design an innovative robot to solve the problem. Robotics engineers are problem solvers ? are you ready to step up? * Prerequisites: Robotics IA&B |
| Robotics 2B: Build Your Robot | You have learned how to think like a robotics engineer, and now, it's time to design and build like one to breathe life into your machine. In this course, you'll explore how to add more complexity to your creations to make them more efficient, capable, and better able to handle advanced tasks. You will also learn how models and simulations can enhance robotic development and construction. After a real-world safety review, a deeper dive into advanced applications and systems, and improving your prototype, you'll finalize and launch your robot. Are you ready to continue improving the world with your machine? Let's automate! * Prerequisites: Robotics IA&B |
| Robotics EL | Robotics/Engineering teaches problem solving, critical thinking skills, team skills and engineering through the use of a multidisciplinary class. Working together with others successfully, learning to value each team member, recognizing that others have great ideas and can make valuable contributions are important attributes for everyone in our interconnected world!* Prerequisites: None* This course includes an optional learning experience.* |
| Robotics HS | Robotics/Engineering teaches problem solving, critical thinking skills, team skills and engineering through the use of a multidisciplinary class. Working together with others successfully, learning to value each team member, recognizing that others have great ideas and can make valuable contributions are important attributes for everyone in our interconnected world! * Prerequisites: None * This course includes an optional learning experience. * |
| Robotics IA: Introduction | Are you fascinated with how machines work? Robots are machines, and they are all around us, from helping doctors in surgeries to helping to keep our homes clean. Explore the physics, mechanics, motion, and the engineering design and construction aspects used to develop robots. Learn how models are created through both sketches and software. Discover STEM careers and the education needed to enter this high-demand field. * Prerequisites: None |
| Robotics IB: Intelligent Robots | The robots have invaded... and they're here to make our lives easier. You've learned about the basics of robotics and STEM careers, but now we're going to learn about manipulating the physical world to create desired effects. In this course, you'll learn to manipulate electrical signals to create logic and memory, how to quantify the physical world through variables, and how to have an impact through tools. You'll discover how to choose the best tools and materials, how to create AI, and how to take an idea from initial planning to a completed project. Let's continue the pursuit of a career in robotics so the friendly invasion can thrive! * Prerequisites: None |

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| Robotics: Applications and Careers | It seems like many elementary to high school robotics courses are focused on coding a simple robot to move its mechanical arm up and down. This course, in contrast, teaches students what a robot is and how it relates to other key technologies such as artificial intelligence and machine learning. Then the course examines 10 applications of robots and how they will change and impact various aspects of our lives and the economy. Will robots simply steal our jobs, or will they be a tool that will create new opportunities and even free humans to use our creativity and curiosity to their full potential? Students will grapple with this and many other questions as they explore this vital, future-focused subject.* Prerequisites: None |
| Rocks Rock EL | In this multidisciplinary class students will use technology and other disciplines to study rocks, minerals, fossils, stalactites, quick sand, and crystals and the unique characteristics of each. Students will explore the changes that earth has undergone over time and how fossils and rock formations can be used to tell us what might have happened in the past. Students will explore careers in Geology. They will also use art and technology to create a portfolio of their explorations.* Prerequisites: None* This course includes an optional learning experience.* |
| Rocks Rock HS | In this multidisciplinary class students will use technology and other disciplines to study rocks, minerals, fossils, stalactites, quick sand, and crystals and the unique characteristics of each. Students will explore the changes that earth has undergone over time and how fossils and rock formations can be used to tell us what might have happened in the past. Students will explore careers in Geology. They will also use art and technology to create a portfolio of their explorations.* Prerequisites: None* This course includes an optional learning experience.* |
| Rocks Rock MS | In this multidisciplinary class students will use technology and other disciplines to study rocks, minerals, fossils, stalactites, quick sand, and crystals and the unique characteristics of each. Students will explore the changes that earth has undergone over time and how fossils and rock formations can be used to tell us what might have happened in the past. Students will explore careers in Geology. They will also use art and technology to create a portfolio of their explorations.* Prerequisites: None* This course includes an optional learning experience.* |
| SAT Prep | SAT Prep Course assists students with test preparation and teaches content that the student may be tested on during the actual exams. These courses ensure that students focus on the areas where extra assistance is needed. SAT Practice Tests include rigorous test items and are timed to help students learn to budget time in preparation for taking the actual SAT assessments. This is a pass/fail course. * Prerequisites: None |
| Science 1 | In this course, students will explore topics including properties of matter, force and motion, temperature, light and energy. Sound and vibration are studied and students begin to learn about organisms and cells. Natural resources are introduced.* Prerequisites: None |
| Science 1 (Hybrid) | Through a banded standards approach, students will study Animals, Astronomy, and Physics. From the make-up of the human body to the infrastructure of a skateboard, Science 1 feeds children's curiosity about how things are made. Includes basic introductory studies fields such as meteorology, biology, electricity, soil science, astronomy, physiology, and hydrology. Children will uncover mysteries of the human body and health as they enjoy the First Encyclopedia of the Human Body. They'll marvel as they travel from Earth to the ends of the known universe in the engaging, picture-filled book, Space. They'll also learn about animals, space, and water processing, and enjoy a biography of Louis Pasteur. The 30 major experiments center around water, magnets, light and mirrors.* Prerequisites: None* This course includes an optional learning experience.* |
| Science 2 | In this course, students continue to learn about organisms and cells and begin inherited traits. Properties of matter are studied and students are introduced to ecosystems, earth, and space. Students will continue natural resources and begin to study conservation.* Prerequisites: None |
| Science 2 (Hybrid) | Through a banded standards approach, students will study historical and mechanical technology (how things are made); geology (rocks and minerals); Meteorology (weather); biology (plants, animals, babies and habitats); and microscopy. Students will return again to study each and every one of these topics in later years. The Usborne Book of Knowledge serves as a key book for Science 2. But you'll also enjoy a biography of Marie Curie, a colorful book devoted to weather and two zany "Magic School Bus" books. The 30 primary experiments this year deal with weather (meteorology), the human body, and batteries (electricity).* Prerequisites: None* This course includes an optional learning experience.* |
| Science 3 | This course enables students to become junior scientists as they complete a variety of hands-on experiments and learn to log their observations and results in a science lab journal. Students will learn and follow the scientific method as they conduct experiments related to geology, biology, physics, Earth science, and wellness. They will gain knowledge related to the properties of rocks, soil, and fossils; the characteristics of various natural disasters; the various types of land formations; and health and nutrition. Students will learn and follow the scientific method as they conduct experiments related to geology, biology, physics, Earth science, and wellness. They will gain knowledge related to the properties of rocks, soil, and fossils; the characteristics of various natural disasters; the various types of land formations; and health and nutrition.* Prerequisites: None |
| Science 3 (Hybrid) | Through a banded standards approach, students will study Biology, Taxonomy, and Human Anatomy. Science 3 gives students an up-close look at the observable world and the forces behind what we can see. Students focus on Physics (energy, gravity, sound, electricity, and machines) and Biology (life, cells, plants and photosynthesis, plant growth, protists, frogs, butterflies, ecosystems, food cycle, water cycle, air cycle, the human body and animals). Students learn how living things are categorized and named (taxonomy). They discover biological processes and how they work through hands-on experiments and projects. Students will build a greenhouse and conduct botany experiments to understand what living things need. You and your children will learn through hands-on activities and interesting books such as Usborne Science Encyclopedia, Magic School Bus, two TOPS: Green Thumbs books and more. You'll return to these same subjects at deeper levels many times in the years ahead. Science 3 experiments are coordinated with the TOPS: Green Thumbs books and are based on the growth of living things* Prerequisites: None* This course includes an optional learning experience.* |

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| Science 4 | In this course, students will develop a science journal to record notes, drawings, questions, and data from the scientific experiments that they complete. Through these experiments, they will learn more about famous scientists, scientific instruments, and diagrams, tables, and graphs used by scientists. They will conduct safe and simple experiments related to biology, earth science, ecology, astronomy geology, light and electricity, physics, anatomy, and wellness. Students will also relate their experiments to real world problems, such as the effects of pesticides, pollution, and fertilizer.* Prerequisites: None |
| Science 4 (Hybrid) | Students explore electricity, magnetism, light, color, microscopes, astronomy and space, inventions, chemistry, modern technology, and mechanical technology in early American life. Students conduct over 90 experiments that center on the characteristics and uses of electricity and magnetism.* Prerequisites: None* This course includes an optional learning experience.* |
| Science 5 | Students continue to sharpen their investigative skills. In life science, students examine the living world; in physical science, they explore characteristics of matter, sound, and light. Students also learn about the Earth's composition and the forces that shape its surface. The scientific method is reinforced, and careers in science are discussed.* Prerequisites: None |
| Science 5 (Hybrid) | Students discover the wonders of the human body in Science 5, including anatomy, health and nutrition, diseases, survival skills, and a unit on gender differences and reproduction. The Blood & Guts book provides amusing and amazing hands-on experiments to teach about the body. There is three-week unit on survival skills (a unit at least tangentially related to health and human physiology!)* Prerequisites: None* This course includes an optional learning experience.* |
| Science 6 | Science 6 is an innovative course based on the framework for the Next Generation Science standards (NGSS). NGSS focuses on science and engineering practices; Earth, life and physical science core ideas; and fundamental crosscutting concepts vital to relating the various fields of science and developing a scientific world view. The course provides the student opportunities to engage in inquiry-based investigations, STEM (Science Technology Engineering Mathematics) projects, and other dynamic activities. Hands-on and online activities encourage the student to make connections, collaborate, and reflect on his or her learning. * Prerequisites: None |
| Science 6 (Hybrid) | Students make connections and delve deeper into chemistry, physics, and biology. What's Science All About? is a wonderfully illustrated exploration of biology, chemistry and physics. We combine this with Chemically Active! to put all that knowledge into use with experiments almost every week. Genetics provides a great insight into family traits and which ones are genetic, what a chromosome is, how DNA works and relates some concepts to biology and chemistry.* Prerequisites: None* This course includes an optional learning experience.* |
| Science 7 | Science 7 is an innovative course based on the framework for the Next Generation Science standards (NGSS). NGSS focuses on science and engineering practices; Earth, life and physical science core ideas; and fundamental crosscutting concepts vital to relating the various fields of science and developing a scientific world view. The course provides the student opportunities to engage in inquiry-based investigations, STEM (Science Technology Engineering Mathematics) projects, and other dynamic activities. Hands-on and online activities encourage the student to make connections, collaborate, and reflect on his or her learning.* Prerequisites: None |
| Science 7 (Hybrid) | Students gain perspective of today's hottest career markets including Robotics, Conservation, Energy, Engineering (Dams and Canals), and general Technology. Each week is capped with an experiment that will have your middle school student building things that range from solar robots to windmills to dams.* Prerequisites: None* This course includes an optional learning experience.* |
| Science 8 | Science 8 is an innovative course based on the framework for the Next Generation Science standards (NGSS). NGSS focuses on science and engineering practices; Earth, life and physical science core ideas; and fundamental crosscutting concepts vital to relating the various fields of science and developing a scientific world view. The course provides the student opportunities to engage in inquiry-based investigations, STEM (Science Technology Engineering Mathematics) projects, and other dynamic activities. Hands-on and online activities encourage the student to make connections, collaborate, and reflect on his or her learning.* Prerequisites: None |
| Science DK | Students in Developmental Kindergarten will experience the first half of the kindergarten curriculum with social-emotional development and foundational skills as a focus. Students will continue their education the following year with a full year of traditional Kindergarten. In this course, students will explore concepts such as ecosystems, climate, seasons, weather, living/non living things, and basic building blocks of scientific exploration and inquiry. Students will be given opportunities to practice problem solving skills. Emphasis on social-emotional development and establishing foundational skills for a full year of kindergarten following their development kindergarten experience. * Prerequisites: None |
| Science DK (Hybrid) | Students in Developmental Kindergarten will experience the first half of the kindergarten curriculum with social-emotional development and foundational skills as a focus. Students will continue their education the following year with a full year of traditional Kindergarten. In this course, students will explore concepts such as ecosystems, climate, seasons, weather, living/non living things, and basic building blocks of scientific exploration and inquiry. Students will be given opportunities to practice problem solving skills. Emphasis on social-emotional development and establishing foundational skills for a full year of kindergarten following their development kindergarten experience. * Prerequisites: None |
| Science K | In this course, students will explore ecosystems, weather, seasons, and climate. Problem-solving skills are used and comparison of living and non-living things. Composition of the earth is studied and genetics are explored and students learn the difference between scientific fact and opinion.* Prerequisites: None |
| Science K (Hybrid) | Biology, Botany and Physics: Science K sparks children's curiosity and introduces them to basic concepts in Biology, Earth Science, and Physics - topics you'll return to again over the years. Includes nearly 100 science experiments in the Discover and Do DVD along with supplies you need so you and your child can recreate the experiments.* Prerequisites: None* This course includes an optional learning experience.* |

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| Science Upper EL Bio | Upper Elementary Biology for the Grammar Stage provides a great foundation of biology for 3rd and 4th grade students. This science program includes a virtual buffet of options from which you can choose! Biology for the Grammar Stage Teacher Guide lays out a twenty-week study of animals, a ten-week study of the human body, and a six-week study of plants using visually appealing encyclopedias. It includes weekly scientific demonstrations, reading assignments, notebooking assignments, additional activities, memory work, and more! Prerequisites: None* This course includes an optional learning experience.* |
| Science Upper EL Physics | Upper Elementary Physics for the Grammar Stage provides a great foundation of physics for 3rd and 4th grade students. This science program includes a virtual buffet of options from which you can choose! Physics for the Grammar Stage Teacher Guide lays out a thirty-six-week study of energy, light, sound, electricity, forces, and motion, plus a full unit on engineering. It includes weekly scientific demonstrations, reading assignments, notebooking assignments, additional activities, memory work, and more! Prerequisites: None* This course includes an optional learning experience.* |
| Scratch Coding EL | Scratch is a program developed by MIT teaching students the basics on how computers think! This program will introduce students to real coding programs and allow them to drag and drop coding blocks creating a fully functional program. The simple user interface and tutorials allow students to quickly create and run their code to see its results! This course assumes no prior computer coding knowledge and includes self-graded multiple-choice tests and quizzes.* Prerequisites: None |
| Scratch Coding MS | Scratch is a program developed by MIT teaching students the basics on how computers think! This program will introduce students to real coding programs and allow them to drag and drop coding blocks creating a fully functional program. The simple user interface and tutorials allow students to quickly create and run their code to see its results! This course assumes no prior computer coding knowledge and includes self-graded multiple-choice tests and quizzes.* Prerequisites: None |
| Sculpture Projects EL | This is an introductory course to 2D & 3D sculpture. We will be using a variety of sculpture techniques and materials to develop skills and provide a basis for creative development aimed at gaining sensitivity in the composition, observation, and analysis of sculptural form.* Prerequisites: None* This course includes an optional learning experience.* |
| Sculpture Projects HS | This is an introductory course to 2D & 3D sculpture. We will be using a variety of sculpture techniques and materials to develop skills and provide a basis for creative development aimed at gaining sensitivity in the composition, observation, and analysis of sculptural form. We will discuss both sculpture from different time periods and sculpture from other countries and then create projects inspired by the artwork we've seen.* Prerequisites: None* This course includes an optional learning experience.* |
| Sculpture Projects MS | This is an introductory course to 2D & 3D sculpture. We will be using a variety of sculpture techniques and materials to develop skills and provide a basis for creative development aimed at gaining sensitivity in the composition, observation, and analysis of sculptural form. We will discuss both sculpture from different time periods and sculpture from other countries and then create projects inspired by the artwork we've seen. * Prerequisites: None* This course includes an optional learning experience.* |
| Sea Explorers EL | Join us as we travel under the sea! This cross curricular class will cover marine animals and the oceans they live in. While the focus of this class will be on ocean life we will also touch on aquatic life in lakes, rivers and other bodies of water periodically, throughout the year. We'll explore the underwater world through a variety of hands on projects and activities which will include modeling, research, experiments, games, and dissections.* Prerequisites: None* This course includes an optional learning experience.* |
| Sea Explorers HS | Join us as we travel under the sea! This cross curricular class will cover marine animals and the oceans they live in. While the focus of this class will be on ocean life we will also touch on aquatic life in lakes, rivers and other bodies of water periodically, throughout the year. We'll explore the underwater world through a variety of hands on projects and activities which will include modeling, research, experiments, games, and dissections.* Prerequisites: None* This course includes an optional learning experience.* |
| Sea Explorers MS | Join us as we travel under the sea! This cross curricular class will cover marine animals and the oceans they live in. While the focus of this class will be on ocean life we will also touch on aquatic life in lakes, rivers and other bodies of water periodically, throughout the year. We'll explore the underwater world through a variety of hands on projects and activities which will include modeling, research, experiments, games, and dissections.* Prerequisites: None* This course includes an optional learning experience.* |
| Self Defense Martial Arts EL | In this multidisciplinary course, younger students will explore this Individual Sports pathway to focus on self defense and the martial arts. Students will concentrate on the improvement of specific sport skills and strategies needed to successfully master the techniques of this art and incorporate self defense components through research and technology activities. Goals include: develop and maintain a high level of physical fitness, develop positive attitudes and behaviors relating to physical and mental well-being, to develop knowledge and understanding of physical education concepts and develop skills needed to participate in lifelong physical activities and acquiring the skills necessary to self defend.* Prerequisites: None* This course includes an optional learning experience.* |
| Self Defense Martial Arts HS | In this multidisciplinary course, students will explore this Individual Sports pathway to focus on self defense and the martial arts. Students will concentrate on the improvement of specific sport skills and strategies needed to successfully master the techniques of this art and incorporate self defense components through research and technology activities. Goals include: develop and maintain a high level of physical fitness, develop positive attitudes and behaviors relating to physical and mental well-being, to develop knowledge and understanding of physical education concepts and develop skills needed to participate in lifelong physical activities and acquiring the skills necessary to self defend.* Prerequisites: None* This course includes an optional learning experience.* |

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| Self Defense Martial Arts MS | In this multidisciplinary course, students will explore this Individual Sports pathway to focus on self defense and the martial arts. Students will concentrate on the improvement of specific sport skills and strategies needed to successfully master the techniques of this art and incorporate self defense components through research and technology activities. Goals include: develop and maintain a high level of physical fitness, develop positive attitudes and behaviors relating to physical and mental well-being, to develop knowledge and understanding of physical education concepts and develop skills needed to participate in lifelong physical activities and acquiring the skills necessary to self defend.* Prerequisites: None* This course includes an optional learning experience.* |
| Sewing Skills 2 EL | In a multidisciplinary course, creating functional and artistic projects, students will continue to learn hand sewing techniques including stitching, sewing buttons and other fasteners, hemming and basic embroidery and creating sewing projects. Students will also study sewing machine use and care, and practice stitching using a machine. * Prerequisites: None * This course includes an optional learning experience. * |
| Sewing Skills 2 HS | In a multidisciplinary course, creating functional and artistic projects, students will continue to learn hand sewing techniques including stitching, sewing buttons and other fasteners, hemming and basic embroidery and creating sewing projects. Students will also study sewing machine use and care, and practice stitching using a machine. * Prerequisites: None * This course includes an optional learning experience. * |
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| Sewing Skills EL | In a multidisciplinary course, creating functional and artistic projects, students will learn basic hand sewing techniques including stitching, sewing buttons and other fasteners, hemming and basic embroidery. Students will also study basic sewing machine use and care, learn how to thread a sewing machine and practice basic stitching using a machine.* Prerequisites: None* This course includes an optional learning experience.* |
| Sewing Skills HS | In a multidisciplinary course, creating functional and artistic projects, students will learn basic hand sewing techniques including stitching, sewing buttons and other fasteners, hemming and basic embroidery. Students will also study basic sewing machine use and care, learn how to thread a sewing machine and practice basic stitching using a machine.* Prerequisites: None* This course includes an optional learning experience.* |
| Sewing Skills MS | In a multidisciplinary course, creating functional and artistic projects, students will learn basic hand sewing techniques including stitching, sewing buttons and other fasteners, hemming and basic embroidery. Students will also study basic sewing machine use and care, learn how to thread a sewing machine and practice basic stitching using a machine. * Prerequisites: None* This course includes an optional learning experience.* |
| Shakespeare Projects EL | The plays of Shakespeare are too often taught in the classroom as difficult and rather obscure sacred texts. The aim of this multidisciplinary course is to remind students that Shakespeare was not only a great poet but also a great dramatist, and to show students that his plays are still exciting and dynamic as theatre. This course is designed to give students exposure to the language, work, and insight of one of the world's greatest creative literary geniuses. A major goal of the course is to familiarize students with Shakespearean drama and foundational methods of literary criticism. Another major goal of the course is to help students appreciate, understand, and even fall in love with Shakespeare's art through application and practice as they participate in group drama. This is an active/interactive course ' be ready for an adventure!* Prerequisites: None * This course includes an optional learning experience. * |
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| Social & Behavioral Studies EL | This cross curricular course will explore the adaptation of an individual's behavior in the social situation and what influences our judgment of others. Learners will become aware of various influences in behavior. Students will conduct self assessments on discrimination and their views of the world. Technology will be used as a research tool.* Prerequisites: None* This course includes an optional learning experience.* |

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| Course Name | Course Description |
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| Social & Behavioral Studies HS | This cross curricular course will explore the adaptation of an individual's behavior in the social situation and what influences our judgment of others. Learners will become aware of various influences in behavior. Students will conduct self-assessments on discrimination and their views of the world. Technology will be used as a resource tool.* Prerequisites: None* This course includes an optional learning experience.* |
| Social & Behavioral Studies MS | This cross curricular course will explore the adaptation of an individual's behavior in the social situation and what influences our judgment of others. Learners will become aware of various influences in behavior. Students will conduct self-assessments on discrimination and their views of the world. Technology will be used as a resource tool.* Prerequisites: None* This course includes an optional learning experience.* |
| Social Emotional Learning EL | In Social Emotional Learning - Elementary, Dr. Pajet Monet addresses basic social and emotional concepts that every child needs - from getting along with others to self esteem, from learning to be aware of the feelings of others to dealing with insensitive people or emotionally challenging situations. Dr. Monet's sincerely caring attitude radiates out to students, helping them to accept the life-enriching ideas she presents. Addressing serious issues that students will encounter throughout their lives, Dr. Monet encourages students to realize that even at a young age, they are the captains of their fates, that they control where their lives will go, and that they have the power to overcome any adversity and become truly amazing people. * Prerequisites: None |
| Social Emotional Learning HS | The Acellus Social Emotional Learning - High School course helps students to explore their own potential and the choices that lie before them as they grow to adulthood. Students consider their own ability to choose the kind of person they want become and learn how to use skills like goal setting to become that person. Students explore personal aspects of their lives as well as relationships and the potential they have to impact others, as well as to gain inspiration and guidance from them. Students continue in Social and Emotional Learning (SEL) as they investigate ways to make their lives the best that they can be and preparing students to face the future with awareness and positivity. * Prerequisites: None |
| Social Emotional Learning MS | The Social Emotional Learning - Middle School course takes students on a journey of discovering their own personal strengths and potential while helping them develop skills that will empower them to lead vibrant, productive, happy lives. This course focuses on self-awareness, self-control, and self-direction, and the value of setting realistic goals to accomplish personal change in their lives. Students explore the beauty in their own uniqueness and the uniqueness of others. They are guided to understand that the attitudes they choose have a big impact on what they can accomplish in life, their happiness, and the impact they have on those around them. * Prerequisites: None |
| Social Media: Our Connected World | Have a Facebook account? What about Twitter? Whether you've already dipped your toes in the waters of social media or are still standing on the shore wondering what to make of it all, learning how to interact on social media platforms is crucial to surviving and thriving in this age of digital communication. In Social Media: Our Connected World, you'll learn the ins and outs of such social media platforms as Facebook, Twitter, Pinterest, Google+, and more and how to use them for your benefit - personally, academically, and, eventually, professionally. If you thought social media platforms were just a place to keep track of friends and share personal photos, this course will show you how to use these resources in much more powerful ways.* Prerequisites: None |
| Social Problems I: A World In Crisis | War, crime, poverty, global warming' world often seems full of dire warnings and predictions. How can we make sense of it all and still dare to step outside each day? Social Problems I: A World in Crisis will explore some of the biggest challenges facing our world today and prepare you to tackle them head-on. You'll learn what led to these social problems, what effects they have on our lives and societies, and what possible solutions exist for solving them. Whether you want to save the world from the next pandemic or better understand the effects of the media on society, this course will help you develop a plan of action!* Prerequisites: None |
| Social Problems II: Crisis, Conflicts, and Challenges | It may seem like we live in a sometimes scary and ever-changing world. Everywhere we look—from the homeless living on the streets, to world-wide health epidemics, to the often negative effects of our global world—problems seem to appear at every corner. In Social Problems II: Crisis, Conflict, and Challenges, you'll explore more of the challenges we face and learn what we can do to reduce the effects of these conflicts and problems. From drug abuse to terrorists to the changing nature of communities in our digital world, we can better face and solve these problems when we have a deeper understanding of their causes and influences on our lives. * Prerequisites: None |
| Social Studies 1 | In the first semester, students will learn about the ways in which people contribute to their communities and work together to the benefit of all. This course explores the concepts of good citizenship, neighborhoods, and economics. We will also study maps, photos, biographies, illustrations, poetry, and music to help explain the concept of communities and extend the concept of community to the larger world. In the second semester, students continue to learn about the ways in which people contribute to their communities and work together to the benefit of all. This course explores the concepts of good citizenship, neighborhoods, and economics. We will also study maps, photos, biographies, illustrations, poetry, and music to help explain the concept of communities and extend the concept of community to the larger world.* Prerequisites: None |
| Social Studies 1 (Hybrid) | Through a cross curricular and banded standards approach, students will sketch an overview of history and geography. Students get to: Recline at a scrumptious Roman feast with a nobleman and his family. Discover why we know much more about Ancient Egypt than we do about other civilizations such as Crete. Encounter mighty war elephants of India with Alexander the Great and his weary troops. Start your child's journey with a fun survey of peoples of the world. See how different people groups live, build homes, talk, eat and dress. As you move into a chronological trek through history, the story-based A Child's History of the World serves as the centerpiece of your child's studies. Additionally, students will explore their community and state while exploring the greater world around them.* Prerequisites: None* This course includes an optional learning experience.* |

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| Course Name | Course Description |
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| Social Studies 100 (Hybrid) | Through a cross curricular and banded standards approach with language arts, students move chronologically to discover fascinating empires before Columbus. See why Benedict Arnold became a traitor. Meet the founding fathers who dared to create a Constitution that has become the model for countries around the world. Walk with courageous Sacajawea as she navigates the adventure of a lifetime. Survive WWII with a Japanese-American family in a California internment camp. See the daily struggles of normal African Americans who courageously changed history through the Montgomery Bus Boycott. Level 100 takes you deeper into the complex fabric of American society. Meet Americans who lived such different lives: former slaves who established a new town in Canada, teenagers who fought in the Civil War, miners who searched for gold in the Idaho Territory, Chinese immigrants who tunneled through mountains, Irish immigrants who survived the Great Depression and more. This curriculum goes far beyond historical highlights and uncovers the fascinating ups and downs of our nation's story.* Prerequisites: None* This course includes an optional learning experience.* |
| Social Studies 2 | Your child will continue to explore basic concepts of history, geography, economics, and government, while discovering more about world cultures. In the first semester, students will practice basic map, chart, graph, and thinking skills. We will also introduce your child to ordinary people who showed good citizenship and to famous people who have influenced our country and the world. In the second semester, students will practice basic map, chart, graph, and thinking skills. We will also introduce your child to ordinary people who showed good citizenship and to famous people who have influenced our country and the world.* Prerequisites: None |
| Social Studies 2 (Hybrid) | Through a cross curricular and banded standards approach, students study how history has a real impact on how we live today. Discover together that there are real historical answers to questions such as: Why did castles, knights and jousting tournaments fade away? Why do Americans use inches instead of centimeters? Why aren't there very many Kings and Queens in the world anymore? Why do children study Math and Science? Why do people from different cultures tend to view the world so differently? Go way beyond Europe. Our purpose is not simply to trace the roots of Western civilization, but to acquire an overview of how civilizations have developed all over the world. This means Europe, the Americas, Asia, the Middle East, Australia and Africa.* Prerequisites: None* This course includes an optional learning experience.* |
| Social Studies 3 | This Social Studies course focuses on the theme of community through the study of geography, history, government, and economics. In this course, the student will explore a variety of communities, past and present, from around the world. Short stories, biographies, poetry, case studies, songs, and other resources emphasize the role of the individual in the community, as well as the influence of geography on communities. Multimedia resources including videos and interactive websites enhance and support the content. The student will learn geographic concepts such as place, location, and human interaction with the environment. Geography skills lessons are incorporated throughout the course. In addition, the student will learn the basic principles that led to the creation of the Declaration of Independence and the U.S. Constitution. The student will learn about the rights and responsibilities of citizens and the three branches of government. In the economics unit, the student will examine basic economic concepts such as money, prices, supply and demand, and taxes.* Prerequisites: None |
| Social Studies 3 (Hybrid) | Through a cross curricular and banded standards approach, Settle foreign lands, battle for freedom and form a revolutionary new government! Relive American history from the early Native Americans through the 1850s. Embrace the innovative spirit that characterized early American history Totally interconnected learning. Reading with History 3 links BookShark's proprietary subjects together. History, Geography, Read-Alouds, Readers and Language Arts are integrated. Meet Paul Revere in a history book, then see him in a Reader. Get to know George Washington in a biography, then see him again through children's eyes in Johnny Tremain and Phoebe the Spy. As your children learn and discover in this style, they'll make astonishing connections between the people, places and events in American History. Additionally, students will explore their community and state while exploring the greater world around them. Discover the fascinating foundations of a unique nation. Bring life to your American heritage. Ask questions such as: What makes this nation different? How did it come to exist? Why don't we have a king? Who lived in North America before Christopher Columbus came? Why did settlers risk everything to start over in the New World? See firsthand how the first modern democratic republic began. Discover how Americans fostered personal freedom and the spirit of innovation that so many countries emulate today. * Prerequisites: None* This course includes an optional learning experience.* |
| Social Studies 4 | In this course, students are introduced to state history and use a regional approach to examine the geography and history of the United States. The course also looks at the state's people, economy, resources, and geography, and students study the structure and functions of local and state governments as well as the development of cities and industries in certain areas and will trace the evolution of U.S. water systems. In addition to learning state history, students learn how to integrate different types and uses of maps and apply geographic skills and concepts.* Prerequisites: None |
| Social Studies 4 (Hybrid) | Through a cross curricular and banded standards approach with Language Arts, students look at America from the Civil War through the year 2000. Walk alongside families whose lives intersect with major events in our history. The Civil War, Westward Expansion, the Industrial Revolution, WWI, the Great Depression, WWII and modern history come to life as characters grapple with the difficulties around them and overcome in the end.* Prerequisites: None* This course includes an optional learning experience.* |
| Social Studies 5 | Using a thematic and chronological approach to United States history, this course allows students to trace the nation's history from the time of the earliest Americans through the 21st century. Students practice map skills as they learn about the growth of the United States, and develop their abilities to interpret sources, compare, and sequence. Students also learn about geography's influence on culture and historical events. Other featured topics in the course will include American independence, principles and documents of government, growth and westward expansion, federal government, state and local government, patriotism, and the rights and responsibilities of citizenship.* Prerequisites: None |
| Social Studies 5 (Hybrid) | Through a cross curricular and banded standards approach with Language Arts, students take an ambling trek that starts in China and moves through the rest of Asia, over to the Middle East, down to Africa, sweeps through the South Pacific, including Australia and New Zealand, and finishes in Antarctica. Get to know the people and cultures of places you hear about in the news, but may have never studied in-depth (such as Japan, India, the Philippines and Afghanistan). * Prerequisites: None * This course includes an optional learning experience.* |

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| Course Name | Course Description |
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| Social Studies 6 | Learning about civics gives students the skills and knowledge necessary to be active citizens who have a positive impact on their communities. In this course, students discover the rights and responsibilities of citizenship in the United States. They learn about the structure of the government and how it works at the local, state and federal levels. This course examines elections, the lawmaking process, and how citizens can impact public policy. Students also discover ways the United States interacts with countries around the world. Geography and economics support the learning of civics in this course. Engaging in this study prepares students to be informed citizens who are ready to participate in the American democracy.* Prerequisites: None |
| Social Studies 6 (Hybrid) | Through a cross curricular and banded standards approach with language arts, students find answers to real-life questions such as: How did ancient Egypt, Israel and Assyria interact? Where did the Greeks come from? Why did Greek civilization give way to the Romans? Why did the Roman Empire fall? How did Asian culture develop during that same time? How did Western history progress during the Dark Ages? How did those centuries give rise to the Renaissance?* Prerequisites: None* This course includes an optional learning experience.* |
| Social Studies 7 | The World Studies course provides a unique balance of history, geography, and culture; it expands students' understanding of each world region through a focus on its major countries. Additionally, students learn the foundations of geography. Regions covered include Africa, Asia and the Pacific, the United States and Canada, Europe and Russia, and Latin America. The history and geography of the ancient world and medieval times to present day are also included.* Prerequisites: None |
| Social Studies 7 (Hybrid) | Through a cross curricular and banded standards approach with language arts, students gain a working knowledge of what happened from the 17th century to about 1990. How did the Renaissance influence the American and French Revolutions? How did the Industrial Revolution drastically change society? How did the Western and Eastern hemispheres become so interconnected? How did Colonial powers conquer so much of the world and carve out new nations? How did those nations eventually throw off Colonial rule? What tensions led to the explosion of two world wars? What did normal life look like around the world during these changes?* Prerequisites: None* This course includes an optional learning experience.* |
| Social Studies 8 | The American History course presents a chronological history of the American experience from the earliest times to the Civil War. It covers topics such as, colonial America, the American Revolution, issues faced by the early republic, westward expansion, and the Civil War.* Prerequisites: None |
| Social Studies DK | Students in Developmental Kindergarten will experience the first half of the kindergarten curriculum with social-emotional development and foundational skills as a focus. Students will continue their education the following year with a full year of traditional Kindergarten. This course introduces students to social studies concepts such as family and individual wants and needs, concepts of civics and government, and basic geography. Emphasis on social-emotional development and establishing foundational skills for a full year of kindergarten following their development kindergarten experience. * Prerequisites: None |
| Social Studies DK (Hybrid) | Students in Developmental Kindergarten will experience the first half of the kindergarten curriculum with social-emotional development and foundational skills as a focus. Students will continue their education the following year with a full year of traditional Kindergarten. This course introduces students to social studies concepts such as family and individual wants and needs, concepts of civics and government, and basic geography. Emphasis on social-emotional development and establishing foundational skills for a full year of kindergarten following their development kindergarten experience. * Prerequisites: None |
| Social Studies K | This course introduces students to family and individual wants and needs. History is introduced along with civics and government. Local government is studied along with basic geography.* Prerequisites: None |
| Social Studies K (Hybrid) | History & Geography ' Intro to the World: Cultures: Start down BookShark's bold academic path by introducing your child to new and interesting people as you travel to distant lands and long-ago times. Study Ancient Egypt, Rome, knights and castles, geography, climates and much more. Engage your child with conversation as we equip you with questions to connect him or her to the various people and places you will discover. Read-Alouds: Reading aloud to your children builds their vocabulary, listening skills and imagination. Read-Alouds also help build your children's cognitive development and gives them a passion to learn. Cuddle-up and read 23 Read-Aloud classics like Dr. Doolittle and The Boxcar Children. Readers: After your children learn just 8 letters of the alphabet they will read real stories in the Fun Tales series. If you are unsure which reading level is right for your child please check out our Quick Reading Assessment.* Prerequisites: None* This course includes an optional learning experience.* |
| Sociological Projects EL | This project based course for upper elementary students will merge the two disciplines of sociology and technology. Such questions like:. Why does the media of information delivery impact the rational and emotional aspects of a sociological topic? What are ways modern technology can aid us in better understanding one another? How does that very technology impact society itself?* Prerequisites: None* This course includes an optional learning experience.* |
| Sociological Projects HS | This project based course for upper elementary students will merge the two disciplines of sociology and technology. Such questions like:. Why does the media of information delivery impact the rational and emotional aspects of a sociological topic? What are ways modern technology can aid us in better understanding one another? How does that very technology impact society itself? * Prerequisites: None * This course includes an optional learning experience. * |
| Sociological Projects MS | This project based course for upper elementary students will merge the two disciplines of sociology and technology. Such questions like:. Why does the media of information delivery impact the rational and emotional aspects of a sociological topic? What are ways modern technology can aid us in better understanding one another? How does that very technology impact society itself? * Prerequisites: None * This course includes an optional learning experience. * |

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| Course Name | Course Description |
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| Sociology I: The Study of Human Relationships | Human beings are complex creatures; however, when they interact and begin to form relationships and societies, things become even more complicated. Are we more likely to act differently in a group than we will when we're alone? How do we learn how to be human? Sometimes it can feel as if there are more questions than answers. Sociology I: The Study of Human Relationships seeks to answer these questions and many more as it explores culture, group behavior, and societal institutions and how they affect human behavior. You'll learn how social beliefs form and how this shapes our lives. How does this happen? Join us and find out!* Prerequisites: None |
| Sociology II: Your Social Life | Why do people disagree on so many big issues? Where do culture wars come from? Maybe you've wondered this as you've looked through your social media feed or read the latest online article about groups fighting over different social issues. Sociology II: Your Social Life takes a powerful look at how social institutions like families, religion, government, and education shape our world and how collective behavior and social movements can create change. Although the reality of the battles isn't always pretty, gaining a clearer picture of the different sides can help you better understand how our lives are shaped by entertainment, social institutions, and social change.* Prerequisites: None |
| Socratic Circles EL | Through a multidisciplinary approach, students will meet new characters and explore the world through books! Students will learn how to become active readers through age appropriate literary analysis, blogging activities, projects. The class focus is on the discussion techniques including speech and debate techniques.* Prerequisites: None* This course includes an optional learning experience.* |
| Socratic Circles HS | Through a multidisciplinary approach, students will meet new characters and explore the world through books! Students will learn how to become active readers through age appropriate literary analysis, blogging activities, projects. The class focus is on the discussion techniques including speech and debate techniques.* Prerequisites: None* This course includes an optional learning experience.* |
| Socratic Circles MS | Through a multidisciplinary approach, students will meet new characters and explore the world through books! Students will learn how to become active readers through age appropriate literary analysis, blogging activities, projects. The class focus is on the discussion techniques including speech and debate techniques.* Prerequisites: None* This course includes an optional learning experience.* |
| Solo Instrumental EL | Through a multidisciplinary approach, students will learn how to play an instrument of their choice. Instruction will be demonstrated through classroom lecture, one-on-one instruction, activities and personal trial and error. Exploration in other areas will include music and artistic expression, composers, care and cleaning of the instruments, science of sound, orchestra, band, music theory, music history, songwriting, responsibility, accountability, and the importance of practice. Students will also be exposed to technology to enhance their learning experience.* Prerequisites: None* This course includes an optional learning experience.* |
| Solo Instrumental HS | Through a multidisciplinary approach, students will learn how to play an instrument of their choice. Instruction will be demonstrated through classroom lecture, one-on-one instruction, activities and personal trial and error. Exploration in other areas will include music and artistic expression, composers, care and cleaning of the instruments, science of sound, orchestra, band, music theory, music history, songwriting, responsibility, accountability, and the importance of practice. Students will also be exposed to technology to enhance their learning experience.* Prerequisites: None* This course includes an optional learning experience.* |

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| Course Name | Course Description |
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| Solo Instrumental MS | Through a multidisciplinary approach, students will learn how to play an instrument of their choice. Instruction will be demonstrated through classroom lecture, one-on-one instruction, activities and personal trial and error. Exploration in other areas will include music and artistic expression, composers, care and cleaning of the instruments, science of sound, orchestra, band, music theory, music history, songwriting, responsibility, accountability, and the importance of practice. Students will also be exposed to technology to enhance their learning experience.* Prerequisites: None* This course includes an optional learning experience.* |
| Solutionary Congress Projects EL | This multidisciplinary project based class requires students to participate in a congress. This is an event you organize in your school or district, with Solutionary Teams gathering to present practical and visionary solutions to problems in their communities and the world in ways that are just, humane and sustainable for people, animals and the earth. * Prerequisites: None * This course includes an optional learning experience. * |
| Solutionary Congress Projects HS | This multidisciplinary project based class requires students to participate in a congress. This is an event you organize in your school or district, with Solutionary Teams gathering to present practical and visionary solutions to problems in their communities and the world in ways that are just, humane and sustainable for people, animals and the earth.* Prerequisites: None* This course includes an optional learning experience.* |
| Solutionary Congress Projects MS | This multidisciplinary project based class requires students to participate in a congress. This is an event you organize in your school or district, with Solutionary Teams gathering to present practical and visionary solutions to problems in their communities and the world in ways that are just, humane and sustainable for people, animals and the earth.* Prerequisites: None* This course includes an optional learning experience.* |
| Songwriting EL | In this multidisciplinary course, students will use a recorder, write lyrics, note rhythms, using rhyme, singing, editing, adding instruments, include optional accompaniment, and be exposed to the introduction to standard notation. Students will create a musical art project to demonstrate their learning and extension project.* Prerequisites: None* This course includes an optional learning experience.* |
| Songwriting HS | In this multidisciplinary course, students will use a recorder, write lyrics, note rhythms, using rhyme, singing, editing, adding instruments, include optional accompaniment, and be exposed to the introduction to standard notation. Students will create a musical art project to demonstrate their learning and extension project.* Prerequisites: None* This course includes an optional learning experience.* |
| Songwriting MS | In this multidisciplinary course, students will use a recorder, write lyrics, note rhythms, using rhyme, singing, editing, adding instruments, include optional accompaniment, and be exposed to the introduction to standard notation. Students will create a musical art project to demonstrate their learning and extension project.* Prerequisites: None* This course includes an optional learning experience.* |
| Space Odyssey EL | This hands-on class includes investigation of the Earth's motions and how they affect the appearance of the day and night sky; the major planets, their moons, and other bodies of the solar system. Students will use various forms of technology and art to create an ongoing and final project.* Prerequisites: None* This course includes an optional learning experience.* |
| Space Odyssey HS | This hands-on class includes investigation of the Earth's motions and how they affect the appearance of the day and night sky; the major planets, their moons, and other bodies of the solar system. Students will use various forms of technology and art to create an ongoing and final project.* Prerequisites: None* This course includes an optional learning experience.* |
| Space Odyssey MS | This hands-on class includes investigation of the Earth's motions and how they affect the appearance of the day and night sky; the major planets, their moons, and other bodies of the solar system. Students will use various forms of technology and art to create an ongoing and final project.* Prerequisites: None* This course includes an optional learning experience.* |
| Spanish - Introduction DK/K | Join Juanito and Rosalinda on a trip to explore the sights, sounds, and traditions of Mexico. In this course, students will be introduced to the Spanish language and culture through vocabulary, songs, stories, videos, and more. Along the journey, students will meet the famous Mexican artist Frida Kahlo and learn the story of Araña Pequeñita. They will also record and listen to themselves speaking new words in Spanish. Florida Virtual School's Elementary offers a suite of Elementary Spanish courses. These courses are based on proficiency level rather than grade level. The majority of our students (even those that speak Spanish at home) find it is most beneficial in the student learning process to begin at the introductory level to ensure a smooth transition of content. Each level of Spanish builds on the previous level and is set in a new and exciting Spanish speaking country. * Prerequisites: None |
| Spanish - Level 1 EL | Get ready for an adventure! In this course, students will travel through Spain with Carmen and Mateo to experience the culture and traditions of this beautiful country. Students will continue to build their Spanish speaking and listening skills with new vocabulary, songs, and stories, and even play a Dominoes game! Florida Virtual School's Elementary offers a suite of Elementary Spanish courses. These courses are based on proficiency level rather than grade level. The majority of our students (even those that speak Spanish at home) find it is most beneficial in the student learning process to begin at the introductory level to ensure a smooth transition of content. Each level of Spanish builds on the previous level and is set in a new and exciting Spanish speaking country. * Prerequisites: None |
| Spanish - Level 2 EL | The global tour continues! This course takes students on a trip through the scenic country of Peru, where they will learn vowel and letter sounds. Students will join Martín and María as they explore Machu Picchu and learn about the Peruvian culture with an authentic recipe for chocolate caliente. Florida Virtual School's Elementary offers a suite of Elementary Spanish courses. These courses are based on proficiency level rather than grade level. The majority of our students (even those that speak Spanish at home) find it is most beneficial in the student learning process to begin at the introductory level to ensure a smooth transition of content. Each level of Spanish builds on the previous level and is set in a new and exciting Spanish speaking country. * Prerequisites: None |

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| Course Name | Course Description |
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| Spanish - Level 3 EL | It's island time! Daniela and Santiago guide students on a tour through the colorful culture and traditions of the Caribbean. Students will build on their previous Spanish language skills by learning how to ask and answer questions. Along the way, students will visit the El Yunque Rainforest and learn how to dance the merengue! Florida Virtual School's Elementary offers a suite of Elementary Spanish courses. These courses are based on proficiency level rather than grade level. The majority of our students (even those that speak Spanish at home) find it is most beneficial in the student learning process to begin at the introductory level to ensure a smooth transition of content. Each level of Spanish builds on the previous level and is set in a new and exciting Spanish speaking country. * Prerequisites: None |
| Spanish - Level 4 EL | Pack your bags—you're going to Argentina! In this course, students will experience the culture and traditions of this unique country alongside Mercedes and Armando. Students will continue to build their Spanish vocabulary, learn about verb conjugations, and use adjectives. Along the way, students will visit interesting places throughout Argentina such as Patagonia and the beautiful waterfalls, Las Cataratas del Iguazú. Florida Virtual School's Elementary offers a suite of Elementary Spanish courses. These courses are based on proficiency level rather than grade level. The majority of our students (even those that speak Spanish at home) find it is most beneficial in the student learning process to begin at the introductory level to ensure a smooth transition of content. Each level of Spanish builds on the previous level and is set in a new and exciting Spanish speaking country. * Prerequisites: None |
| Spanish - Level 5 EL | Costa Rica, here we come! Join Paula and Carlos on a tour through the beautiful culture and lush rainforests of Central America. With an emphasis on using mostly Spanish, this course will help increase students' language skills. In addition, students will learn about greetings in different Spanish-speaking countries, practice writing in Spanish with a typing activity, and continue to practice their speaking and listening skills. Florida Virtual School's Elementary offers a suite of Elementary Spanish courses. These courses are based on proficiency level rather than grade level. The majority of our students (even those that speak Spanish at home) find it is most beneficial in the student learning process to begin at the introductory level to ensure a smooth transition of content. Each level of Spanish builds on the previous level and is set in a new and exciting Spanish speaking country. * Prerequisites: None |
| Spanish Culture 2 EL | This multidisciplinary course expands on the concepts learned in Spanish Culture 1, and expands on learning with a focus on more elaborate conversations. Fiestas (day of dead, 5th of May) to introduce to culture (food, tradition, culture, language). Activities include viewing a movie in Spanish, listen and create a project about the cultural aspects. * Prerequisites: Spanish Culture 1* This course includes an optional learning experience.* |
| Spanish Culture 2 HS | This multidisciplinary course expands on the concepts learned in Spanish 1, and expands on learning with a focus on more elaborate conversations. Fiestas (day of dead, 5th of may) to introduce to culture (food, tradition, culture, language). Activities include viewing a movie in Spanish, listen and create a project about the cultural aspects. * Prerequisites: Spanish Culture 1* This course includes an optional learning experience.* |
| Spanish Culture 2 MS | This multidisciplinary course expands on the concepts learned in Spanish 1, and expands on learning with a focus on more elaborate conversations. Fiestas (day of dead, 5th of may) to introduce to culture (food, tradition, culture, language). Activities include viewing a movie in Spanish, listen and create a project about the cultural aspects. * Prerequisites: Spanish Culture 1* This course includes an optional learning experience.* |
| Spanish Culture EL | This is a beginning Spanish multidisciplinary project based course, which emphasizes oral communication in a variety of topics at a basic level. Students will learn basic grammar in an oral/aural context in each class. Students will develop and improve weekly in the four language skills of speaking, listening, basic reading and writing as well as an appreciation of Spanish culture.* Prerequisites: None* This course includes an optional learning experience.* |
| Spanish Culture HS | This multidisciplinary introductory Spanish language and culture class provides students an avenue to be introduced to the language in such a way that they learn the grammar as well as how to communicate orally in the language. A good, working knowledge of English grammar is an advantage to any student taking this course. Students will advance their skills in the language to narrating about their lives in the past and future tenses. Their vocabulary grows as well as their ability to function in the language with an emphasis on compound tenses and the subjunctive mood. Literature is introduced and students learn to converse on a variety of topics. Students also complete a culture study through a multimedia project.* Prerequisites: None* This course includes an optional learning experience.* |
| Spanish Culture MS | This multidisciplinary introductory Spanish language and culture class provides students an avenue to be introduced to the language in such a way that they learn the grammar as well as how to communicate orally in the language. A good, working knowledge of English grammar is an advantage to any student taking this course. Students will advance their skills in the language to narrating about their lives in the past and future tenses. Their vocabulary grows as well as their ability to function in the language with an emphasis on compound tenses and the subjunctive mood. Literature is introduced and students learn to converse on a variety of topics. Students also complete a culture study through a multimedia project. * Prerequisites: None* This course includes an optional learning experience.* |
| Spanish EL Level A | Calico Spanish classes provide a unique way to learn Spanish without any prior Spanish knowledge! The easy-to-understand videos, flashcards, and images guide students through each level until, before you know it, everyone involved is beginning to speak real, useable Spanish! In Level A, children interact with Pedro the fish and María the monkey. These new friends help your learners begin to talk about themselves in simple ways, including greetings and exchanging basic information like name, age, likes, and description. Level A's color focus is blue and yellow, and the number focus is 1-3. The calendar focus is days of the week. * Prerequisites: None |
| Spanish EL Level B | Calico Spanish classes provide a unique way to learn Spanish without any prior Spanish knowledge! The easy-to-understand videos, flashcards, and images guide students through each level until, before you know it, everyone involved is beginning to speak real, useable Spanish! In Level B, children meet new friends Pepe the dog, Goyo the cat, and Camilo the rabbit. These characters help learners begin to talk about their families in simple ways, including naming and describing family members and pets as well as discussing likes and dislikes. Level B's color focus is brown, white, and black, and the number focus is 4-6. The calendar focus is months of the year. * Prerequisite: Spanish EL Level A |

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| Spanish EL Level C | Calico Spanish classes provide a unique way to learn Spanish without any prior Spanish knowledge! The easy-to-understand videos, flashcards, and images guide students through each level until, before you know it, everyone involved is beginning to speak real, useable Spanish! In Level C, children spend a day with Rita the frog and her family and friends, including Raúl the mouse. These new friends help your learners use simple language to talk about activities around the house, including eating, playing games, and daily routine. Level C's color focus is red and green, and the number focus is 7-12. The calendar focus is telling time. *Prerequisite: Spanish EL Level B |
| Spanish EL Level D | Calico Spanish classes provide a unique way to learn Spanish without any prior Spanish knowledge! The easy-to-understand videos, flashcards, and images guide students through each level until, before you know it, everyone involved is beginning to speak real, useable Spanish! In Level D, children spend a full year with Ofelia the white sheep and her friends on her family farm in Michoacán, México. César the pig and a mother-daughter monarch butterfly team, Mía and Maite, experience the Day of the Dead, the monarch butterfly migration, a balloon festival, and all the seasons with Ofelia on her farm. Along the way, they help learners talk about clothing, weather, seasons, and many outdoor activities. Level D's color focus is pink and orange, and the number focus is numbers 20 through 100. The calendar focus is seasons. * Prerequisite: Spanish EL Level C |
| Spanish I | Students cover basic vocabulary, grammar, spelling, and punctuation to build a solid foundation for further study. Assignments include engaging in simple conversation, writing paragraphs, and listening to Spanish dialogue. Students also study the history and culture of Spanish-speaking people. * Prerequisites: None |
| Spanish I MS | Courses are grounded in the development and integration of the four key language skills: listening, speaking, reading and writing. Students are introduced to vocabulary themes, grammar concepts, sentence structure and culture through explicit instruction and guided, self-paced learning. Opportunities to apply language in common situations along with interactive exercises reinforce skills in differing contexts.* Prerequisites: None |
| Spanish II | In this course, the student will learn listening, speaking, reading, and writing skills through a variety of activities, including Time to Talk sessions with a native Spanish speaker! As they engage in more advanced conversations, write paragraphs and stories, and translate to and from Spanish, students improve their vocabulary and grammar. Intense listening comprehension exercises aid in understanding more complex thoughts and subjects. * Prerequisites: Spanish I |
| Spanish II MS | Courses are grounded in the development and integration of the four key language skills: listening, speaking, reading and writing. Students are introduced to vocabulary themes, grammar concepts, sentence structure and culture through explicit instruction and guided, self-paced learning. Opportunities to apply language in common situations along with interactive exercises reinforce skills in differing contexts. * Prerequisites: MS Spanish I |
| Spanish III | Spanish III A is a continuation of the first two years of Spanish instruction. The student will continue to sharpen his listening, speaking, reading, and writing skills through a variety of activities. This course is organized into five topics: feelings, transportation, work, countries, and the future. The student will learn to express himself using an ever-increasing vocabulary, present-tense verbs, past-tense verbs, articles, and adjectives. Elements of the Spanish-speaking world and culture appear throughout the course, including people, geographical locations, and histories. * Prerequisites: Spanish II |
| Spanish IV | This course continues to build on the skills the student has mastered in his previous Spanish courses. The student will continue to sharpen his listening, speaking, reading, and writing skills through a variety of activities. Throughout the five topics covered in this course, the student will learn to express himself using an ever-increasing vocabulary, present-tense verbs, past-tense verbs, articles, and adjectives. Grammar is introduced and practiced in innovative and interesting ways with a variety of learning styles in mind. Elements of the Spanish-speaking world and culture appear throughout the course, including people, geographical locations, and histories. * Prerequisites: Spanish III |
| Speech and Debate | Using video tutorials, students study verbal and nonverbal techniques, including those of famous orators, use when presenting simple and complex ideas and when speaking to a group. Using an audiovisual tool to record their speeches, students learn how to speak persuasively, develop position statements, support their arguments, and think analytically. Brainstorming techniques, media analysis, research skills, and presentation strategies are also discussed.* Prerequisites: None |
| Speech Writing Publish EL | This cross curricular class for younger students provides students with unique learning experiences to create dynamic speeches using historical documents. Students will explore creative writing techniques to establish their voice and command an audience.* Prerequisites: None* This course includes an optional learning experience.* |
| Speech Writing Publish HS | This cross curricular class provides students with unique learning experiences to create dynamic speeches using historical documents. Students will explore creative writing techniques to establish their voice and command an audience.* Prerequisites: None* This course includes an optional learning experience.* |
| Speech Writing Publish MS | This cross curricular class provides students with unique learning experiences to create dynamic speeches using historical documents. Students will explore creative writing techniques to establish their voice and command an audience. * Prerequisites: None* This course includes an optional learning experience.* |
| Sports and Entertainment Marketing IA: Intro | Whether you are watching a famous athlete make an unbelievable play or witnessing a sensational singing performance, the world of sports and entertainment is never boring. Although it may seem impossible for you to be a part of this glittery world, it's not! The Sports and Entertainment Marketing field offers careers that combine entertainment with traditional marketing, but with a whole lot more glamour. Explore basic marketing principles while delving deeper into the multibillion dollar sports and entertainment industry. Learn how professional athletes, sports teams, and famous entertainers are marketed as commodities and how the savvy people who handle these deals can become very successful. This course will show you exactly how things work behind the scenes of a major entertainment event and how you can be part of the act.* Prerequisites: None |
| Sports and Entertainment Marketing IB: Promoting the Main Event | Get ready to drop your spectator status for an all-access pass to enter the exciting world of sports and entertainment marketing! In this course, you'll secure a solid foundation of effective marketing by studying the different roles and levels and how they relate to one another. Then, you'll explore the modern marketing methods professionals use to take an event concept and make it successful. Finally, you'll get up to speed on industry terminology and touchpoints with the help of HR. Get ready to flash that pass and gain all-star access to the stage and arena! * Prerequisites: None |

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| Course Name | Course Description |
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| Sports Management | In this introduction to the fast-growing field, students explore topics such as sports marketing, branding, ticket sales, media relations, and ethics. They also learn tips for breaking into the industry. The activities and assignments require students to respond to real-world sports management scenarios.* Prerequisites: None |
| Sports Medicine 2A: Working With Clients | You've learned the basics about how the body works and how to attend to athletes' injuries, but now, it's time to get personal! Time to personalize and plan for clients, that is! In this course, you will learn to develop dietary and exercise regimes for clients based on their needs and goals. You'll even have an opportunity to turn plans into action by designing workouts for your own example gym. Let's hit the ground running and continue building towards a career as a trainer! * Prerequisites: Sports Medicine 1A&B |
| Sports Medicine 2B: Personalizing Your Practice | "Five, four, three, two, one—rest." You've learned what it looks like to work one-on-one with clients as a sports medicine professional, and now it's time to focus on the group. In this course, you will be introduced to teaching group exercise classes and providing rehabilitation services to clients facing injury and disease. You will also learn about laws that govern the work of sports medicine professionals, business concerns like insurance and staffing, and what you need to consider if you start your own fitness facility. It looks like it's time for the next set! Let's get started! * Prerequisites: Sports Medicine 1A&B |
| Sports Medicine IA: Introduction | What do you think of when you hear the phrase "sports medicine professional"? Believe it or not, the term encompasses a much larger range of career options than jobs typically associated with this field. Explore some of the most popular career pathways, day-to-day responsibilities, emergency care for athletes, and legal obligations. Discover what nutrition, healthy lifestyle, and fitness truly mean, and dive into anatomy, human biomechanics, and exercise modalities. Learn how to get started in this exciting field. * Prerequisites: None |
| Sports Medicine IB: Injury Prevention | You've warmed up those muscles and stretched your understanding of basic human biomechanics, but now it's time to power forward your learning even further! In Sports Medicine IB: Injury Prevention, you'll expand your understanding of the human body to provide a greater context for injury in a variety of scenarios. You'll learn how to evaluate an injury, onsite tests to perform, and when to refer a patient to a medical professional. You'll also explore the anatomy of specific body areas to better understand injuries that may occur as well as ways to prevent injury. Are you ready to keep athletes functioning at peak levels? Grab your sports tape and let's hit the field of sports medicine! * Prerequisites: Sports Medicine IA: Introduction |
| Starkweather Project EL | Students become historians and archaeologists and documentary filmmakers in this multidisciplinary class as they study the Starkweather. By researching and documenting the findings at the Starkweather home, scholars must work together to understand the evidence they uncover and create a record of the journey to discover the historical significance of one of the oldest homes in the state of Michigan.* Prerequisites: None* This course includes an optional learning experience.* |
| Starkweather Project HS | Students become historians and archaeologists and documentary filmmakers in this multidisciplinary class as they study the Starkweather. By researching and documenting the findings at the Starkweather home, scholars must work together to understand the evidence they uncover and create a record of the journey to discover the historical significance of one of the oldest homes in the state of Michigan.* Prerequisites: None* This course includes an optional learning experience.* |
| Starkweather Project MS | Students become historians and archaeologists and documentary filmmakers in this multidisciplinary class as they study the Starkweather. By researching and documenting the findings at the Starkweather home, scholars must work together to understand the evidence they uncover and create a record of the journey to discover the historical significance of one of the oldest homes in the state of Michigan.* Prerequisites: None* This course includes an optional learning experience.* |
| Statistics | This course addresses descriptive statistics topics including frequency distributions, histograms, graphs, and measures of center and spread. Probability topics include addition rules, multiplication rules, conditional probabilities, counting rules, binomial distribution, and normal distribution. Inferential statistics topics include estimations for population measures, hypothesis testing, correlation, goodness-of-fit, and statistical process control.* Prerequisites: None |
| STEM I: Introduction to Coding I: EL/MS | In the Acellus Introduction to Coding course, students are taught how to program using the Blockly coding language. With Blockly, everything is done with little building blocks that snap together in an intuitive way. Each block represents a small piece of code that together make an entire program. Coding with blocks allows students to focus on the fundamental principles of coding without the challenging initial learning curve required for traditional programming languages. Students will be led through activities with incrementally more advanced building blocks. Each block is similar in structure to the syntax and style of real world programming languages. As students learn to program by snapping blocks together, they are laying a foundation for more advanced programming languages. Students will learn about conditional statements, loops, and functions.* Prerequisites: None |
| STEM II: JavaScript EL/MS | Acellus Introduction to Coding 2 is the second coding course in the Acellus STEM10 initiative. Students are taught how to code first with Blockly and then with JavaScript source code. With Blockly, everything is done using little building blocks that snap together in an intuitive way. The blocks are used to help introduce students to the JavaScript syntax. Students will study fundamental programming concepts, as well as practice writing their own source code. * Prerequisites: STEM 1: Introduction to Coding I (Acellus) |
| STEM III: Electronics and Coding EL/MS | Electronics is one of the foundational technologies enabling our modern world. This course shows how electricity is used to make computers and robotics possible. Students will learn about concepts like voltage, current, resistance, and capacitance. They will also continue to practice JavaScript skills they learned in the previous STEM course. Studies will culminate in combining the electronics and coding concepts in ways that show how they are used together in the real world.* Prerequisites: STEM 2: JavaScript (Acellus) |
| Strategies EL | This multidisciplinary class will introduce students to strategies and life skills that can be applied to decision-making processes in their educational studies. Students can take on some of the responsibility for their own learning and can take personal action to solve problems, resolve conflicts, discuss alternatives, and focus on thinking as a vital element of the curriculum. * Prerequisites: None * This course includes an optional learning experience. * |

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| Strategies for Academic Success | Offering a comprehensive analysis of different types of motivation, study habits, and learning styles, this one-semester course encourages high school and middle school students to take control of their learning by exploring varying strategies for success. Providing engaging lessons that will help students identify what works best for them individually, this one-semester course covers important study skills, such as strategies for taking high-quality notes, memorization techniques, test-taking strategies, benefits of visual aids, and reading techniques.* Prerequisites: Counselor Approval |
| Strategies HS | This multidisciplinary class will introduce students to critical thinking attributes and life skills that can be applied to decision-making processes in both their educational studies. Students will collaborate with peers while applying strategies to solve real life mathematical problems or game based challenges such as those in chess.* Prerequisites: None* This course includes an optional learning experience.* |
| Strategies MS | This multidisciplinary class will introduce students to strategies and life skills that can be applied to decision-making processes in their educational studies. Students can take on some of the responsibility for their own learning and can take personal action to solve problems, resolve conflicts, discuss alternatives, and focus on thinking as a vital element of the curriculum. * Prerequisites: None * This course includes an optional learning experience. * |
| Studio Art | In order to provide a comprehensive study of art, students in Studio Art I analyze and interpret artwork created by others, examine the concepts of aesthetics and art criticism, and explore the practical application of art in a variety of careers. Studio Art I spotlights drawing as a form of communication and introduces students to the elements of art and principles of design through hands-on activities. Students sharpen their observation skills using a variety of art media. Through practice and experimentation, students become adept at using basic techniques and processes to depict the world around them and express their thoughts and feelings.* Prerequisites: None |
| Study Skills and Strategies | The Study Skills and Strategies course equips students with skills and understandings critical to effective learning. Using a unique approach to the traditional topic of study skills, this course weaves understanding regarding the role of the brain in learning into the instruction of discrete learning skills and strategies. Moving beyond a list of good tips and ideas, the Study Skills and Strategies course will challenge students to develop intentional approaches to learning. They will be required to make connections between the strategies and skills they learn in this course and the implementation of those strategies and skills in their other coursework. Upon completion of the course, students will have learned a variety of specific learning skills and strategies, gained greater understanding of their own learning preferences, and become prepared to develop and implement specific learning and study plans for any academic course or other learning needs.* Prerequisites: None |
| Study Skills EL | Students will be given practical hands on tools to use with their current class workloads as needed throughout the semester. In-class workshops will be provided to allow students to have a hands-on approach to their current study skill challenges. We'll work on a variety of strategies and soft skills such as test taking skills, note taking, memory, online research, and time-management using a cross curricular approach.* Prerequisites: None* This course includes an optional learning experience.* |
| Study Skills HS | Students will be given practical hands on tools to use with their current class workloads as needed throughout the semester. In-class workshops will be provided to allow students to have a hands-on approach to their current study skill challenges. We'll work on a variety of strategies and soft skills such as test taking skills, note taking, memory, online research, and time-management using a cross curricular approach.* Prerequisites: None* This course includes an optional learning experience.* |
| Study Skills MS | Students will be given practical hands on tools to use with their current class workloads as needed throughout the semester. In-class workshops will be provided to allow students to have a hands-on approach to their current study skill challenges. We'll work on a variety of strategies and soft skills such as test taking skills, note taking, memory, online research, and time-management using a cross curricular approach. * Prerequisites: None* This course includes an optional learning experience.* |
| Team Games EL | This multidisciplinary class will open the students' eyes to the vast world of sports and games beyond. We will learn about and play physical games. This class promotes ageappropriate developmental skills, team cooperation, good sportsmanship, and a fun, positive outlet for energy! Games will vary based on age range for the class and will include: Hand-eye coordination activities, parachute games, tag and team games, relay games, obstacle course games, and more! Technology will be utilized to explore the rules of the games, the elements of using your body and other items to enhance a healthy lifestyle.* Prerequisites: None* This course includes an optional learning experience.* |
| Team Games HS | This multidisciplinary class will open the students' eyes to the vast world of sports and games beyond. We will learn about and play physical games. This class promotes ageappropriate developmental skills, team cooperation, good sportsmanship, and a fun, positive outlet for energy! Games will vary based on age range for the class and will include: Hand-eye coordination activities, parachute games, tag and team games, relay games, obstacle course games, and more! Technology will be utilized to explore the rules of the games, the elements of using your body and other items to enhance a healthy lifestyle.* Prerequisites: None* This course includes an optional learning experience.* |
| Team Games MS | This multidisciplinary class will open the students' eyes to the vast world of sports and games beyond. We will learn about and play physical games. This class promotes ageappropriate developmental skills, team cooperation, good sportsmanship, and a fun, positive outlet for energy! Games will vary based on age range for the class and will include: Hand-eye coordination activities, parachute games, tag and team games, relay games, obstacle course games, and more! Technology will be utilized to explore the rules of the games, the elements of using your body and other items to enhance a healthy lifestyle.* Prerequisites: None* This course includes an optional learning experience.* |
| Team Sports EL | Through a multidisciplinary approach, students will participate and explore a variety of team sports including but not limited to basketball, volleyball, baseball, hockey and other team sports. They will learn the skills and rules in each studied sport. Team-building, mechanics and energy required to complete tasks, Strategies and logic, Healthy choices, Training, Stress management and recovery, overcoming challenges, Past success stories/people/team, Planning and goal setting, Emotional and mental control, Leadership, coaching roles and communication are the skills that students will learn and explore.* Prerequisites: None* This course includes an optional learning experience.* |

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| Team Sports HS | Through a multidisciplinary approach, students will participate and explore a variety of team sports including but not limited to basketball, volleyball, baseball, hockey and other team sports. They will learn the skills and rules in each studied sport. Team-building, mechanics and energy required to complete tasks, Strategies and logic, Healthy choices, Training, Stress management and recovery, overcoming challenges, Past success stories/people/team, Planning and goal setting, Emotional and mental control, Leadership, coaching roles and communication are the skills that students will learn and explore.* Prerequisites: None* This course includes an optional learning experience.* |
| Team Sports MS | Through a multidisciplinary approach, students will participate and explore a variety of team sports including but not limited to basketball, volleyball, baseball, hockey and other team sports. They will learn the skills and rules in each studied sport. Team-building, mechanics and energy required to complete tasks, Strategies and logic, Healthy choices, Training, Stress management and recovery, overcoming challenges, Past success stories/people/team, Planning and goal setting, Emotional and mental control, Leadership, coaching roles and communication are the skills that students will learn and explore.* Prerequisites: None* This course includes an optional learning experience.* |
| Team Sports: Basketball EL | Through a multidisciplinary approach, students will participate and explore a variety of team sports including but not limited to basketball, and other team sports. They will learn the skills and rules in each studied sport. Team-building, mechanics and energy required to complete tasks, Strategies and logic, Healthy choices, Training, Stress management and recovery, overcoming challenges, Past success stories/people/team, Planning and goal setting, Emotional and mental control, Leadership, coaching roles and communication are the skills that students will learn and explore. * Prerequisites: None * This course includes an optional learning experience. * |
| Team Sports: Basketball HS | Through a multidisciplinary approach, students will participate and explore a variety of team sports including but not limited to basketball, and other team sports. They will learn the skills and rules in each studied sport. Team-building, mechanics and energy required to complete tasks, Strategies and logic, Healthy choices, Training, Stress management and recovery, overcoming challenges, Past success stories/people/team, Planning and goal setting, Emotional and mental control, Leadership, coaching roles and communication are the skills that students will learn and explore. * Prerequisites: None * This course includes an optional learning experience. * |
| Team Sports: Basketball MS | Through a multidisciplinary approach, students will participate and explore a variety of team sports including but not limited to basketball, and other team sports. They will learn the skills and rules in each studied sport. Team-building, mechanics and energy required to complete tasks, Strategies and logic, Healthy choices, Training, Stress management and recovery, overcoming challenges, Past success stories/people/team, Planning and goal setting, Emotional and mental control, Leadership, coaching roles and communication are the skills that students will learn and explore.* Prerequisites: None* This course includes an optional learning experience.* |
| Team Sports: Hockey EL | Through a multidisciplinary approach, students will participate and explore hockey and other team sports. They will learn the skills and rules in each studied sport. Team-building, mechanics and energy required to complete tasks, Strategies and logic, Healthy choices, Training, Stress management and recovery, overcoming challenges, Past success stories/people/team, Planning and goal setting, Emotional and mental control, Leadership, coaching roles and communication are the skills that students will learn and explore. * Prerequisites: None* This course includes an optional learning experience.* |
| Team Sports: Hockey HS | Through a multidisciplinary approach, students will participate and explore hockey and other team sports. They will learn the skills and rules in each studied sport. Team-building, mechanics and energy required to complete tasks, Strategies and logic, Healthy choices, Training, Stress management and recovery, overcoming challenges, Past success stories/people/team, Planning and goal setting, Emotional and mental control, Leadership, coaching roles and communication are the skills that students will learn and explore. * Prerequisites: None* This course includes an optional learning experience.* |
| Tech Design EL | Through applications including app design, html studies, robotics or Minecraft, students will explore technology design concepts through a multidisciplinary approach. Each week, a new concept will be explored and a new challenge executed to reinforce the concept. Students create a culminating project based on their tech design pathway.* Prerequisites: None* This course includes an optional learning experience.* |
| Tech Design HS | Through applications including app design, html studies, robotics or Minecraft, students will explore technology design concepts through a multidisciplinary approach. Each week, a new concept will be explored and a new challenge executed to reinforce the concept. Students create a culminating project based on their tech design pathway.* Prerequisites: None* This course includes an optional learning experience.* |
| Tech Design MS | Through applications including app design, html studies, robotics or Minecraft, students will explore technology design concepts through a multidisciplinary approach. Each week, a new concept will be explored and a new challenge executed to reinforce the concept. Students create a culminating project based on their tech design pathway. * Prerequisites: None* This course includes an optional learning experience.* |
| Tech Web EL | In this project based multidisciplinary class, students will explore the World Wide Web through programming, designing and creating programs in Minecraft. Students will use Python and GameStart to develop their web skills.* Prerequisites: None* This course includes an optional learning experience.* |
| Tech Web HS | In this project based multidisciplinary class, students will explore the World Wide Web through programming, designing and creating programs in Minecraft. Students will use Python and GameStart to develop their web skills.* Prerequisites: None* This course includes an optional learning experience.* |
| Tech Web MS | In this project based multidisciplinary class, students will explore the World Wide Web through programming, designing and creating programs in Minecraft. Students will use Python and GameStart to develop their web skills. * Prerequisites: None* This course includes an optional learning experience.* |
| Technical Writing Projects EL | Technical Writing Projects is designed for students who wish to apply writing skills to technology and industry fields. Students will learn through a multidisciplinary approach to apply a variety of technical reading, writing skills and strategies as well as have an opportunity to gain an in-depth knowledge in a field of interest. Work might include but not be limited to: Research, working with small offices or businesses in the community.* Prerequisites: None* This course includes an optional learning experience.* |

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| Technical Writing Projects HS | Technical Writing Projects is designed for students who wish to apply writing skills to technology and industry fields. Students will learn through a multidisciplinary approach to apply a variety of technical reading, writing skills and strategies as well as have an opportunity to gain an in-depth knowledge in a field of interest. Work might include but not be limited to: Research, working with small offices or businesses in the community.* Prerequisites: None* This course includes an optional learning experience.* |
| Technical Writing Projects MS | Technical Writing Projects is designed for students who wish to apply writing skills to technology and industry fields. Students will learn through a multidisciplinary approach to apply a variety of technical reading, writing skills and strategies as well as have an opportunity to gain an in-depth knowledge in a field of interest. Work might include but not be limited to: Research, working with small offices or businesses in the community.* Prerequisites: None* This course includes an optional learning experience.* |
| Technology & Human Function EL | This is an advanced multidisciplinary natural world, project based course. Students will research and explore the technology used exploring the "human frontier." The course is divided into several module projects.* Prerequisites: None* This course includes an optional learning experience.* |
| Technology & Human Function HS | This is an advanced multidisciplinary natural world, project based course. Students will research and explore the technology used exploring the "human frontier." The course is divided into several module projects.* Prerequisites: None* This course includes an optional learning experience.* |
| Technology & Human Function MS | This is an advanced multidisciplinary natural world, project based course. Students will research and explore the technology used exploring the human frontier. The course is divided into several module projects. * Prerequisites: None* This course includes an optional learning experience.* |
| Technology Grade 1 | The Computer Science Grade 1 course will enable students to develop basic skills in computer science through engaging and age-appropriate content. The course will expose students to concepts such as problem solving, algorithms, and basic computer skills. In addition, students will learn about being good digital citizens, recognizing cyberbullying, and communicating effectively and safely with technology. * Prerequisites: None |
| Technology Grade 2 | The Elementary Introductory to Computer Science courses will enable students to develop basic skills in computer science through engaging and age-appropriate content. The courses will expose students, within developmentally appropriate stages, to concepts such as problem-solving and algorithms, security/privacy/copyright, computer programming basics and keyboarding skills. Students will learn block-based coding in offline environments in kindergarten through 2nd grade and will build upon those skills in online coding environments in grades 2-5. In addition to the computer skills, the Computer Science suite integrates standards from Health and Language Arts with topics in each grade about safety and health (online and offline), bullying/cyberbullying, and being a responsible citizen/digital citizen. The upper grades will complete research focused on adaptive technology, social media and/or robotics. The research will require students to evaluate reliable and relevant websites, organize data, receive and implement feedback and produce a digital artifact. * Prerequisites: None |
| Technology Grade 3 | The Elementary Introduction to Technology courses will enable students to develop basic skills in computer science through engaging and age-appropriate content. The courses will expose students, within developmentally appropriate stages, to concepts such as problem-solving and algorithms, security/privacy/copyright, computer programming basics, and keyboarding skills. In addition to the computer skills, the Computer Science suite integrates standards from Health and Language Arts with topics in each grade about safety and health (online and offline), bullying/cyberbullying and being a responsible citizen/digital citizen. The upper grades will complete research focused on adaptive technology, social media, and/or robotics. The research will require students to evaluate reliable and relevant websites, organize data, receive and implement feedback, and produce a digital artifact. * Prerequisites: None |
| Technology Grade 4 | The Elementary Introduction to Technology courses will enable students to develop basic skills in computer science through engaging and age-appropriate content. The courses will expose students, within developmentally appropriate stages, to concepts such as problem-solving and algorithms, security/privacy/copyright, computer programming basics, and keyboarding skills. In addition to the computer skills, the Computer Science suite integrates standards from Health and Language Arts with topics in each grade about safety and health (online and offline), bullying/cyberbullying and being a responsible citizen/digital citizen. The upper grades will complete research focused on adaptive technology, social media, and/or robotics. The research will require students to evaluate reliable and relevant websites, organize data, receive and implement feedback, and produce a digital artifact. * Prerequisites: None |
| Technology Grade 5 | The Elementary Introduction to Technology courses will enable students to develop basic skills in computer science through engaging and age-appropriate content. The courses will expose students, within developmentally appropriate stages, to concepts such as problem-solving and algorithms, security/privacy/copyright, computer programming basics, and keyboarding skills. In addition to the computer skills, the Computer Science suite integrates standards from Health and Language Arts with topics in each grade about safety and health (online and offline), bullying/cyberbullying and being a responsible citizen/digital citizen. The upper grades will complete research focused on adaptive technology, social media, and/or robotics. The research will require students to evaluate reliable and relevant websites, organize data, receive and implement feedback, and produce a digital artifact. * Prerequisites: None |
| Technology Grade K | The Elementary introduction to Technology course will enable students to develop basic skills in computer science through engaging and age-appropriate content. The courses will expose students, within developmentally appropriate stages, to concepts such as problem-solving and algorithms, security/privacy/copyright, computer programming basics and keyboarding skills. Students will learn block based coding in offline environments in kindergarten through 2nd grade and will build upon those skills in online coding environments in grades 2-5. * Prerequisites: None |
| Technology Projects EL | Some understanding of coding and programming is essential for digital natives today. This multidisciplinary class is designed to help students "dip their feet into the water." Fun, relaxed pace for students a bit curious about what makes their digital devices tick, web pages function and how the web pages are formatted. Great apps and websites begin with a great idea! Students will explore technology design and produce and present a project that reflects their work over the semester.* Prerequisites: None* This course includes an optional learning experience.* |

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| Technology Projects HS | Some understanding of coding and programming is essential for digital natives today. This multidisciplinary class is designed to help students "dip their feet into the water." Fun, relaxed pace for students a bit curious about what makes their digital devices tick, web pages function and how the web pages are formatted. Great apps and websites begin with a great idea! Students will explore technology design and produce and present a project that reflects their work over the semester.* Prerequisites: None* This course includes an optional learning experience.* |
| Technology Projects MS | Some understanding of coding and programming is essential for digital natives today. This multidisciplinary class is designed to help students dip their feet into the water. Fun, relaxed pace for students a bit curious about what makes their digital devices tick, web pages function and how the web pages are formatted. Great apps and websites begin with a great idea! Students will explore technology design and produce and present a project that reflects their work over the semester. * Prerequisites: None* This course includes an optional learning experience.* |
| Testing Strategies EL | Students develop test-taking skills. Students learn to anticipate why and when tests are given, evaluate their test-taking attitudes, develop successful test-taking strategies for objective and essay tests, learn post-test evaluation, and explore test anxiety and methods for managing it. Students will develop successful test-taking attitude, use effective strategies for taking objective and essay tests, evaluate past test performance, and manage test anxiety. This course is introductory and prepares students for the next level.* Prerequisites: None* This course includes an optional learning experience.* |
| Testing Strategies HS | Students develop test-taking skills. Students learn to anticipate why and when tests are given, evaluate their test-taking attitudes, develop successful test-taking strategies for objective and essay tests, learn post-test evaluation, and explore test anxiety and methods for managing it. Students will develop successful test-taking attitude, use effective strategies for taking objective and essay tests, evaluate past test performance, and manage test anxiety.* Prerequisites: None* This course includes an optional learning experience.* |
| Testing Strategies MS | Students develop test-taking skills. Students learn to anticipate why and when tests are given, evaluate their test-taking attitudes, develop successful test-taking strategies for objective and essay tests, learn post-test evaluation, and explore test anxiety and methods for managing it. Students will develop successful test-taking attitude, use effective strategies for taking objective and essay tests, evaluate past test performance, and manage test anxiety. * Prerequisites: None* This course includes an optional learning experience.* |
| The History of Gaming & Esports | In this course, students will learn about the technologies and design principles that have been the foundation of the development of video game technology over the last 50 years. Students will examine and discuss the impact of video games on culture and the economy. Students will learn about the current gaming and e-sports landscape, including strategies and techniques of top teams and individuals. This course will also discuss the risks and dangers of video games and understand how to set appropriate time and content parameters. Finally, the course will identify career paths and opportunities for those who are passionate about gaming. * Prerequisites: None |
| The Lord of the Rings: An Exploration of the Films & Their Literary Influences | Hobbits, Orcs, wizards, dashing knights, and powerful elves are all part of the magic created in J.R.R. Tolkien's famously epic tale, The Lord of the Rings. For years, the vivid characters within this beloved story could exist only in the readers' minds until it was adapted into a movie that allowed fans to finally see, through the eyes of Hollywood magic and brilliant technology, the manifestation of these characters onscreen. What does it take to transport these well-known images like Gollum and the Shire from dusty pages to the giant screen? In The Lord of the Rings: An Exploration of the Films & Its Literary Influences, you will see first-hand how classic literature can become modern film and bring the fantasy alive for a whole new generation of believers.* Prerequisites: None |

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| Theater, Cinema & Film Production 1A: Intro | Lights! Camera! Action! Theater and cinema are both forms of art that tell a story. Let's explore the enchanting world of live theater and its fascinating relationship to the silver screen. Explore the different genres of both and how to develop the script for stage and film. Then dive into how to bring the script to life with acting and directing. If you have a passion for the art of film and stage, let's bring your creativity to life! * Prerequisites: None |
| Theater, Cinema & Film Production 1B: Lights, Camera, Action! | Lights, camera, action ... take two! Whether you're a performer, critic, or fan, you'll pull back the curtain to dive deeper into the making of movies and theater performances. Explore multiple facets of the production process from both theater and film. Gain insights from industry leaders along the way and learn to think critically about different aspects to develop your unit-by-unit blog. You'll fully understand how high-quality entertainment and art are crafted for the theater and the silver screen. * Prerequisites: None |
| Theatre Art & Tech EL | Through a multidisciplinary approach, in this class students will participate in a general exploration of theatre that develops a better understanding of the elements of theatre, public speaking, voice projection, writing a play and creating a production using technology and artistic expression. Students will develop an understanding of the various roles of theatre artist and gain a greater appreciation through collaboration and practical application for creating theatre. Students will participate in all aspects of creating and performing a play as well as hone interpersonal and team building skills.* Prerequisites: None* This course includes an optional learning experience.* |
| Theatre Art & Tech HS | Through a multidisciplinary approach, in this class students will participate in a general exploration of theatre that develops a better understanding of the elements of theatre, public speaking, voice projection, writing a play and creating a production using technology and artistic expression. Students will develop an understanding of the various roles of theatre artist and gain a greater appreciation through collaboration and practical application for creating theatre. Students will participate in all aspects of creating and performing a play as well as hone interpersonal and team building skills.* Prerequisites: None* This course includes an optional learning experience.* |
| Theatre Art & Tech MS | Through a multidisciplinary approach, in this class students will participate in a general exploration of theatre that develops a better understanding of the elements of theatre, public speaking, voice projection, writing a play and creating a production using technology and artistic expression. Students will develop an understanding of the various roles of theatre artist and gain a greater appreciation through collaboration and practical application for creating theatre. Students will participate in all aspects of creating and performing a play as well as hone interpersonal and team building skills. * Prerequisites: None* This course includes an optional learning experience.* |
| Trigonometry | This course addresses analyzing functions, transformations, and inverse functions. Students will also learn about radians, the unit circle, right-triangle trigonometry, trigonometric functions, inverse trigonometric functions, trigonometric identities, and trigonometric equations. Additional topics include vectors, conic sections, parametric curves, and the polar coordinate system. * Prerequisites: Algebra II |
| U.S. History | This course will explore the growth of American society and the emergence of the United States as a world power. The course covers the significant developments in America's past from Reconstruction to World War I with brief connections to early settlement, colonization, and the development of America as an independent nation. The student will focus on American political, economic, and social history from a chronological point of view. Activities in this course are designed to develop the student's abilities to question, read, analyze, interpret, and evaluate different forms of information, as well as to communicate his or her ideas to others. Geography skills will be interwoven in the lessons, as the student makes connections between the evolution of America's geography and its historical impact. This course will continue the study of American history, tracing the changes in American society from World War II through the present. This course will continue to follow the chronology of American political, economic, and social history. Every unit will provide practice with critical social studies skills, including analyzing primary sources, recognizing point of view, identifying cause and effect, evaluating different forms of information, and communicating ideas to others. Geography skills are interwoven in the lessons, as the student makes connections between the evolution of America's geography and its impact on historical events.* Prerequisites: None |
| U.S. History CR | This course will explore the growth of American society and the emergence of the United States as a world power. The course covers the significant developments in America's past from Reconstruction to World War I with a brief review of early settlement, colonization, and the development of America as an independent nation. The student will focus on American political, economic, and social history from a chronological point of view. Activities in this course are designed to develop the student's abilities to question, read, analyze, interpret, and evaluate different forms of information, as well as to communicate his or her ideas to others. Geography skills will be interwoven in the lessons, as the student makes connections between the evolution of America's geography and its historical impact. This course will continue the study of American history, tracing the changes in American society from World War II through the present. This course will continue to follow the chronology of American political, economic, and social history. Every unit will provide practice with critical social studies skills, including analyzing primary sources, recognizing point of view, identifying cause and effect, evaluating different forms of information, and communicating ideas to others. Geography skills are interwoven in the lessons, as the student makes connections between the evolution of America's geography and its impact on historical events.* Prerequisites: None |
| Ukulele IA | The ukulele is the perfect instrument for budding musicians who have never played a musical instrument, as well as experienced musicians who desire to expand their instrumental diversity. Ukulele I is an entry-level course for students wishing to develop knowledge of musical concepts, while also developing the technical skills necessary to play melodies and accompaniments on the ukulele. Various forms of notation and symbolism common to the ukulele (e.g. standard notation, tablature, fretboard diagrams and chord diagrams) are presented along with techniques and strategies for improvising melodies and chord accompaniments. No prior music background is required. * Prerequisites: None * Students will need to borrow, rent, or purchase a working ukulele (soprano, concert, or tenor). A web cam or video recording device is required for performance assessments. |
| Ukulele IA MS | The ukulele is the perfect instrument for budding musicians who have never played a musical instrument, as well as experienced musicians who desire to expand their instrumental diversity. Ukulele I is an entry-level course for students wishing to develop knowledge of musical concepts, while also developing the technical skills necessary to play melodies and accompaniments on the ukulele. Various forms of notation and symbolism common to the ukulele (e.g. standard notation, tablature, fretboard diagrams and chord diagrams) are presented along with techniques and strategies for improvising melodies and chord accompaniments. No prior music background is required. * Prerequisites: None * Students will need to borrow, rent, or purchase a working ukulele (soprano, concert, or tenor). A web cam or video recording device is required for performance assessments. |

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| Course Name | Course Description |
|----------------------------------|--|
| Ukulele IB | The ukulele is the perfect instrument for budding musicians who have never played a musical instrument, as well as experienced musicians who desire to expand their instrumental diversity. Ukulele I is an entry-level course for students wishing to develop knowledge of musical concepts, while also developing the technical skills necessary to play melodies and accompaniments on the ukulele. Various forms of notation and symbolism common to the ukulele (e.g. standard notation, tablature, fretboard diagrams and chord diagrams) are presented along with techniques and strategies for improvising melodies and chord accompaniments. No prior music background is required. * Prerequisites: Ukulele IA or equivalent knowledge and experience. * Students will need to borrow, rent, or purchase a working ukulele (soprano, concert, or tenor). A web cam or video recording device is required for performance assessments. |
| Ukulele IB MS | The ukulele is the perfect instrument for budding musicians who have never played a musical instrument, as well as experienced musicians who desire to expand their instrumental diversity. Ukulele I is an entry-level course for students wishing to develop knowledge of musical concepts, while also developing the technical skills necessary to play melodies and accompaniments on the ukulele. Various forms of notation and symbolism common to the ukulele (e.g. standard notation, tablature, fretboard diagrams and chord diagrams) are presented along with techniques and strategies for improvising melodies and chord accompaniments. No prior music background is required. * Prerequisites: Ukulele IA MS or equivalent knowledge and experience. * Students will need to borrow, rent, or purchase a working ukulele (soprano, concert, or tenor). A web cam or video recording device is required for performance assessments. |
| Upper EL Science (Hybrid) | Elemental Science explores the study of science through texts, workbooks, supplemental reading resources and hands-on experiments at all levels of study. Elemental Science Biology provides a first look at the living world, animals, the human body, and plants. Elemental Science Earth Science explores our planet and our solar system. Elemental Science Chemistry explores the study of matter, the periodic table, physical and chemical changes, solutions, acids, and bases, plus a bit of organic chemistry. Elemental Science Physics provides a first look at motion, forces, energy, and more. * Prerequisites: None * This course includes an optional learning experience. * |
| Upper EL Social Studies (Hybrid) | Story of the World explores multiple time era in chronological fashion via texts, activity books, supplemental literature readings, map activities, coloring pages and projects that explore history, art and science. Upper elementary includes: Story of the World Ancient Times (Volume 1) explores the periods of Egyptian, Sumarian, Jewish, Babylonian, Assyrian, Indian, Chinese, African, Egyptian, Phoenician, Greek, Persian, Native American, Roman, Christian, Celt, and Barbarian history. Story of the World Middle Ages (Volume 2) explores the periods of the "Dark Ages," from the fall of Rome through the Renaissance. Story of the World Early Modern Times (Volume 3) covers Japanese warlords, colonies in the "New World", spread of slavery, the "Sun King" of France, English in India, imperialist China, revolutionary war, Captain Cook's explorations, age of industrialism in Europe, Napoleon, French Revolution, Lewis & Clark, Mexican independence, Africa and colonialism, the Opium Wars, and the Gold Rush. * Prerequisites: None * This course includes an optional learning experience. * |
| Upper MS Science (Hybrid) | At the middle school level, all areas of study expand on the elementary topics by digging deeper for extended understanding. Elemental Science Biology explores the study of plants, animal life, and the human body. Elemental Science Earth Science takes students through a study of the key facts of earth science and astronomy. Elemental Science Chemistry leads the middle school student through a study of the key facts of chemistry and explores the study of matter, the periodic table, physical and chemical changes, solutions, acids, and bases, plus a bit of organic chemistry. Elemental Science Physics student through a study of forces and motion. * Prerequisites: None * This course includes an optional learning experience. * |
| Upper MS Social Studies (Hybrid) | Story of the World explores multiple time era in chronological fashion via texts, activity books, supplemental literature readings, map activities, and projects that explore history, art and science. Lower middle school includes: Story of the World Ancient Times (Volume 1) explores the periods of Egyptian, Sumarian, Jewish, Babylonian, Assyrian, Indian, Chinese, African, Egyptian, Phoenician, Greek, Persian, Native American, Roman, Christian, Celt, and Barbarian history. Story of the World Middle Ages (Volume 2) explores the periods of the "Dark Ages," from the fall of Rome through the Renaissance. Story of the World Early Modern Times (Volume 3) covers Japanese warlords, colonies in the "New World", spread of slavery, the "Sun King" of France, English in India, imperialist China, revolutionary war, Captain Cook's explorations, age of industrialism in Europe, Napoleon, French Revolution, Lewis & Clark, Mexican independence, Africa and colonialism, the Opium Wars, and the Gold Rush. Story of the World Modern Times (Volume 4) explores some of the major people, places and events in world history, from 1850 to 1994. Some highlights include: the Crimean war, the American Civil War, the Second Reich, the Japan's Meiji restoration, the Suez Canal, the Boers, Western expansion in the U.S., the Boxer Rebellion in China, the Mexican Revolution, the rise of Joseph Stalin, Hitler's rise to power, the Holocaust, the Atom bomb, the partitioning of Palestine, the Cold War, the Vietnam War, Chernobyl, and the end of Communism. * Prerequisites: None * This course includes an optional learning experience. * |
| Veterinary Science Projects EL | Do you love animals? Do you wish to explore the world of veterinary science? Through a multidisciplinary approach, students will explore the environment of the horse and other animals. Join us for this learning adventure as we identify the different breeds and needs of animals, interpret animal behavior, and investigate the roles animals play in our lives. We'll delve into the purpose of the various body systems and identify the food and nutrition of various species and potential diseases animals face. Special guests, human and animal, keep class exciting as we explore how to keep your pet safe and we explore the world of those who work with animals as a career. In this multi-disciplinary course for younger students, we will learn about veterinary science. * Prerequisites: None* This course includes an optional learning experience.* |
| Veterinary Science Projects HS | In this multidisciplinary course we will learn what veterinary science is and about some of the ongoing research in the field. We will examine how veterinary scientists try to understand animals' health and diseases as well as how veterinarians apply this knowledge. We will also explore the history of veterinary science, some of the areas that veterinary scientists are focusing on in their research, and some of the ethical considerations in veterinary research and science as well as environmental implications. We will also explore medicine for a variety of animals and we will explore careers in Veterinary Science. * Prerequisites: None* This course includes an optional learning experience.* |
| Veterinary Science Projects MS | In this multidisciplinary course we will learn what veterinary science is and about some of the ongoing research in the field. We will examine how veterinary scientists try to understand animals' health and diseases as well as how veterinarians apply this knowledge. We will also explore the history of veterinary science, some of the areas that veterinary scientists are focusing on in their research, and some of the ethical considerations in veterinary research and science as well as environmental implications. We will also explore medicine for a variety of animals and we will explore careers in Veterinary Science.* Prerequisites: None* This course includes an optional learning experience.* |

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| Course Name | Course Description |
|---|---|
| Veterinary Science: The Care of Animals | Lions and tigers and bears (oh my!) Whether you want to step into the wild side of veterinary medicine or just take care of the furry dogs and cats down your street, Veterinary Science: The Care of Animals will show you how to care for domestic, farm, and wild animals and diagnose their common diseases and ailments. Learn how different veterinary treatments are used and developed to improve the lives of animals and, as a result, the lives of those people who treasure them. If you have always been drawn to the world of our furry, scaly, and feathered friends, this may be just the course for you!* Prerequisites: None |
| Watercolors EL | In this class, young students will be introduced to materials and equipment, pencils, pens, paints, brushes, paper and sketchbooks. Drawing techniques will include carbon paper and a little sketching. We will experience color mixing - how to make new colors from mixing two colors. We will try wet-in-wet and wet-on-dry painting, splatter painting and several other fun techniques. Through a cross curricular approach, the goal of this class is for students to enjoy the creative process and is especially suitable for those students who think they can't paint or draw.* Prerequisites: None* This course includes an optional learning experience.* |
| Watercolors HS | In this class, students will be introduced to materials and equipment, pencils, pens, paints, brushes, paper and sketchbooks. Drawing techniques will include carbon paper and a little sketching. We will experience color mixing - how to make new colors from mixing two colors. We will try wet-in-wet and wet-on-dry painting, splatter painting and several other fun techniques. Through a cross curricular approach, the goal of this class is for students to enjoy the creative process and is especially suitable for those students who think they can't paint or draw.* Prerequisites: None* This course includes an optional learning experience.* |
| Watercolors MS | In this class, students will be introduced to materials and equipment, pencils, pens, paints, brushes, paper and sketchbooks. Drawing techniques will include carbon paper and a little sketching. We will experience color mixing - how to make new colors from mixing two colors. We will try wet-in-wet and wet-on-dry painting, splatter painting and several other fun techniques. Through a cross curricular approach, the goal of this class is for students to enjoy the creative process and is especially suitable for those students who think they can't paint or draw. * Prerequisites: None* This course includes an optional learning experience.* |
| Wearable Technology Innovations | From hearing aids to pedometers to smart watches, humans have made and worn devices to overcome physical deficiencies, count their steps, and communicate. With the continue miniaturization of chips and sensors, combined with increasing sophistication of artificial intelligence, wearable technology has proliferated into countless end-markets. This course will introduce students to wearable technologies and the components and software that make these technologies possible. The course will also evaluate several applications of wearable technologies in various industries. Finally, the course will examine and discuss the implications of wearable technology, including its pros and cons, and potential implications to our health, privacy, and society.* Prerequisites: None |
| Web Development IA: Introduction | How many times per day do you access the internet, including social media? The web is an important part of our daily lives, so it's no surprise that web development is one of the hottest careers. In this course, you'll start to get a real picture of professional web development, including how to create content for the web. You'll learn about topics such as servers, file organization, HTML, CSS, Javascript, and the development stack that will let you build any website you can dream up!* Prerequisites: None |
| Web Development IB: Planning and Designing | Building on the prior prerequisite course, polish your digital media skills and learn all about web design. Incorporate your ideas into websites and dabble in the basics of marketing to understand how your work is used. Finally, explore the world of podcasts and audio editing to construct a solid foundation from which you can pursue a career!* Prerequisites: None |
| Women's Studies: A Personal Journey Through Film | Maybe you grew up watching movies with female characters like Cinderella, Belle, Snow White, or Ariel. Maybe you've wondered why there are stereotypes about women being bad drivers or ignorant about sports. Maybe you want to know about feminism and the women's movement. The Introduction to Women's studies: A Personal Journey Through Film can help you answer these questions. Though it focuses on the experience of women, it's appropriate for anyone who wants to learn to critically examine films while learning about the history of the women's movement and how gender, race, and social class influence us. Women have earned their right to stand up and be recognized as equal partners and reap the benefits of their hard work. As the anonymous quote goes, "tory is Herstory too. * Prerequisites: None |
| Woodworking EL | This multidisciplinary course is designed to emphasize activities in planning, design and construction as applied to common forms of woodworking. Accuracy, neatness, sound work habits and safety are stressed and form an important part of the evaluation criteria. Students acquire knowledge and skills through demonstrations, educational media and practice projects.* Prerequisites: None* This course includes an optional learning experience.* |
| Woodworking HS | This multidisciplinary course is designed to emphasize activities in planning, design and construction as applied to common forms of woodworking. Accuracy, neatness, sound work habits and safety are stressed and form an important part of the evaluation criteria. Students acquire knowledge and skills through demonstrations, educational media and practice projects. * Prerequisites: None * This course includes an optional learning experience. * |
| Woodworking MS | This multidisciplinary course is designed to emphasize activities in planning, design and construction as applied to common forms of woodworking. Accuracy, neatness, sound work habits and safety are stressed and form an important part of the evaluation criteria. Students acquire knowledge and skills through demonstrations, educational media and practice projects. * Prerequisites: None * This course includes an optional learning experience. * |
| Workplace & Internship Readiness: Preparing for Work & Life | Starting your first "real" job can be intimidating. But when you know what to expect and learn how to be successful, you'll feel confident about the hiring process and prepared to put yourself out there! Discover how to build a well-rounded set of employability and personal leadership skills that allow you to guide your own career. Learn how to communicate with others, take initiative, set goals, problem-solve, research different career options, and envision your own personal career path. Get ready to create a powerful launching pad that will help you blast off into a great first job experience! * Prerequisites: None |

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| Course Name | Course Description |
|------------------------|--|
| World Culture EL | Through a multidisciplinary approach, this project based class will allow students to discover that there is a whole world out there waiting for them to explore! Please join us for a great semester of learning about the world from a variety of different angles--through the arts and technology, students will explore various avenues: whether it's cities, states, or countries; rivers, lakes or oceans; valleys, plains, or mountains; people, places, or things; or animal, mineral, or vegetable, we'll try to cover it. We will use various forms of technology to provide the platform for inquiry based exploration including: proper use of search engines video production to present ideas in an artistic manner, game creation, map research and production, to help students wonder and question their role and place in the world around us.* Prerequisites: None* This course includes an optional learning experience.* |
| World Culture HS | Through a multidisciplinary approach, this project based class will allow students to discover that there is a whole world out there waiting for them to explore! Please join us for a great semester of learning about the world from a variety of different angles--through the arts and technology, students will explore various avenues: whether it's cities, states, or countries; rivers, lakes or oceans; valleys, plains, or mountains; people, places, or things; or animal, mineral, or vegetable, we'll try to cover it. We will use various forms of technology to provide the platform for inquiry based exploration including: proper use of search engines video production to present ideas in an artistic manner, game creation, map research and production, to help students wonder and question their role and place in the world around us.* Prerequisites: None* This course includes an optional learning experience.* |
| World Culture MS | Through a multidisciplinary approach, this project based class will allow students to discover that there is a whole world out there waiting for them to explore! Please join us for a great semester of learning about the world from a variety of different angles--through the arts and technology, students will explore various avenues: whether it's cities, states, or countries; rivers, lakes or oceans; valleys, plains, or mountains; people, places, or things; or animal, mineral, or vegetable, we'll try to cover it. We will use various forms of technology to provide the platform for inquiry based exploration including: proper use of search engines video production to present ideas in an artistic manner, game creation, map research and production, to help students wonder and question their role and place in the world around us.* Prerequisites: None* This course includes an optional learning experience.* |
| World Eras EL | This multidisciplinary class allows students to choose a pathway to explore in very different ways the concept of human decision making. Students will be able to choose from a variety of pathways based on skills and interests. Offerings may include the study of war, great inventors or snapshots of regional moments in time. Studying spotlights of world events in different eras will highlight responsibilities we all have. Each pathway focuses on the skills and leadership decisions that were made.* Prerequisites: None* This course includes an optional learning experience.* |
| World Eras HS | This multidisciplinary class allows students to choose a pathway to explore in very different ways the concept of human decision making. Students will be able to choose from a variety of pathways based on skills and interests. Offerings may include the study of war, great inventors or snapshots of regional moments in time. Studying spotlights of world events in different eras will highlight responsibilities we all have. Each pathway focuses on the skills and leadership decisions that were made.* Prerequisites: None* This course includes an optional learning experience.* |
| World Eras MS | This multidisciplinary class allows students to choose a pathway to explore in very different ways the concept of human decision making. Students will be able to choose from a variety of pathways based on skills and interests. Offerings may include the study of war, great inventors or snapshots of regional moments in time. Studying spotlights of world events in different eras will highlight responsibilities we all have. Each pathway focuses on the skills and leadership decisions that were made.* Prerequisites: None* This course includes an optional learning experience.* |
| World History | Students in World History learn about significant events, people, and places from prehistory to contemporary times. Studying world history allows students to consider historical relevance of people, places, and events. In this wide-ranging course, students learn how the world and its inhabitants were shaped over time, and, in the process, students gain a better understanding of the role that geography plays in world history. The historical tools covered in this course help students to foster an appreciation for the history in which they are living.* Prerequisites: None |
| World History (Hybrid) | Students in World History learn about significant events, people, and places from prehistory to contemporary times. Studying world history allows students to consider historical relevance of people, places, and events. In this wide-ranging course, students learn how the world and its inhabitants were shaped over time, and, in the process, students gain a better understanding of the role that geography plays in world history. The historical tools covered in this course help students to foster an appreciation for the history in which they are living.* Prerequisites: None |
| World History CR | Students in World History learn about significant events, people, and places from 1500 A.D. to contemporary times. Studying world history allows students to consider historical relevance of people, places, and events. In this wide-ranging course, students learn how the world and its inhabitants were shaped over time, and, in the process, students gain a better understanding of the role that geography plays in world history. The historical tools covered in this course help students to foster an appreciation for the history in which they are living.* Prerequisites: None |
| World Language EL | This world language project based class explores language through a multidisciplinary approach via art and technology. Those mediums are the avenues of the exploration of world language choices including Latin, Spanish, Japanese or French.* Prerequisites: None* This course includes an optional learning experience.* |
| World Language HS | This world language project based class explores language through a multidisciplinary approach via art and technology. Those mediums are the avenues of the exploration of world language choices including Latin, Spanish, Japanese or French.* Prerequisites: None* This course includes an optional learning experience.* |
| World Language MS | This world language project based class explores language through a multidisciplinary approach via art and technology. Those mediums are the avenues of the exploration of world language choices including Latin, Spanish, Japanese or French.* Prerequisites: None* This course includes an optional learning experience.* |

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| Course Name | Course Description |
|---|---|
| World Religions: Exploring Diversity | <p>From Taoism, to Islam, to Christianity, religion inevitably affects us all in some way. On one level, religion can help us commune with and honor our spiritual natures, but it can also divide people and create great strife in the world. World Religions: Exploring Diversity will explore the various characteristics of faith and introduce the fundamentals of the major religions, including Judaism, Islam, Christianity, Buddhism, Confucianism, Hinduism, Shintoism, and Taoism. You'll trace how these powerful faiths have influenced cultures over thousands of years and helped to shape the face of humanity. After this course, you'll have a clearer understanding of how religion continues to affect the larger world.*</p> <p>Prerequisites: None</p> |



2021
2022

COURSE CATALOG

| GA Course Code | Course Name | Category | HS / MS | Description | Quarters / Semesters | Vendor | SCED (Natl) / CEDARS (WA) Codes / Titles |
|----------------|---------------------|----------|---------|--|----------------------|--------|--|
| ART110 | Art Foundations | Art | HS | In this course, students will study a variety of art tools and materials. With an emphasis on studio production, this course is designed to develop higher-level thinking, art-related technology skills, and an appreciation for aesthetics. | 1-S | GA | 5151 Art Appreciation |
| ART211 | Digital Photography | Art | HS | In this course, students will discover the history of photography, practice the basics of photography, and identify different techniques used in the field. They will explore how cameras work, and how to use their phone's camera. Students will identify and demonstrate the elements and principles of design used in photography. They will also explain their responsibilities as a photographer and copyright laws, explore the safe handling equipment in photography, and practice to prepare for a career in the field of photography. Students will learn about careers, education, business practices, and creating portfolios in photography. They will learn basic and advanced editing techniques. Students will demonstrate progress in the course through discussions and creating their own artwork. | 2-S | GA | 05167 / 11054 Photography / Photo Imaging |
| ART212 | Music Aesthetics | Art | HS | In this class, students will explore the use of their bodies, voice and instruments as means of musical expression; improvise and compose music; and expand their listening skills and vocabulary to analyze and evaluate music. | 1-S | GA | 05118 Music Appreciation |

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|--------|---|-------------|----|---|-----|----|--------------------------------|
| ART300 | Art in World Cultures | Art | HS | In this Art course, students will learn about some of the greatest artists while also creating art of their own, including digital art. The course explores the basic principles and elements of art, examines how to critique art, and some of the traditional art of the Americas, Africa, and Oceania in addition to the development of Western art. | 1-S | GP | 05152 Art Appreciation |
| BUS112 | Introduction to Business | Career/Tech | HS | In this course, students will explore business in global society, learning terminology, concepts, systems, strategies, and current issues. Topics include the business environment, ethics, entrepreneurship and global business, management, marketing, production, information systems, and financial elements. | 1-S | GP | 12051 Introductory Business |
| BUS115 | Introduction to Graduation Alliance Career Pathways | Career/Tech | HS | In this course, students will consider their values, personality, aspirations, and interests to see how these aspects of their lives may inform their career decisions. Specifically considering the MSSC industry credential in the field of manufacturing, the NCCER credential, which is based in the construction industry, and the Caregiver credential in the healthcare field. Students will have the opportunity to learn about the possibilities offered by these careers and make an action plan to pursue their goals. | 1-S | GA | 22151 Career Exploration |
| BUS118 | Business Foundations | Career/Tech | HS | In this course, students focus on specializations within three career fields. Students will obtain knowledge and skills in fundamental business activities. They will acquire knowledge of business processes, economics and business relationships. Students will use technology to synthesize and share business information. Employability skills, leadership and communications and personal financial literacy will be addressed. | 2-S | GA | 12051 Introductory Business |

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|--------|------------------------|-------------|----|---|-----|----|--|
| BUS119 | Finance Foundations | Career/Tech | HS | In this course, students will be introduced to the specializations offered in this career field. Students will obtain fundamental knowledge and skills in accounting, banking services, corporate finance, insurance, and securities and investments. They will acquire knowledge of financial analysis and application, business law and ethics, economics, international business and business relationships. Knowledge management and information technology will be emphasized. Employability skills, leadership, and communications will be incorporated in learning activities. | 2-S | GA | 12103 Finance |
| BUS210 | Career Development | Career/Tech | HS | In this class, students will learn and develop the necessary skills to engage in life and career planning. Learners will focus on self-assessment, occupational exploration, and decision-making; discuss the social conditions that impact career development; and implement a strategic career plan. | 2-S | GA | 22152 Employability Skills |
| BUS216 | Financial Accounting | Career/Tech | HS | In this course, students will track, record, summarize, and report a business's financial transactions. They will develop financial documents, project future income and expenses, and evaluate the accuracy of a business's financial information. Students will also apply tools, strategies, and systems to evaluate a company's financial performance and monitor the use of financial resources. Technology, employability skills, leadership and communications will be incorporated in classroom activities. | 2-S | GA | 12104 Accounting |
| BUS217 | International Business | Career/Tech | HS | In this course, students will evaluate global business strategies and market-entry methods for conducting business internationally. They will use technology to determine the impact of government, economics, geography, history, ethics and digital communication tools on global trade. Management of sourcing and procurement, quality, distribution and supply chain in a global environment will be emphasized. Students will identify financing options for international operations. | 2-S | GA | 12056 International Business & Marketing |

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|--------|------------------------------------|----------------------------|----|---|-----|----|-------------------------------|
| | | | | They will also analyze the competitiveness of U.S. companies in the international marketplace. | | | |
| BUS218 | Fundamentals of Financial Services | Career/Tech | HS | In this course, students will develop knowledge and skills needed in the banking, insurance and investment industries. They will analyze banking products and services, determine ways in which insurance reduces risk, and calculate insurable losses. Students will also learn to sell financial products and build positive relationships with clients and colleagues. They will use financial ratios to evaluate company performance and select profitable investments for clients. Technology, employability skills, leadership and communications will be incorporated in classroom activities. | 2-S | GA | 12101 Banking and Finance |
| BUS314 | Legal Environment of Business | Career/Tech | HS | This course will prepare students interested to pursue a career in the legal or business world. They must understand how the legal system functions as well as have a working knowledge of the rules and regulations that govern business. In the first section of this course, students will be introduced to various aspects of the law. In the second section, students will examine all aspects of business law including the judicial system, differences between types of laws and origins of laws, administrative and employment laws and laws impacting individuals as well as businesses. Students will also research real estate and debtor and creditor laws and regulations. Students will learn to support attorneys by conducting legal research. Compliance and contract law will be emphasized. | 2-S | GP | 04164 Business Law |
| BUS411 | Experiential Learning 1 | College / Career Readiness | HS | This course provides experiential learning credit for students who can verify PRIOR work or volunteer experience that they connect to Employability Skills and their future College/Career Plans. Up to 3.0 credits can be earned. | 1-Q | GA | 22152 Employability Skills |
| BUS412 | Experiential Learning 2 | College / Career Readiness | HS | This course provides experiential learning credit for students who can verify work or volunteer experience that they connect to Employability Skills and their future College/Career Plans. | 4-Q | GA | 22152 Employability Skills |

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|--------|--|----------------------------|----|---|-----|----|-------------------------------|
| BUS413 | Experiential Learning 3 | College / Career Readiness | HS | This course provides experiential learning credit for students who can verify work or volunteer experience that they connect to Employability Skills and their future College/Career Plans. | 4-Q | GA | 22152 Employability Skills |
| BUS414 | Experiential Learning 4 | College / Career Readiness | HS | This course provides experiential learning credit for students who can verify work or volunteer experience that they connect to Employability Skills and their future College/Career Plans. | 4-Q | GA | |
| BUS611 | MSSC Certification – Certified Logistics Associate (CLA) Career Readiness | Career/Tech | HS | This course is part of the Nationally Recognized MSSC Certified Logistics Associate program. Students learn the basics to the logistics environment, global supply chain, and material handling equipment, safety, quality, communication, teamwork and computers. The program is designed to provide the trainee with foundational knowledge of the core competencies required for critical work activities and is a pre-requisite for the Certified Logistics Technician (CLT) Training Program. | 2-S | GA | |
| BUS612 | MSSC Certification – Certified Logistics Technician (CLT) Career Readiness | Career/Tech | HS | This course is part of the Nationally Recognized MSSC Certified Logistics Technician program. Students engage in mid-level technical knowledge covering product receiving, product storage, order processing, inventory control, safe handling, transportation modes, and dispatch and tracking options. The program is designed to provide the trainee with mid-level knowledge of the core competencies required for higher skilled, front-line material handling workers across supply chain operations. You must have earned a CLA Certification to do the CLT program. | 2-S | GA | |

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| BUS613 | MSSC Certification – Manufacturing Safety Career Readiness | Career/Tech | HS | This course is part of the Nationally Recognized MSSC Certification program for Certified Production Technician. In this semester course students prepare for and take the MSSC-CPT examinations in Manufacturing Safety. Once they pass the exam in that subject area, they earn nationally recognized employability credentials in that Manufacturing field. | 1-S | GA | |
| BUS614 | MSSC Certification – Manufacturing Quality Practices Career Readiness | Career/Tech | HS | This course is part of the Nationally Recognized MSSC Certification program for Certified Production Technician. In this semester course students prepare for and take the MSSC-CPT examinations in Manufacturing Quality Practices. Once they pass the exam in that subject area, they earn nationally recognized employability credentials in that Manufacturing field. | 1-S | GA | |
| BUS615 | MSSC Certification – Manufacturing Process Career Readiness | Career/Tech | HS | This course is part of the Nationally Recognized MSSC Certification program for Certified Production Technician. In this semester course students prepare for and take the MSSC-CPT examinations in Manufacturing Process. Once they pass the exam in that subject area, they earn nationally recognized employability credentials in that Manufacturing field. | 1-S | GA | |
| BUS616 | MSSC Certification – Manufacturing Maintenance Career Readiness | Career/Tech | HS | This course is part of the Nationally Recognized MSSC Certification program for Certified Production Technician. In this semester course students prepare for and take the MSSC-CPT examinations in Manufacturing Maintenance. Once they pass the exam in that subject area, they earn nationally recognized employability credentials in that Manufacturing field. | 1-S | GA | |

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| BUS620 | NCCER Certification - Construction Career Readiness | Career/Tech | HS | This course provides students an opportunity to become career-ready in the Construction Sciences. The NCCER is originally the National Center for Construction Education and Research, and it is the organization responsible for a national certification in Construction career readiness. | 2-S | GA | |
| BUS631 | OSHA 10 Healthcare | Career/Tech | HS | This course provides students an opportunity to become career-ready in almost all industrial career fields. The Occupational Health and Safety Administration (OSHA) has provided a 10-hour training that results in a certification that ensures the student is prepared with knowledge and practice of safety rules, essential health practices, and understanding of how to stay safe and healthy, and to promote that type of environment in any workplace. | 1-S | GA | 13004 Industrial Safety/First Aid |
| BUS632 | OSHA 10 Construction | Career/Tech | HS | This course provides students an opportunity to become career-ready in almost all industrial career fields. The Occupational Health and Safety Administration (OSHA) has provided a 10-hour training that results in a certification that ensures the student is prepared with knowledge and practice of safety rules, essential health practices, and understanding of how to stay safe and healthy, and to promote that type of environment in any workplace. | 1-S | GA | 13004 Industrial Safety/First Aid |
| BUS633 | OSHA 10 Agriculture | Career/Tech | HS | This course provides students an opportunity to become career-ready in almost all industrial career fields. The Occupational Health and Safety Administration (OSHA) has provided a 10-hour training that results in a certification that ensures the student is prepared with knowledge and practice of safety rules, essential health practices, and understanding of how to stay safe and healthy, and to promote that type of environment in any workplace. | 1-S | GA | 13004 Industrial Safety/First Aid |

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| BUS634 | OSHA 10 Manufacturing | Career/Tech | HS | This course provides students an opportunity to become career-ready in almost all industrial career fields. The Occupational Health and Safety Administration (OSHA) has provided a 10-hour training that results in a certification that ensures the student is prepared with knowledge and practice of safety rules, essential health practices, and understanding of how to stay safe and healthy, and to promote that type of environment in any workplace. | 1-S | GA | 13004 Industrial Safety/First Aid |
| BUS635 | OSHA 10 Automotive | Career/Tech | HS | This course provides students an opportunity to become career-ready in almost all industrial career fields. The Occupational Health and Safety Administration (OSHA) has provided a 10-hour training that results in a certification that ensures the student is prepared with knowledge and practice of safety rules, essential health practices, and understanding of how to stay safe and healthy, and to promote that type of environment in any workplace. | 1-S | GA | 13004 Industrial Safety/First Aid |
| BUS636 | OSHA 10 Cosmetology | Career/Tech | HS | This course provides students an opportunity to become career-ready in almost all industrial career fields. The Occupational Health and Safety Administration (OSHA) has provided a 10-hour training that results in a certification that ensures the student is prepared with knowledge and practice of safety rules, essential health practices, and understanding of how to stay safe and healthy, and to promote that type of environment in any workplace. | 1-S | GA | 13004 Industrial Safety/First Aid |
| BUS637 | OSHA 10 Culinary | Career/Tech | HS | This course provides students an opportunity to become career-ready in almost all industrial career fields. The Occupational Health and Safety Administration (OSHA) has provided a 10-hour training that results in a certification that ensures the student is prepared with knowledge and practice of safety rules, essential health practices, and understanding of how to stay safe and healthy, and to promote that type of environment in any workplace. | 1-S | GA | 13004 Industrial Safety/First Aid |

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| BUS643 | CompTIA IT Fundamentals (ITF) | Career/Tech | HS | CompTIA ITF+ is an entry-level, pre-career certification. It helps students to decide if a career in IT is right for them or to develop a broader understanding of IT. | 2-S | GA | |
| BUS670 | Foundations of Firefighting and Emergency Medical Services | Career/Tech | HS | Firefighting and Emergency Medical Services introduces students to the foundational concepts of firefighting safety and emergency medical services. In the first part of the course, students will analyze the Department of Public Safety Fire Protection and Emergency Medical Services rules and regulations in preparation for further studies in the field. In the second part of the course, students will study key topics relating to business, communications, regulations, and finances. Emphasis will be placed on skills needed to be a strong leader in the field. | 2-S | GA | 15152 Firefighting |
| BUS671 | Homeland Security | Career/Tech | HS | In Homeland Security, students will learn techniques to secure and protect America's people and infrastructure from natural and manmade disaster. Students will look at a range of issues including cyber security, intelligence gathering, and local emergency planning that can be applied in their own community. Students will also learn to manage critical incidents through training in National Incident Management and the Incident Command System. | 2-S | GA | 15202 Community Protection |

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| COS110 | Teen Living | Life Skills | HS | In this course, students will learn to understand and cope with personal, family and social challenges common during transitional teenage years, with an emphasis on communication, decision-making skills and building stable relationships with family and peers. Students will identify and recognize personal communication styles and discuss the importance of quality communication skills as they relate to issues that impact teenagers, including self- concept, substance abuse, personal loss, dating, pregnancy and child abuse. | 2-S | GA | 22105 Values Clarification |
| COS211 | Child Development for Caretakers | Life Skills | HS | This course offers a basic introduction to the emotional, physical, and psychological development of a child. Students will explore several developmental models. Students will study the biological and chemical changes in children as they age as well as look into parenting resources. | 2-S | GA | 19255 Child Development/Parenting |
| COS212 | Child Development Psychology | Career/Tech | HS | This course offers a basic introduction to the emotional, physical, and psychological development of young children. Students explore several developmental models and theories, along with biological, chemical, and behavioral changes children go through as they grow. Parenting and Caregiver resources are explored, along with roles of various family members and support systems. | 2-S | GA | 19052 Child Development |
| COS410 | Adult Roles and Responsibilities | Life Skills | HS | Adult Roles and Responsibilities helps students prepare for independent living. This course prepares students to understand the nature, function, and significance of human relationships involving individuals and families. Topics include: family living, parenting, household and money management, decision-making skills, communication skills, self-awareness, crisis management, and the individual's | 1-S | GA | 19259 Family and Interpersonal Relationships |

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| | | | | roles and responsibilities within the family and community. | | | |
| EDU101 | Foundations of Education and Training | Education | HS | Students will examine the goals of education and training as well as environments in which education and training are delivered. They will identify learners' and stakeholders' roles, rights and responsibilities in educational systems; assess legal and ethical issues related to education; and determine careers of interest in education and training. Employability skills and state requirements for becoming an educator will also be addressed. | 2-S | GA | 19151 Teaching Profession |
| EDU111 | Early Childhood Education Principles | Education | HS | Students will examine the history and philosophy of early childhood education, types of early childhood programs, and the roles, rights and responsibilities of learners and stakeholders in early childhood education. Students will assess developmental appropriate practices; legal, ethical and organizational issues; and the challenge of teaching and caring for young children with diverse needs. Career planning and professionalism will also be emphasized throughout the course. | 2-S | GA | 19153 Teaching - Early Childhood |
| ENG110 | English 9 | English | HS | In this course, students will focus on vocabulary development, comparing connotation with denotation and identifying word meanings using sentence structure. Reading instruction will stress inference; analysis of interesting and important information; character development and complex figurative language in narrative literature and poetry. Writing exercises will emphasize the comparison of multiple ideas and perspectives. Students will further develop skills in analytical evaluation and assessment of writing, including a study of the editing process and the evaluation of source materials. | 2-S | GA | 1001 ELA I |

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| ENG210 | English 10 | English | HS | In this course, students will engage in reading and writing exercises that promote vocabulary development, using connotative evaluation to better ascertain meaning through analogy and antonym context clues. Reading instruction focuses on electronic text, using explicit and implicit information to evaluate informational text, and on complex figurative language, including simile, metaphor, pun, symbolism and personification. Reading assignments will focus on how politics, history, and culture contribute to great literature. Writing assignments will focus on analysis and interpretation of multiple ideas and perspectives, with an emphasis on persuasive writing. | 2-S | GA | 1002 ELA II |
| ENG310 | English 11 | English | HS | In this class, students will focus on developing skills for analysis and interpretation of texts that include multiple ideas and perspectives. Writing exercises will stress synthesis and conclusion-making skills, as well as developing experience with the editing process. | 2-S | GA | 1003 ELA III |
| ENG410 | English 12 | English | HS | In this course, students will study English as it applies to work, professional training and higher education, with vocabulary studies in word etymologies, Latin roots and the cultural and social impact on the "living" language. Reading assignments will emphasize literary analysis, historical commentary, political statements and culturally and historically significant literary works. Writing assignments will emphasize cause and effect, analysis and refutation of opposing opinions, and important text connections. | 2-S | GA | 1004 ELA IV |

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| ENG413 | Public Speaking | English | HS | In this course, students will explore the art of public speaking. They will examine the foundations of rhetoric, identify speech forms, then write and analyze speeches. Students will focus on how to prepare an effective speech including audience analysis, topic selection, and content organization. Students will practice listening skills, writing skills, and collaboration skills through course assignments and discussions. | 1-S | GA | 1151 Public Speaking |
| ENG415 | Mythology & Folklore | English | HS | Mighty heroes. Angry gods and goddesses. Cunning animals. Mythology and folklore have been used since the first people gathered around the fire as a way to make sense of humankind and our world. This course focuses on the many myths and legends woven into cultures around the world. Starting with an overview of mythology and the many kinds of folklore, the student will journey with ancient heroes as they slay dragons and outwit the gods, follow fearless warrior women into battle and watch as clever animals outwit those stronger than themselves. They will explore the universality and social significance of myths and folklore, and see how they are still used to shape society today. | 1-S | GA | 1065 Literature of a Theme |
| GAA100 | Success Highways | Life Skills | HS | This program focuses on students examining their own experiences and beliefs, and developing the skills they need to be successful. Moving forward, staying focused, and building motivation for themselves will be their key activities. Students will work in person to learn lessons and do activities that will challenge them to build their own motivation to succeed. | 2-S | GA | 22003 Study Skills |

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| HPE110 | Fitness for Life | Health & PE | HS | In this course, students will develop the knowledge and skills necessary to self-assess, create, conduct and evaluate personal fitness programs. Students will demonstrate an understanding of the interrelationships of movement, fitness and nutrition for the performance of fitness activities and exhibit personal and social behaviors appropriate for physical activity settings. | 2-S | GA | 8016 Lifetime Fitness Ed |
| HPE111 | Health | Health & PE | HS | In this course, students will develop an understanding of patterns of behavior that impact human health, with emphasis on the importance of balancing physical, mental, social, emotional and spiritual needs to achieve greater well-being. The class will stress the connection between healthy lifestyles and active, productive and successful lives. | 2-S | GA | 8051 Health Education |
| HPE201 | Intermediate Fitness | Health & PE | HS | In this course, students will demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities. They will perform various activities that will enhance their level of fitness such as creating a personal fitness plan and analyzing the psychological benefits of fitness. They will discover how to achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies. Social interaction, participation, leadership, and cultural diversity will also be emphasized. | 2-S | GA | 08052 Health and Fitness |

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| HPE210 | Principles of Allied Health | Health | HS | In this course students will gain basic knowledge and recognize the clinical skills necessary to assess, plan, provide, and evaluate care to patients in varied healthcare settings. Students will discover first aid principles and techniques needed for response to choking, cardiopulmonary resuscitation, and other life-threatening emergencies. Emphasis will be placed on regulatory compliance, patient safety, pathophysiology, and medical interventions. Additionally, this course introduces psychomotor skills needed to assist individuals in meeting basic human needs. | 2-S | GA | 08053 Community Health |
| HPE309 | Introduction to Health Care Careers | Health Science | HS | In this course, students will discover different careers in the health care field. They will identify past and current trends in health care by reviewing the history of medicine. Then, they will explore the different health care pathways and learn about the different possibilities offered by this growing field. They will analyze the skills needed for a health care career and consider themselves in one of these roles. After taking this class, students are invited to enroll in the Medical Terminology course so they can start their career in a health care pathway. | 1-S | GA | 14001 Exploration of Health Care Occupations |
| HPE311 | Medical Terminology | Health Science | HS | In this course, the student will learn medical terminology, symbols and abbreviations, and the application of this language in the field of health care. Although the student will analyze terms related to body structure and function, the main focus will be on medical vocabulary and being able to construct terms using word parts such as roots, suffixes and prefixes. | 2-S | GP | 08053 Community Health |

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| HPE314 | Health, Safety, and Nutrition | Career/Tech | HS | In this course, students will learn about the physical and psychological needs of children, as well as how to meet these needs in group settings. Topics include wellness of young children; health standards, guidelines, and national initiatives; children's nutritional needs; safe and healthy environments; emergency response; child abuse and neglect; educational experiences; and partnering with families. | 2-S | GP | 08053 Community Health |
| HPE315 | Health, Science, and Technology | Career/Tech | HS | This course provides students with an overview of the opportunities available in the healthcare industry. Students will also learn fundamental skills in effective and safe patient care. In the first part of the course, students will explore necessary skills, attitudes, and behaviors that will help them in the health care career field. They will also be introduced to different laws, systems, and organizations that they need to be familiar with in order to be successful in the field. The second part of the course will focus on the human body, providing care for others, and clinical laboratory concepts. | 2-S | GA | 08053 Community Health |
| HPE321 | Health Information Technology | Health Science | HS | This course introduces electronic health information systems, designs, implementation, and application. Students gain knowledge and skills in techniques for managing and maintaining electronic health data and compilation, analysis, of healthcare statistics, research protocols and techniques. Topics include imaging technology, information security and integrity, data dictionaries, basic statistical principles, databases, registries, descriptive statistics, research protocol monitoring, including data collection and analysis, data sources/sets, archival systems, and quality and integrity of healthcare data. | 2-S | GA | 08053 Community Health |

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| HPE420 | Caregiver Core | Healthcare Education | HS | This course focuses on preparing students for the Core skills and knowledge needed to become a Caregiver, including: Caregiver values and teamwork, identifying elder abuse, understanding HIPAA and client rights, how the aging process works, workplace safety and hazards, and how to effectively observe, report, and record the progress of clients. By the end of this course, students will be prepared to enter more specific Caregiving preparation studies and practice. | 2-S | GA | |
| MAT110 | Algebra I | Math | HS | In this class, students will build upon the foundations established in pre-algebra and basic mathematics to develop a growing understanding of how to perform operations and solve problems with real numbers. Students will focus on the importance of linear relations; develop fluency with the language and operations of algebra to analyze and represent relationships; and perform exercises in statistics and statistical methods to solve problems. | 2-S | GA | 2052 Algebra I |
| MAT210 | Geometry | Math | HS | In this course, students will explore geometry through inductive and deductive processes, technology, constructions, manipulatives and algebraic connections. Students will develop the structure of Euclidean geometry logically and apply the resulting theorems, proofs and formulas to address meaningful problems. Students will use experimentation and inductive reasoning to construct geometric concepts, discover geometric relationships and formulate conjectures. Students will employ deductive logic to construct formal logical arguments and proofs. | 2-S | GA | 2072 Geometry |

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| MAT300 | Financial Math | Math | HS | In the first quarter of Financial Math, students will examine the various ways that people earn money and how that money is managed, saved, and spent. The second quarter addresses the usefulness of both checking and savings accounts and how to manage them, as well as consideration of saving versus investing. Students will explore cash purchases, receipts, and sale prices. Students will apply the appropriate math concepts needed to successfully navigate the implications of every-day financial scenarios, and develop financial decision-making and planning skills. | 2-S | GA | 2157 Consumer Math / 2210 Consumer Economics & Personal Finance |
| MAT310 | Algebra II | Math | HS | In this course, students will build upon the knowledge previously learned in Algebra I and Geometry, expanding their ability to understand, perform operations and solve problems with real numbers. Students will focus on the importance of linear relations; develop fluency with the language and operations of algebra to analyze and represent relationships; and perform exercises in statistics and statistical methods to solve problems. | 2-S | GA | 2056 Algebra II |
| MAT315 | Applied Math for Healthcare | Math | HS | In this course, students will review math concepts taught throughout their math careers and use those math concepts in real-life situations. Many of the real-life situations will focus specifically on applications in the HealthCare field. Students will focus on thoroughly understanding number operations with integers, decimals, and percents. They will then focus on how to use Google Spreadsheets for analyzing data and performing math operations. | 2-S | GA | 02152 Occupationally Applied Mathematics |

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| MAT316 | Applied Math for Information Technology | Math | HS | In this course, students will review math concepts taught throughout their math careers and use those math concepts in real-life situations. Many of the real-life situations will focus specifically on applications in the Information Technology field. Students will focus on thoroughly understanding number operations with integers, decimals, and percents. They will then focus on how to use Google Spreadsheets for analyzing data and performing math operations. | 2-S | GA | 02152 Occupationally Applied Mathematics |
| MAT410 | Pre-Calculus | Math | HS | In this course, students will expand their knowledge of quadratic, exponential and logarithmic functions to include power, polynomial, rational, piece-wise and trigonometric functions. Students will investigate and explore mathematical ideas, develop multiple strategies for analyzing complex situations and use graphing calculators and mathematical software to build understanding and solve problems. | 4-Q | GP | 2110 Pre-Calculus |
| MAT420 | Calculus | Math | HS | In this course, students will study the branch of mathematics that deals with rates of change in continuous and varying quantities. The class will include exercises in the graphical, numerical, analytical and verbal representation of functions; derivative rates of change and the use of derivatives to solve a variety of problems; and derivative and definite integrals as expressed in both parts of the Fundamental Theorem of Calculus. Students will communicate mathematical solutions both orally and with the written word; use technology to help solve problems, interpret results, and verify conclusions; and determine the reasonableness of solutions. | 4-Q | Thinkwell | 2121 Calculus |

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| MKT110 | Principles of Marketing | Career/Tech | HS | In this course, the student will explore factors influencing how marketing decisions are made, including the impact of marketing decisions on an organization and its customers. They gain a working knowledge of practical marketing and business vocabulary. They also evaluate how the actions of competitors influence marketing decisions in the global marketplace. | 1-S | GP | 12164 Principles of Marketing |
| MKT111 | Introduction to Social Media | Career/Tech | HS | Have a Facebook account? What about Twitter? Whether you've already dipped your toes in the waters of social media or are still standing on the shore wondering what to make of it all, learning how to interact on various social media platforms is crucial in order to survive and thrive in this age of digital communication. In this course, you'll learn the ins and outs of social media platforms such as Facebook, Twitter, Pinterest, Google+, and more. You'll also discover other types of social media you may not have been aware of and how to use them for your benefit—personally, academically, and eventually professionally as well. If you thought social media platforms were just a place to keep track of friends and share personal photos, this course will show you how to use these resources in much more powerful ways. | 1-S | GA | 10204 Particular Topics in Media Technology |

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| MKT210 | Sports and Entertainment Marketing | Career/Tech | HS | <p>Have you ever wished to play sports professionally? Have you dreamed of one day becoming an agent for a celebrity entertainer? If you answered yes to either question, then believe it or not, you've been fantasizing about entering the exciting world of sports and entertainment marketing. Although this particular form of marketing bears some resemblance to traditional marketing, there are many differences as well—including a lot more glitz and glamour! In this course, you'll have the opportunity to explore basic marketing principles and delve deeper into the multi-billion dollar sports and entertainment marketing industry. You'll learn about how professional athletes, sports teams, and well-known entertainers are marketed as commodities and how some of them become billionaires as a result. If you've ever wondered about how things work behind the scenes of a major sporting event such as the Super Bowl or even entertained the idea of playing a role in such an event, then this course will introduce you to the fundamentals of such a career.</p> | 1-S | GP | <p>12163 Sports & Entertainment Marketing</p> |
| MKT211 | Marketing Principles | Career/Tech | HS | <p>In this course, students will obtain fundamental knowledge and skills in marketing communications, marketing management, marketing research, merchandising and professional selling. They will acquire knowledge of marketing strategies, market identification techniques, employability skills, business ethics and laws, economic principles and international business. Technology, leadership, and communications will be incorporated into course activities.</p> | 2-S | GA | <p>12166 Marketing Management</p> |

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| SCI110 | Earth Science | Science | HS | In this course, students will discuss multiple theories about the universe, the technology that supports these theories, and the movement of bodies within the universe. They will learn about characteristics that allow life to exist on Earth, and possibly elsewhere in the universe, as well as Earth's plate boundaries, their movement, and the theories revolving around plate tectonics. Digging deeper, students will examine the Earth's surface to investigate the geothermal activity, and volcanic activity that influence life, climate, and geological formations on earth. | 2-S | GA | 03008 Earth and Space Science |
| SCI120 | Physical Science | Science | HS | In this course, students will investigate matter and explore its properties and interactions in the world. They will learn to relate speed, velocity, and acceleration to objects in motion. Students will explore the nature of waves, sound, and the electromagnetic spectrum. They will explore electricity, and how electrical charges and electrical currents function. Students will study the physical and chemical properties of matter, including the different states of matter, atomic theory, the Periodic Table of Elements, electrons, bonding, chemical formulas and chemical reactions. Lastly, they will learn how electricity creates energy resources, and consider the environmental and human impacts of different types of resources. Hands-on lab investigations will be emphasized for students to engage with the course material. | 2-S | GA | 03159 Physical Science |

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| SCI210 | Biology | Science | HS | In this course, students will study the ways in which ecosystems are shaped by interactions among living organisms and their physical environment. The class will emphasize the states of change and balance that are constantly at force on the environment and will study the role humans and other organisms play in impacting those states. Units will include an exploration of the composition of organisms; the relationship between organs and organ systems; and the role of DNA in reproduction and genetic expression. | 2-S | GA | 03051 Biology |
| SCI213 | Environmental Science | Science | HS | This course presents relationships between organisms and how these relationships relate to the functioning of ecosystems. Students learn the key concepts and processes of nutrient cycling, biomes, pollution, energy resources, and habitat destruction. The course also covers ways to promote biodiversity and create a sustainable future. | 2-S | GA | 03003 Environmental Science |
| SCI310 | Chemistry | Science | HS | In this course, students will study matter on Earth and the periodic table of elements, including the relationship that exists between chemical behavior and the structure of atoms. The class will include units on the periodic table, the emission of high-energy particles resulting from nuclear changes, chemical bonding, chemical reactions and dynamic equilibrium. | 2-S | GA | 03101 Chemistry |
| SCI320 | Anatomy & Physiology and Human Disease | Health Science | HS | In this course the student will learn about anatomical structures and physiology of the human body. Body systems are discussed in terms of how each participates in homeostasis of the body. Students learn about selected major pathologies, including causes, symptoms, diagnostic procedures, and treatments, as well as common changes that occur through the lifespan. They will also be introduced to medical | 2-S | GA | 03053 Anatomy and Physiology |

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| | | | | terminology, various biology tests, and laboratory procedures. | | | |
| SCI410 | Physics | Science | HS | In this course, students will study matter, energy, electricity, magnetism, momentum and motion. Lessons will focus on how to measure the motion of an object in terms of position, time, velocity and acceleration; determine the relation between force, mass, and acceleration; determine the strength of gravitational and electric forces; and understand the properties and applications of waves. | 4-Q | Thinkwell | 03151 Physics |
| SOC110 | World Geography | Social Sciences | HS | In this course, students will study "the why of the where," exploring how to use geography as a tool to better understand the world in which they live. Learners will evaluate the impact of location, place, movement, region and human-environmental interactions. Emphasis will be placed understanding the human and physical characteristics of places and regions; examining the physical processes and human activities that shape the earth's surface; and applying geographic knowledge to social and political events in history and the modern world. | 2-S | GA | 04001 World Geography |
| SOC210 | World Civilizations | Social Sciences | HS | In this course, students will investigate the interrelationships, over time, of the world's peoples, including the impact of "colliding" areas of the world and the political, economic, social, philosophical, religious, scientific, technological and artistic contributions of many of the world's most influential civilizations. Units of study will include ancient and classical civilizations; the Middle Ages; the ages of revolution, imperialism and industrialism; and the modern world. | 2-S | GA | 04051 World History |

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| SOC310 | U.S. History | Social Sciences | HS | In this course, students will study the role of and investigate the relationship between events of different time periods in American history; beginning with an exploration of the nation's pre-reconstruction period. Learners will further study the significance of the American Revolution in the industrial development of the United States; understand the structure and function of the United States government established by the Constitution; explore the territorial growth of the United States before the Civil War; examine the expansion of the political system and social rights before the Civil War; and understand the significance of the Civil War Era to the United States. | 2-S | GA | 04101 US History |
| SOC313 | Current World Issues | Social Sciences | HS | This course explores major issues facing our world today, including social, economic and political issues. Students have the opportunity to conduct research and open-mindedly consider all sides of an issue. Students will study the causes and effects of global issues as they cross cultures and span across time. Students will write informal reflection journals as well as more formal proposals. Students will also create presentations that show a clear understanding of the complexity of various issues. | 2-S | GA | 04064 Contemporary World Issues |
| SOC314 | Pacific Northwest History | Social Sciences | HS | This course offers a comprehensive study of the history of the Pacific Northwest with a specific focus on the state of Washington. Students will study the geography, natural resources, industry, agriculture, as well as the native peoples of the area and the migration west. | 1-S | GA | 04105 State Specific Studies |
| SOC410 | U.S. Government | Social Sciences | HS | In this course, students will be introduced to the concept of government, politics, and civic life. They will examine the origins, functions, and structure of our government and discuss the principles and values that the U.S. Constitution promotes. They will study | 2-S | GA | 04151 US Government |

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| | | | | political structure and process, including political parties, voting, and foreign policy. Students will also describe and evaluate the civic and personal responsibilities of citizens, including what it means to be a member of a state and the nation. They will research a public issue, evaluate how to make a reasoned argument, and propose solutions. They will also examine the impact of media on the political process and on social opinion. As a final project, they will research a local community service project and describe how the experience relates to the American ideal of participation. | | | |
| SOC411 | Economics | Social Sciences | HS | In quarter one of this course, students will be introduced to the economic way of thinking and the role of economists, markets, and entrepreneurs in the economy. Students will analyze economic systems and market structures and will learn more about labor relations. In quarter two, students will learn about economic indicators, banking, and personal finance. Students will complete activities related to banking and economic basics as well as their personal economics. | 1-S | GA | 04201 Economics |
| SPN110 | Spanish I | Language | HS | In this course, students will listen, read, write, and speak introductory Spanish. They will identify reasons for learning a language and be exposed to cultures of Spanish speaking countries. Students will use basic vocabulary to express and describe themselves and their world. They will communicate about daily activities, friends, food, locations, community, sports, and technology. They will also write scripts in Spanish and record themselves speaking the language. Emphasis will be placed on using correct vocabulary and grammar throughout the course. | 2-S | GA | 24052 Spanish I |

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| SPN210 | Spanish II | Language | HS | <p>Using knowledge from Spanish 1, students will continue to build skills in listening, reading, writing, and speaking Spanish. They will compare the Spanish language to their own language and be exposed to cultures of Spanish speaking countries. Students will continue to build on their vocabulary skills set to express and describe themselves and their world. They will communicate information about family members, clothing, rooms in their home, ideal vacations, and daily routines. Students will also learn how to order food in a Spanish speaking restaurant and how to use the Spanish past tenses to talk about their childhood. They will also write scripts/short stories in Spanish and record themselves speaking the language. Emphasis will be placed on using correct vocabulary and grammar throughout the course.</p> | 2-S | GA | <p>24053 Spanish II</p> |
| TAA102 | I Will Graduate Q1 | Program Onboarding | HS | <p>I Will Graduate is designed to give students and introduction to the learning environment used by GA. The online learning environment is the primary area in which students learn, study, complete assignments, and take assessments for their courses. In this course, students learn: how the program works, how to contact members of the support team, how to create a study program, and how to get started with their HS and Beyond Plan. Students will also work through a number of short assessments that will help them and their academic coaches create a learning plan for the year.</p> | 1-Q | GA | <p>22102 School Orientation</p> |

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| TCH101 | Introduction to Information Technology Careers | Career/Tech | HS | In this course, students will discover different careers in the Information Technology field. They will explore three main areas: hands-on roles, creative roles, and administration/ programming roles. They will examine various positions such as Help Desk Technician, Web Developer, and Mobile Application Developer. They will learn about the tasks and responsibilities expected as well as the possibilities offered by a job in this growing field. They will analyze the skills needed for an information technology career and consider themselves in one of these roles. | 1-S | GA | 10001 Introduction to Computer Technology |
| TCH111 | Information Technology | Career/Tech | HS | This first course in the IT career field is designed to provide students with a working knowledge of computer concepts and essential skills necessary for work and communication in today's society. Students will learn safety, security, and ethical issues in computing and social networking. Students will also learn about input/output systems, computer hardware and operating systems, and office applications. | 2-S | GA | 10003 Computer and Information Technology |

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| TCH201 | Microsoft Office Exam Preparation: Microsoft Word | Career/Tech | HS | <p>This course will prepare students for the Microsoft Office Specialist Word exam. In this course, students will watch examples and follow task instructions that will show them how to use Microsoft Word. They will complete practice activities to build confidence and competence using the system. Students will complete required teacher-graded challenges at the end of each unit in order to demonstrate skills mastered for each section. Students are required to pass their unit challenges and the Microsoft Office Specialist Word exam with a 70% in order to earn credit for the course. The Microsoft Office 2016 desktop application is recommended to complete the activities in this course.</p> | 2-S | GA | |
| TCH202 | Microsoft Office Exam Preparation: Microsoft Powerpoint | Career/Tech | HS | <p>This course will prepare students for the Microsoft Office Specialist PowerPoint exam. In this course, students will watch examples and follow task instructions that will show them how to use Microsoft PowerPoint. They will complete practice activities to build confidence and competence using the system. Students will complete required teacher-graded challenges at the end of each unit in order to demonstrate skills mastered for each section. Students are required to pass their unit challenges and the Microsoft Office Specialist PowerPoint exam with a 70% in order to earn credit for the course. The Microsoft Office 2016 desktop application is recommended to complete the activities in this course.</p> | 2-S | GA | |

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| TCH203 | Microsoft Office Exam Preparation: Microsoft Excel | Career/Tech | HS | <p>This course will prepare students for the Microsoft Office Specialist Excel exam. In this course, students will watch examples and follow task instructions that will show them how to use Microsoft Excel. They will complete practice activities to build confidence and competence using the system. Students will complete required teacher-graded challenges at the end of each unit in order to demonstrate skills mastered for each section. Students are required to pass their unit challenges and the Microsoft Office Specialist Excel exam with a 70% in order to earn credit for the course. The Microsoft Office 2016 desktop application is recommended to complete the activities in this course.</p> | 2-S | GA | |
| TCH300 | Digital Literacy (IC3 Certification) | Career/ Tech | HS | <p>This Digital Literacy course introduces students to computing fundamentals. Students will learn how a computer works, including operating systems, storage, and software. Basic applications are covered, and students learn the fundamentals of word processing, spreadsheets, databases, graphics, presentations, and multimedia skills. In addition the course covers the Internet, networking and communications. Students will learn the basics of telecommunications, understanding how networks work, the history and operation of the internet. Internet research and reliable sources, professional & personal email and messaging communication, social networking, and internet security are also covered. Students will learn to use the internet responsibly and effectively in this course. This course will prepare students to take the assessment called IC3. Passing this assessment earns students a nationally recognized certification in</p> | 1-S | GA | 10004 Computer Applications |

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| | | | | Digital Literacy, which they can use in job searches and applications for higher education. | | | |
| TCH301 | Web Design | Career/Tech | HS | Students will learn the dynamics of the Web environment while pursuing an in-depth study of both Hypertext Markup Language (HTML) and Cascading Style Sheets (CSS). Web based protocols such as FTP, TCP/IP, and HTTP will be addressed. Students will create a website with tag text elements, special characters, lines, graphics, hypertext links, and graphical tables. | 2-S | GA | 05254 Web Design |
| TCH302 | Introduction to Digital and Interactive Media | Career/Tech | HS | The course is designed to provide students with knowledge of current industry standard, commercial, and open source programming software to create visual elements in a web or standalone environment; knowledge of aspects of computer visual production, thought, and application; how to map out, design, and test two three-dimensional elements. | 2-S | GA | 10203 Interactive Media |
| TCH312 | Introduction to Programming | Career/Tech | HS | In this course, students will start by exploring programming projects and then they will dive deeper into basic programming concepts. Students will recognize key elements of working on an information technology project so they can be successful in future careers. Students will then learn the basics of programming concepts, including building simple interactive applications, basic units of logic, and algorithmic solutions. | 2-S | GA | 10152 Computer Programming |
| TCH313 | Computer Hardware | Career/Tech | HS | In this course, students will learn to install, repair, and troubleshoot computer hardware systems. They will perform preventative maintenance practices and learn techniques for maintaining computer hardware security. Communication skills and professionalism in troubleshooting situations will be emphasized. | 2-S | GA | 10252 Computer Maintenance |

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| TCH314 | Networking | Career/Tech | HS | In this course, students will apply fundamental principles of IT, including the history of IT and its impact on society, common industry terms, systems theory, information storage and retrieval, database management, and computer hardware, software, and peripheral device configuration and installation. This base of knowledge and skills may be applied across the career field. The first part of the course will focus on project planning, equipment, security, and problem solving. The second part of the course explores specific networking topics. | 2-S | GA | 10102 Networking Systems |
| TCH315 | Foundations of Web and Game Design | Career/Tech | HS | This course introduces students to the foundational concepts of web and game design. In the first part of the course, students will learn about the web and mobile computing environments concluding with an exposure to computer programming. In the second part of the course, students will study key elements of game design with emphasis placed on industry standard programming language constructs that will build their capability in game design. | 2-S | GA | 10203 Interactive Media |



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