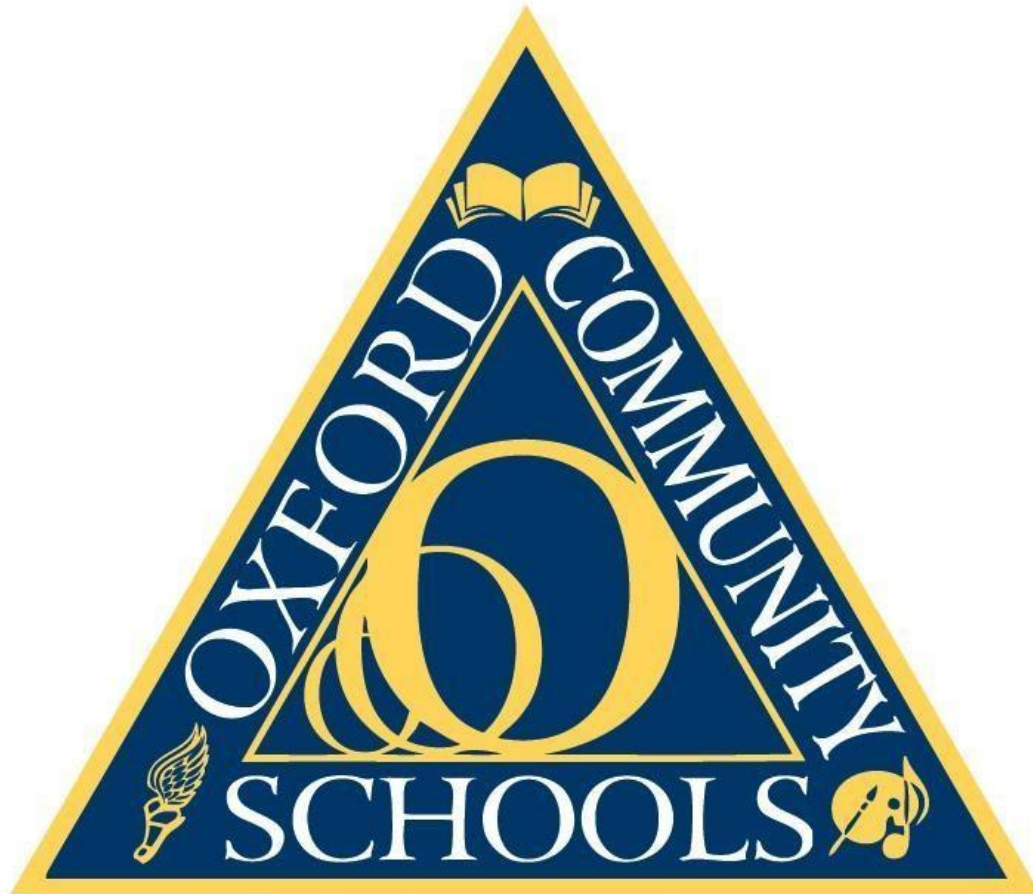


2023-2024  
COURSE CATALOG



WHERE THE GLOBE IS OUR CAMPUS

Oxford Crossroads  
Day School

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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**

<b>Guy Cococetta</b>	<b>Principal</b>
<b>Britney Soutar</b>	<b>Administrative Assistant</b>
<b>Nicole Flores</b>	<b>Social Worker</b>
<b>Josephine Jock</b>	<b>School Psychologist</b>
<b>Rachel Pollack</b>	<b>Teacher</b>
<b>Stacie Trevino</b>	<b>Teacher</b>
<b>Mark Patterson</b>	<b>Teacher</b>
<b>Jean Denver</b>	<b>Teacher</b>

## **CENTRAL OFFICE ADMINISTRATION**

<b>Vicki Markavitch</b>	<b>Superintendent</b>
<b>Sam Barna</b>	<b>Assistant. Superintendent Of Business &amp; Operations</b>
<b>Ryan Reid</b>	<b>Assistant. Superintendent Of Human ResourcesAnita</b>
<b>Qonja-Collins</b>	<b>Assistant. Superintendent Of Elementary Instruction</b>
<b>Steve Wolf</b>	<b>Assistant. Superintendent Of Secondary Instruction</b>

## **BOARD OF EDUCATION**

<b>Heather Shafer</b>	<b>President</b>
<b>Erin Reis</b>	<b>Vice President</b>
<b>Mary Hanser</b>	<b>Treasurer</b>
<b>James Sommers</b>	<b>Secretary</b>
<b>Amanda McDonough</b>	<b>Trustee</b>
<b>Colleen Schultz</b>	<b>Trustee</b>
<b>Mike Whitney</b>	<b>Trustee</b>

# OXFORD CROSSROADS DAY SCHOOL

## 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

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

## 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**

<b>SAT &amp; WorkKeys (All Juniors must complete)</b> -Early Spring
To locate additional test sites and see additional testing dates and locations visit the SAT website at <a href="http://www.collegeboard.org">www.collegeboard.org</a>

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

<b>PSAT (All Freshman &amp; Sophomore must complete)</b> -Early Spring
9 <sup>th</sup> and 10 <sup>th</sup> grade students will be taking the preliminary SAT in preparation for the SAT.

### **Optional Testing**

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

<b>ACT</b>
To view test dates, locations and register for the ACT, go to <a href="http://www.actstudent.org">www.actstudent.org</a> .

**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 Principal for alternate methods for obtaining reports, 248-969-1838.

### **Transcripts**

Transcript requests should be completed online using Parchment. To register for your Parchment account, go to [www.parchment.com](http://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](http://www.actstudent.org) or [www.collegeboard.com](http://www.collegeboard.com) to each college.

## **COURSE OFFERINGS**

### ● **ENGLISH LANGUAGE ARTS**

#### **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.

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## ● **MATHEMATICS**

### **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.

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## • SCIENCE

### **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.

## ● SOCIAL STUDIES

### **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.

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## **● HEALTH / PHYSICAL EDUCATION**

**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.

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## 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: Ryan Reid, Assistant Superintendent of Human Resources, 10 North Washington Street, Oxford, MI 48371, (248) 969-5004.

