



HIGH SCHOOL  
ADMINISTRATION

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Principal  
  
Brian Bennet,  
Assistant Principal  
  
Brent Jandron,  
Assistant Principal  
  
Rick Ruel,  
Athletic Director  
  
Vickie Gale,  
Secretary  
  
Sherry Wahr,  
Secretary

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CENTER STAFF

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A-L Counselor  
  
Erin Silva,  
M-Z and Fusion Counselor  
  
Brenda Scott,  
Registrar  
  
Jennifer Bowen Johansen,  
Secretary

ADMINISTRATION  
OFFICE

Tom Livezey,  
Superintendent  
  
Todd Hronek,  
Director of Finance  
  
Jake Hunt,  
Transportation  
  
Cory Schullo,  
Director of Facilities and  
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course offering guide

The courses listed in this guide are offered based on student need, staff availability, and School Board approval. Included with each course description are the appropriate prerequisite, credit value, and Michigan Career Pathway connections. When registering for classes, be sure to consider your Educational Development Plan (EDP) and select elective courses that connect with the Career Pathway you are following. Be sure you have met all prerequisites for the courses you select. If teacher approval is required, complete the appropriate application or obtain the teacher's signature on your class selection form. Any questions about class selection or registration should be directed to your Counselor.

Michigan Merit Curriculum Required Credits

DEPARTMENT	CREDIT DESCRIPTIONS	CREDITS	GRADE	PERSONAL CURRICULUM MODIFICATIONS ALLOWED
English Language Arts 4 credits	Four Credits, each aligned with the Michigan ELA Content Expectations	4	9-12	None
Mathematics 4 credits	Algebra I	1	9-12	None
	Algebra II	1		**
	Geometry	1		None
	Math-related credit in final year	1		None
Science 3 credits	Biology	1	9	None
	Chemistry & Physics	1	10-11	None
	One additional science credit, to include at least .5 credit of Environmental science	1	11, 12	None
Social Studies 3 credits	World History & Geography	1	9	**
	US History & Geography	1	10	**
	Government	.5	11	None
	Economics	.5	11	**
Physical Education & Health 1 credit	Physical Education & Health	1	9-10	*
Visual, Performing, Applied Arts 1 or 2 credits, depending on World Language		1 or 2	9-10	*
World Language 2 or 1 credits, depending on VPAA		1 or 2	9-12	
Electives 4 credits		4	9-12	None
Online Learning Experience - The Online Learning Experience is incorporated into each of the required credits.				None

\*Modification only if student takes additional credits beyond the required credits in ELA, Math, Science or World Language.  
\*\* See Counselor.

The Michigan Merit Curriculum and the role of the Educational Development Plan

When designing your Educational Development Plan (EDP), it is important to keep in mind the many options provided to you through the Michigan Merit Curriculum (MMC). While the MMC requires at least 18 very specific credits, there are a variety of ways to earn these credits. Certain requirements may also be modified. Examples are listed below. See your Counselor in order to finalize your EDP and to request a Personal Curriculum, if needed.

Options at OHS within the MMC

To allow for a Career-Technical Education experience: Students wishing to enroll in any of the career-technical education courses listed in this guide need to carefully document their four-year plan in the EDP. Be sure to note that certain Career Technical Center (CTC) courses may meet MMC requirements. Several courses may be eligible for the math-related credit in the senior year, and other select courses may be eligible for an English Language Arts credit.

Requesting a Personal Curriculum

Parents, guardians or 18 year-old students may request a Personal Curriculum (PC) to modify MMC graduation requirements under certain circumstances. A committee including the student and parent or guardian will determine if a PC is appropriate. Only certain MMC modifications are allowed, usually after a minimum of MMC requirements are completed (Example: Alg I, Geom, and .5 credit of Alg II must be completed before modifying the Algebra II requirement). Special education students may have further options. For further information on a PC please contact your student's counselor.

# Mission Statement

*Oakridge students will be caring, productive citizens with lifelong learning skills.*

## Notice of Nondiscrimination Policy

It is the policy of the Oakridge Public School District that no person shall, on the basis of race, color, national origin, creed or ancestry, political belief, sex, disability, handicap, religion, age, height, weight, or marital status be excluded from participation in, denied the benefits of, or be subjected to discrimination under any program or activity and in employment.

Any questions concerning Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex, Title VI, which prohibits discrimination on the basis of race, color or national origin, or Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of handicap, should be directed to Greg Bodrie, Eastern Service Unit, 3255 E. Pontaluna Road, Fruitport, MI 49415, 231-865-4012.

Copies of the grievance procedures relative to Title IX, Title VI, and Section 504 of the Rehabilitation Act of 1973, are on file at the above office.

All vocational education programs follow the district's policy (above) of nondiscrimination. Vocational education programs that include classes in personal living, business, and technical skills are open and available to all Oakridge High School students.

In addition, arrangements can be made to ensure that the lack of English language skills is not a barrier to admission or participation. For more information, you may contact the high school counseling office at 231-788-7310.

## GRIEVANCE PROCEDURES

If any person believes the District or an employee of the district has inadequately applied the principles and/or regulations of Title VI, Title IX, Section 504 or any Federal Title program or believes they have been discriminated against, that person may make a complaint to the local Title coordinator.

The person who believes he/she has a valid basis for the complaint shall discuss the matter informally and verbally with the local Title coordinator, who shall investigate the complaint and answer the complaint within two business days. If this reply is not acceptable to the complainant, the complainant may initiate formal procedures according to the following steps:

### STEP ONE:

A written statement of the complaint signed by the complainant shall be submitted to the local Title coordinator within five business days of receipt of answers to the informal complaint. The coordinator shall further investigate the complaint and reply in writing to the complainant within ten school days.

### STEP TWO:

If the complainant wishes to appeal the decision of the local Title coordinator, that person may submit a signed appeal to the superintendent within five business days after receipt of the local coordinator's response. The superintendent shall meet with all parties involved, attempt to arrive at a solution, and respond in writing to the complaint within five school days.

### STEP THREE:

If the complainant remains unsatisfied, the complainant may appeal in a signed, written statement to the Board within five business days of receipt of the superintendent's response in Step II. The board shall meet with the concerned parties and their representatives within 15 days of receipt of the appeal. A copy of the board's disposition of the appeal shall be sent to each concerned party within ten business days of the meeting.

### STEP FOUR:

If, at this point, the complaint has not been satisfactorily settled, further appeal by the complainant may be made to the office of Civil Rights, Department of Human Services, Washington, D.C. 20201.

## Credits at Oakridge High School

### WHAT IS A CREDIT?

At Oakridge High School a student earns a credit by:

- 1) Passing the course for which the credit is offered.
- 2) Meet the attendance policy of Oakridge High School.
- 3) Demonstrating proficiency on course content expectations by one of the following:
  - a) Average 60% over all common assessments (OR)
  - b) Meet the test out policy of 77% on Final Exam.

\* .5 credit can be earned for meeting the above credit requirements for one semester.

### HOW MANY CREDITS ARE NEEDED TO GRADUATE?

22 credits are required for graduation from Oakridge High School.

### HOW MANY CREDITS CAN A STUDENT EARN PER YEAR?

Presently, students in all four grades may earn SIX credits per school year. Additional credits can be earned through zero hour, test out, or credit recovery experiences.

## Dual Enrollment

Under the state-mandated Dual Enrollment Program (Post-secondary Enrollment Options Act/Public Act 160) eligible 11th and 12th grade students may simultaneously take classes in both the high school and a college, university, or technical school. Students must have taken the PSAT 10 or SAT and demonstrated proficiency in the content area in which that student wishes to dual enroll. Students must select courses for dual enrollment which are not offered through OHS curriculum or through local ISD or vocational-technical education programs. **Dual enrollment courses are not weighted.** Other questions should be directed to the Counseling Office.

## Earning Credits by Testing Out

The Test Out Application form must be obtained from and submitted to the counseling office by the close of school on the last day of any semester. Test Out assessments must be completed and submitted by the end of the week immediately following the end of each semester. More information on the Test Out process is available in the Oakridge High School Student Handbook.

Students may also recover credits through the use of online education programs such as in summer school or in credit recovery labs during the school day.

## Homebound Students

OHS will provide instructional services to students whose attending physician certifies a medical condition that requires the pupil to be confined to the home or hospital during regular school hours for more than five consecutive school days.

## Transferring Credits *(other districts or home-schooling)*

Students who transfer to OHS will be required to meet this district's graduation requirements. Counselors will review the transcripts from other districts and make every attempt to communicate with districts to ensure that credits are properly transferred, regardless of course names. Students who have been in home-schooling situations should be prepared to present documentation of credits earned. This documentation may involve daily logs, texts utilized, assessment tools, etc.

## Work Permits/Employment

Employers are required to follow guidelines set forth by the State in regards to employing minors. Students can obtain the CA-6 or CA-7 Work Permit from the High School Main Office and must present a birth certificate or driver's license in order for the school to process the form. Students under the age of 18 may not work more than 18 hours each week. It is important that students maintain good progress in academics and satisfactory attendance in classes while employed. Please work with your employer and Oakridge Public Schools to ensure your success in both settings.

## Military Recruitment/Opt Out

Pursuant to federal law (NCLB), a student's legal parent or guardian has the option to choose not to provide their student's directory information to the military recruiters that visit Oakridge High School. Parents or guardians wishing to withhold this information can request an Opt Out form from the Counseling Center. Forms must be submitted to the Counseling Center within the first week of school.

Class Rank - Grade Point Average and SAT Composite Score

Final senior class ranking will be determined based on a calculation using a 60% weight on the cumulative grade point average and a 40% weight on the SAT score. The student with the highest total rank points will be the valedictorian, and the student with the second highest total rank points will be the salutatorian.

All retakes of the SAT assessment will be considered and the highest composite score will be used. Retakes can be taken through first semester of the senior year. The Top Ten is finalized in early February and all scores must be received by then.

Student Testing Information

Class of 2026

The PSAT 9 is a test that will help you and your teachers know what you need to work on most so that you're ready for college when you graduate from high school. It tests the same skills and knowledge as the SAT, PSAT/NMSQT, and PSAT 10 — in a way that makes sense for your grade level.

Class of 2025

The PSAT 10 is a practice SAT exam. It will be aligned to the new SAT – meaning it has new SAT question types including evidence support questions on the reading. Its scores will also be reported on the same scale as the new SAT. The PSAT/NMSQT is a pre-test for the SAT and is used by the National Merit Scholarship Corporation to determine merit semi-finalists. Sophomores can take this as a practice test. Fee required. (Fall)

Class of 2024

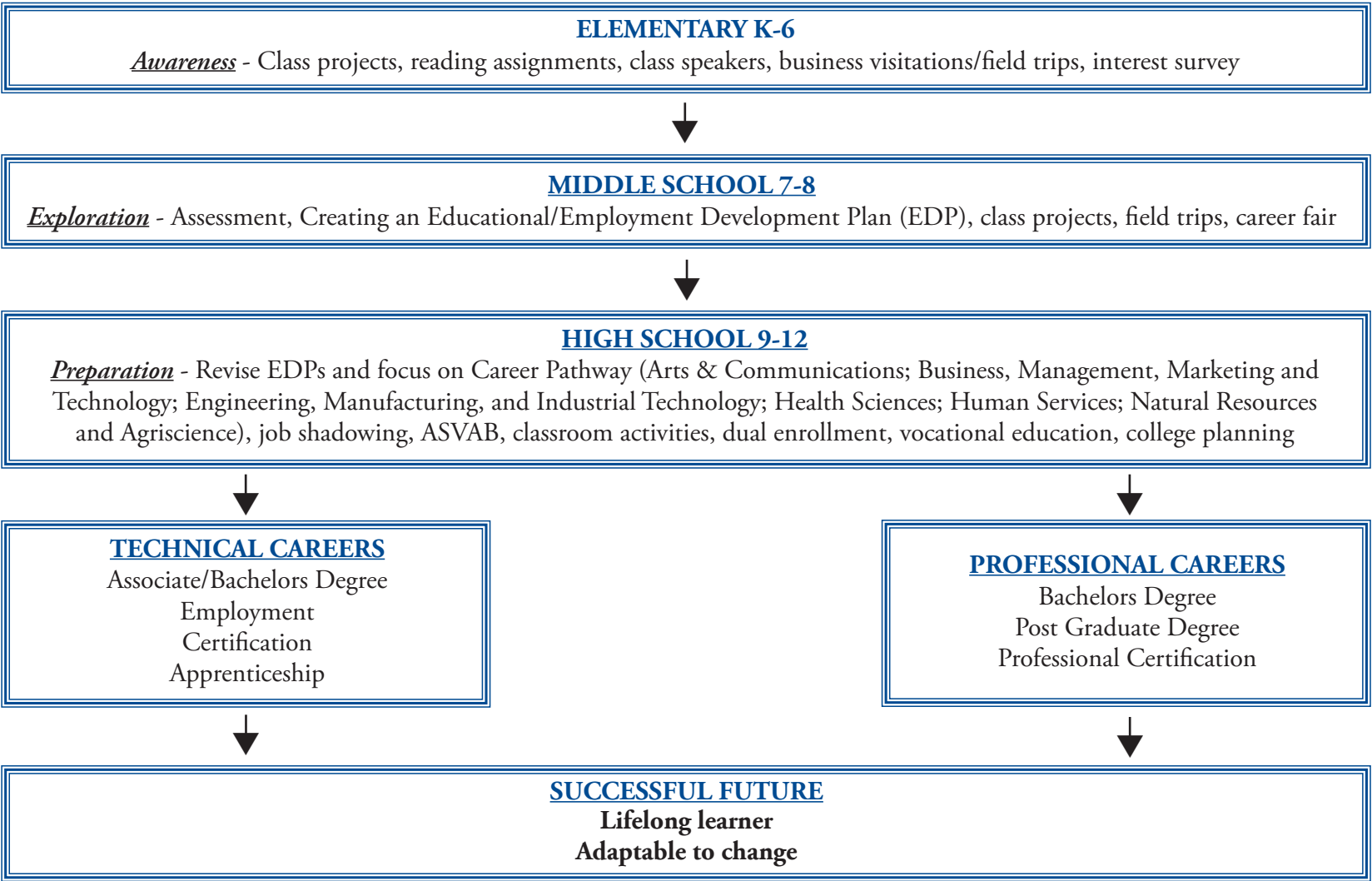
The PSAT/NMSQT is a pre-test for the SAT and is used by the National Merit Scholarship Corporation to determine merit semi-finalists. Fee required. (Fall)

The Michigan Student Test of Educational Progress (M-Step) will include the college entrance exam SAT the ACT WorkKeys and summative assessments in science and social studies. The Advanced Placement Test is a test given in a variety of Advance Placement classes and is taken for college credit. Only applicable to students enrolled in an AP class. Fee may be required. (Spring) The ACT is a college entrance test and a qualifying test for the Michigan Competitive Scholarship Program. Juniors are encouraged to consider taking the ACT, but the SAT experience in the spring is also a college entrance exam. Register at [www.actstudent.org](http://www.actstudent.org)

Class of 2023

Seniors may wish to retake the SAT or ACT in order to meet college admission requirements. See your counselor for registration information. The Advancement Placement Test is a test given in a variety of Advance Placement classes and is taken for college credit. Only applicable to students enrolled in an AP class. Fee may be required. (Spring)

Oakridge Schools Education For Employment Career Counseling Model



Michigan Employability Skills Profile

SKILLS MICHIGAN EMPLOYERS WANT NOW AND FOR THE FUTURE

ACADEMIC SKILLS

The skills that help prepare you for future training and education. They include communicating, planning, understanding and problem solving. Examples are:

- Read and understand written material
- Understand charts and graphs
- Understand basic mathematics
- Use math to solve problems
- Use research/library skills
- Use tools and equipment
- Speak in the language in which business is conducted
- Write in the language in which business is conducted
- Use scientific method to solve problems
- Use specialized knowledge to get the job done

PERSONAL MANAGEMENT SKILLS

The skills that help you develop responsibility and dependability. They include setting and accomplishing goals, doing your best, making decisions, acting honestly and exercising self-control. Examples are:

- Attend school/work daily and on time
- Meet school/work deadlines
- Know personal strengths and weaknesses
- Demonstrate self-control
- Pay attention to details
- Follow written instructions and directions
- Follow oral instructions and directions
- Work without supervision
- Learn new skills
- Identify and suggest new ways to get the job done

TEAMWORK SKILLS

The skills that help develop your ability to work cooperatively with a group. They include organizing, planning, listening, sharing, flexibility and leadership. Examples are:

- Actively participate in a group
- Know the group's rules and values
- Listen to other group members
- Express ideas to other group members
- Be sensitive to the group member's ideas and views
- Be willing to compromise if necessary to best accomplish the goal
- Be a leader or a follower to best accomplish the goal



What are Career Pathways?

Career Pathways are broad groupings of careers that share similar characteristics and whose employment requirements call for many common interests, strengths and competencies.

Are you sure it's for me?

Absolutely! No matter what, some day you will need to get a job. You may go to college first, or you may get advanced education in other ways. But you'll eventually enter the work force. The bottom line is that the good jobs of the future will go to people with skills. And you'll certainly want to be one of them.

Career Pathways can assist you in finding your way among the thousands of different occupations available to you. Following a Career Pathway makes it easier for you to identify career choices. Career Pathways can help you develop a plan on how to prepare for your chosen career interest area.

How do I benefit?

Your Pathway prepares you so that you know what skills are needed in the world of work. It:

- ~ helps you learn about new career opportunities
- ~ helps you see how school subjects relate to the world of work
- ~ helps you figure out your skills
- ~ shows you the education and skills needed for your career interest
- ~ makes your education fit you

What is my role as a student?

- Do everything you can to focus on your future!
- ~ Study hard and do your best in school and extracurricular activities
  - ~ Take advantage of every opportunity to learn about the real world through job shadowing, work experiences, field trips, community service, and career speakers
  - ~ Talk to your parents and other adults about their jobs
  - ~ Go to school every day, on time, and with a good attitude
    - like a job
  - ~ Learn first hand about as many different jobs, businesses, professions as possible
  - ~ Participate in career and college fairs
  - ~ Talk to your counselors and teachers

What Pathways are available?

(see below~ Career Pathways icons and descriptions)

Selecting your courses for next year:

Courses at OHS are indexed according to one or more of the six Michigan Career Pathways described. Please consider your long-term career goals and your EDP as you select courses for next year. The elective courses you select should correspond with the Career Pathways you are interested in. If you need to update your EDP as you progress through high school, be sure to see your assigned counselor in the Counseling Center. Courses are indexed according to the following:



A ~

Arts and Communication



B ~

Business, Management,  
Marketing, and Technology



E ~

Engineering, Manufacturing and  
Industrial Technology



H ~

Health Sciences



N ~

Natural Resources and Agriscience



HU ~

Human Services

- A ~ Arts and Communication  
B ~ Business, Management, Marketing and Technology  
E ~ Engineering, Manufacturing and Industrial Technology  
H ~ Health Sciences  
HU ~ Human Services  
N ~ Natural Resources and Agriscience



ART

FOUNDATIONS OF ART

A, B, E, HU

0.5credit  
9, 10, 11,12

Foundations of Art is an introductory course that is designed to develop the knowledge of basic visual art media with an emphasis placed on the elements of art, principles of design, concepts of visual aesthetics, composition, and specific media techniques and processes. During the course, students will engage in meaningful, hands-on learning experiences that allow for personal growth and creative expression.

CERAMICS AND SCULPTURE

A, E, HU

.5 credit  
10, 11, 12

*Prerequisite Foundations of Art with a "C" average.*

Ceramics and Sculpture is a course designed for students who have an interest or curiosity in developing their artistic skills in the art media of ceramics and three-dimensional sculpture; this course will explore ceramics and sculpture construction, techniques and processes that build on basic three-dimensional concepts established during Foundations of Art. During the course, students will explore the following creative techniques in ceramics: coil, hand-building, pinch, and slab. In Sculpture, students will explore: additive construction, closed form, free-standing form, open form, relief-form, and subtractive construction.

DRAWING

A, B, HU

0.5 credit

*Prerequisite Foundations of Art with a "C" average.*

9, 10, 11, 12 Drawing is a course designed for students who have an interest or curiosity in developing their technical skill in the art media of drawing; this course will explore a variety of media in drawing, drawing techniques and processes that build on basic drawing skills established during Foundations of Art. During the course, students will explore the following drawing media: chalk pastel, charcoal, colored pencil, graphite pencil, ink, permanent marker, and oil pastels.

PAINTING

A, B, HU

0.5 credit  
9, 10, 11, 12

*Prerequisite Foundations of Art with a "C" average.*

Painting is a course designed for students who have an interest or curiosity in developing their artistic skills in the art media of painting; this course will explore a variety of media in painting, painting techniques and processes that build on basic painting skills established during Foundations of Art. During the course, students will explore the following painting media: acrylic, gouache, mixed-media, non-traditional, resist, tempera, and watercolor.

PRINTMAKING

A, B, E, HU

0.5 credit

*Prerequisite Foundations of Art with a "C" average.*

10, 11, 12 Printmaking is a course designed for students who have an interest or curiosity in developing their artistic skills in the art media of printing; this course will explore a variety of media in printmaking, printing techniques, and printing processes that build on basic printmaking skills established during Foundations of Art. During the course, students will explore the following printmaking media: monotype printmaking, single-color reduction printmaking, multi-color reduction printmaking, drypoint printmaking, screen-printing, lithography, collagraph printmaking, and multi-layered stencil printing.

**DIGITAL PHOTOGRAPHY** 0.5 credit  
*A, B, HU* 11, 12  
*Prerequisite Foundations of Art with a “C” average and at least one Tier II course with a “C” average.*  
Digital Photography is a course designed for students who have an interest in developing their skills as a photographer using a DSLR camera; this course will explore the history of photography, foundational principles and concepts of digital photography, composition in photography, and the functioning and use of assorted photography equipment. During the course, students will build a photography portfolio that explores popular photography themes of the professional industry. Photo themes include: abstract, action, architectural, black and white, documentary, food, infrared, landscape, long-exposure, night, macro, monochrome, pet, photojournalism, portrait, reflective, still life, street, and vintage.



**COMPUTER INFORMATION SYSTEMS**

**NEWS BROADCASTING** 1 credit  
*A, B, E* 10, 11, 12  
News Broadcasting is an elective offered to students who are invested in the stories and culture of Oakridge. Here, students will be making critical decisions regarding what is filmed and featured in the high school’s daily announcements. The course is a hybrid of technology and communication which requires students to interact with multiple digital medias and people from the school community.

**AP COMPUTER SCIENCE PRINCIPLES** 1 credit  
*B, E* 10, 11, 12  
*Prerequisite: Algebra 1 with strong foundation in basic algebraic concepts.*  
This course follows the College Board’s suggested curriculum designed to parallel college-level computer science principles course. The AP® Computer Science Principles course introduces students to the fundamental ideas of computer science and how to apply computational thinking across multiple disciplines. This course teaches students to apply creative designs and innovative solutions when developing computational artifacts. This course covers such topics as abstraction, communication of information using data, algorithms, programming, and the internet.



**ENGLISH**

**CLASSICAL LITERATURE** 1 credit  
*A, B, E, H, HU, N* 9  
Classical Literature is a class for the ninth grade student. It provides an introduction to analysis of five literary forms: the short story, novel, nonfiction, poetry, and drama. It also incorporates the basic elements of public speaking. It is recommended that students be reading at or above grade level.

**ENGLISH II** 1 credit  
*A, B, E, H, HU, N* 10  
English II is a course for the 10<sup>th</sup> grade student that continues building such basic skills as grammar usage, composition, communication, and vocabulary development while reading various American literary genres. Students will read at least one novel.

**AMERICAN LITERATURE – (H)** 1 credit  
*Prerequisite: Classical Literature or teacher recommendation*  
*A, B, E, H, HU, N* 10  
American Literature is a course for the 10<sup>th</sup> grade, college bound student. A strong emphasis on writing and reading informational text are the backbone of the course. Students complete a personal anthology first semester that practices those skills, as well as time management and website creation. Self-motivation is a must. It is recommended that students be reading at or above grade level.

**ENGLISH III** 1 credit  
*A, B, E, H, HU, N* 11  
English III is a course for the 11<sup>th</sup> grade student. Oral communications reinforce grammar, composition, and thinking skills in preparation for the high school MEAP and the world of work. Students will study multi-cultural literature, read at least one novel, and utilize media center resources in research.

**ELEMENTS OR HORROR** .5 credit  
*Prerequisite: English III or British Literature or AP Language and Composition.*  
*A, B, E, H, HU, N* 12  
*Elements of Horror* is a senior-level course in close reading and critical thinking focused on the horror genre of literature. Students will read both classic examples like Edgar Allan Poe and contemporary pieces like Stephen King. A high level of intellectual effort and strong work ethic are expected. Classroom discussion and active participation are required. Written assignments, both inside and outside of class, will be part of the course.

**CREATIVE WRITING** .5 credit  
*Prerequisite: English III or British Literature or AP Language and Composition.*  
*A, B, E, H, HU, N* 12  
*Creative Writing* is a senior-level course focused on writing and composition across a variety of creative genres. Thematic writing assignments will make up the bulk of the common assessment category, and will, therefore, comprise the lion’s share of a student’s marking period and semester grades. Daily work will be generally reserved for formative assessments related to those common assessment categories.

**THE LITERATURE OF WARFARE** .5 credit  
*English III or British Literature or AP Language and Composition.*  
*A, B, E, H, HU, N* 12  
*The Literature of Warfare* is a senior-level course concerned with mankind’s history of armed conflict. Primary explorations will focus on American involvement in conflict from World War I through Iraq and Afghanistan. A high level of intellectual effort and strong work ethic are expected. Classroom discussion and active participation are required. Written assignments, both inside and outside of class, will provide assessment for the course.

**DIVERGENT VOICES** .5 credit  
*Prerequisite: English III or British Literature or AP Language and Composition.*  
*A, B, E, H, HU, N* 12  
*Divergent Voices* is a senior-level course that will address works by minority authors and minority characters traditionally overlooked by the literary canon. Amy Sonnie’s Revolutionary Voices will be a core text of the course. Active participation is expected and participation in classroom discussions will be a must. Written assignments, both inside and outside of class, will provide assessment for the course.

**ADVANCED PLACEMENT ENGLISH LITERATURE** 1 credit  
*Prerequisite: Teacher Recommendation*  
*A, B, E, H, HU, N* 12  
**This is a weighted class. Offered in even-numbered years.**  
AP Literature and Composition is a course for the highly motivated, college-bound student. This course is designed to engage students in the close reading of selected texts and critical analysis of literature. These skills will be evaluated through written analysis and discussion. Students will study works from various genres and periods of literature. A summer assignment and independent reading will be required along with active classroom participation. Students are encouraged to take the College Board’s Advanced Placement English Literature and Composition examination in May. Students who pass the test may earn college credits. It is highly recommended that students be reading at or above grade level.

**ADVANCED PLACEMENT ENGLISH LANGUAGE AND COMPOSITION** 1 credit  
*Prerequisite: Teacher recommendation*  
*A, B, E, H, HU, N* 11, 12  
**This is a weighted class. Offered in even-numbered years.**  
This is a college-level course in critical thinking and effective writing. A high level of intellectual effort and self-direction is expected. A summer assignment and independent reading will be required, and students will study language use while critically analyzing essays and informational text. Classroom discussion and active participation are required. Written assignments, both inside and outside of class, will be an important part of the course. Students are encouraged to take the College Board’s Advanced Placement English Language and Composition examination in May.

**DRAMA (STUDY OF LITERATURE)** 1 credit  
*A, HU* 10, 11, 12  
An introduction to dramatic literature through study of the development of drama and its various genres, focusing on the cultural, literary, and political contexts of individual works by diverse playwrights. The emphasis is on literary terms/techniques, themes and cultural values, symbols and motifs, character development and making inferences, as well as script-writing/play construction, dialogue, staging, and the critiquing of written and performed dramatic literature. Attendance of at least 2 out of 3 of the yearly OHS Drama Club performances and one community performance are required. Independent reading of one full-length play per marking period is also required, and students will study language use while critically analyzing characterization, setting and theme. Students must have previous onstage experience performing in at least one OHS drama production prior to admittance of the class.



## INDUSTRIAL TECHNOLOGY

### BENCH WOODS

A, B, E, H, HU, N

1 credit

9, 10, 11, 12

A course designed for the first-year woodworker. Students will receive basic instruction in the woodworking area. Work will be performed with hand tools and power machinery. Work will be performed with softwoods, hardwoods, and fabricated wood material. The student will gain knowledge of common material, fasteners, assemblies, and joinery. The student will experience planning and problem solving along with finishing techniques.

Through the acquisition of knowledge about wood and wood products, the student will become a better consumer of manufactured wood products. The student will develop a better understanding of the natural resource of wood and its contribution to the development of our industrial society. The student should develop a good attitude toward work and proper safety habits. You should not register for this class if you have had a woodworking class before.

### MACHINE WOODS

*Prerequisite: Bench Woods or teacher permission.*

A, E, N

1 credit

9, 10, 11, 12

A course designed to teach the second-year or more-experienced student the skills needed to properly use the machinery required in woodworking. Each machine in the shop will be studied and demonstrated in detail. The student will gain in-depth knowledge in joinery, assembly, and finishing techniques. Through the acquisition of knowledge of machinery, the student will gain appreciation of the processes in the wood industry. The student will gain a good attitude towards work and proper safety habits. Through planning and problem solving, the student will develop attitudes that help them become a better citizen.

### ADVANCED WOODS I

*Prerequisite: Bench Woods and Machine Woods, or teacher permission.*

A, E, N

1 credit

11, 12

A course designed to teach the student in-depth skills needed in wood fabrication and processes. The student will receive detailed instruction in joinery, assembly, fastening, finishing techniques, and planning procedures. The student will engage in many hours to develop his/her own style solving situations and will enjoy many hours to develop his/her own style and habits in woodworking.

The student will gain a knowledge of woodworking, which should help him as a citizen in the future years. An idea of the role wood manufacturing plays in society should be appreciated.

### ADVANCED WOODS II

*Prerequisite: Advanced Woods I*

A, E, N

1 credit

12

This course is designed to teach the fourth-year student the importance of woodworking technology in their future. The student will be required to write a paper each semester on one of the many areas of woodworking technology. The student will gain an understanding of how technology advances forestry and reforestation, the manufacturing processes, and the marketing of the finished products. Offered zero or first hour.

## MATHEMATICS

### ALGEBRA I

A, B, E, H, HU, N

1 credit

9, 10, 11

Algebra I builds upon a number of key algebraic topics assumed to have been developed in the middle grades, namely a deep knowledge of linear patterns of change and familiarity with nonlinear patterns such as exponential and quadratic. It is expected that students entering Algebra I are able to recognize and solve mathematical and real-world problems involving linear relationships and to make sense of and move fluently among the graphic, numeric, symbolic, and verbal representations of these patterns. In addition, students should be able to apply this knowledge to quadratic and other simple fractions.

### ALGEBRA II

*Prerequisite: Successful completion Algebra I. Teacher Recommendation.*

A, B, E, H, HU, N

1 credit

10, 11

The goal of Algebra II is to build upon the concepts taught in Algebra I while adding new concepts to the students' repertoire of mathematics. In Algebra I, students studied the concept of functions in various forms such as linear, quadratic, polynomial, and exponential. Algebra II continues the study of exponential and logarithmic functions and further enlarges the catalog of function families to include rational and trigonometric functions. In addition to extending the algebra strand, Algebra II will extend the numeric and logarithmic ideas of accuracy, error, sequences, and iteration. The topic of conic sections fuses algebra with geometry. Students will also extend their knowledge of univariate and bivariate statistical applications.

### MATH ESSENTIALS

B, E

1 credit

9

Math Essentials is a course designed to reinforce the skills learned in Pre-Algebra as well as support the skills each student is learning in Algebra 1A. The course is aimed at helping each student develop a stronger understanding of algebra, basic math skills, and mathematical reasoning. We will focus on math fluency, math accuracy, and problem solving perseverance.

### ALGEBRA II (H)

*Prerequisite: Successful completion Algebra I. Teacher Recommendation*

A, B, E, H, HU, N

1 credit

10, 11

This course is designed for students planning for advance mathematics course work. The goal of Algebra II is to build upon the concepts taught in Algebra I while adding new concepts to the students' repertoire of mathematics. In Algebra I, students studied the concept of functions in various forms such as linear, quadratic, polynomial, and exponential. Algebra II continues the study of exponential and logarithmic functions and further enlarges the catalog of function families to include rational and trigonometric functions. In addition to extending the algebra strand, Algebra II will extend the numeric and logarithmic ideas of accuracy, error, sequences, and iteration. The topic of conic sections fuses algebra with geometry. Students will also extend their knowledge of univariate and bivariate statistical applications.

### GEOMETRY

*Prerequisite: Teacher Recommendation or Algebra II*

A, B, E, H, HU, N

1 credit

10, 11

Geometry builds on a number of key geometric topics developed in the middle grades, namely relationships between angles, triangles, quadrilaterals, circles, and simple three-dimensional shapes. It is expected that students beginning geometry are able to recognize, classify, and apply properties of simple geometric shapes, know and apply basic similarity and congruence theorems, understand simple constructions with a compass and straight edge, and find area and volume of basic shapes. Students will study and develop analytic and spatial reasoning, study right triangles, develop deductive reasoning, and study of formal logic and proofs.

### PRE-CALCULUS

*Prerequisite: Algebra II and Teacher Recommendation.*

A, B, E, H, HU, N

1 credit

11, 12

Pre-calculus is the preparation for calculus. The study of the topics, concepts, and procedures of pre-calculus deepens students' understanding of algebra and extends their ability to apply algebra concepts and procedures at higher conceptual levels, as a tool, and in the study of other subjects. The theory and applications of trigonometry and functions are developed in depth. New mathematical tools, such as vectors, matrices, and polar coordinates are introduced with an eye toward modeling and solving real-world problems. A graphing calculator is incorporated throughout this course.

### CONSUMERS MATH

*Prerequisite: Senior standing with three years of mathematics course work.*

A, B, E, H, HU, N

1 credit

12

This course incorporates general mathematics skills with advanced mathematics topics to help students prepare for standardized assessments. Students will begin reviewing operations with whole numbers, fractions, and decimals, and then progress into algebra, geometry, and advance algebra concepts. The course will end with real-life consumer's mathematic topics including the consumer's role in the economy, financial management, banking, investing, credit, and taxes.

### AP CALCULUS

*Prerequisite: Pre-Calculus*

A, B, E, H, HU, N

1 credit

12

AP Calculus focuses on students' understanding of calculus concepts and provides experience with methods and applications. Although computational competence is an important outcome, the main emphasis is on a multi representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The connections among these representations are important. Teachers and students should regularly use technology to reinforce relationships among functions, to confirm written work, to implement experimentation, and to assist in interpreting results. Through the use of the unifying themes of calculus (e.g., derivatives, integrals, limits, approximation, and applications and modeling) the courses become cohesive rather than a collection of unrelated topics.





## PERFORMING ARTS

*When signing up for Choir or Band, please keep in mind that your attendance is required at all after school and weekend performances and competitions. In addition to the regular school attendance policy, the music department has policies covering their own area which you should familiarize yourself to prevent any misunderstanding.*

### OAKRIDGE SINGERS

**A** **1 credit**  
**9, 10, 11, 12**  
Oakridge Singers' goals include learning a wide variety of music in many different styles, while performing in 4 main concerts per year, in addition to a few off-campus concerts. Students learn about music theory, aural comprehension, music interpretation and expression, and vocal techniques. Emphasis is placed on working as a group to achieve common musical goals.

### SELECT CHOIR

**A** **1 credit**  
**9, 10, 11, 12**  
*Prerequisite: Enrollment in HS Chorale (except in instance of scheduling conflict)*

Students who would like to take HS Select Choir are required to go through an audition process and be selected by the director. This is an after-school 7th hour class that meets every day from 2:50-3:30. Emphasis is placed on singing advanced 4-part music, using proper vocal technique, and fostering musicianship. Required performances include, but aren't limited to: 4 school concerts, MSVMA Festival, Christmas caroling outside of school in December, and HS graduation.

### BAND

**A** **1 credit**  
**9, 10, 11, 12**  
Band will provide for the participants a first-hand involvement in the fine arts through the development of musical knowledge, expression, and performance. The group rehearses a variety of music to be presented in concerts and performances to the student body, community, and music festivals at various times throughout the year.

### HONORS JAZZ ENSEMBLE

**A** **1 credit**  
**9, 10, 11, 12**  
*Prerequisite: Enrollment in Band*  
Honors Jazz Ensemble is a competitive instrumental music-performing group. It consists of more advanced players in the instrumental music program. Auditions will be held every spring for the following school year. Only those currently enrolled in high school band may audition. Up to five saxophone players, six trombone players, eight trumpet players and five rhythm section members may be enrolled.



## PHYSICAL EDUCATION AND HEALTH

**HEALTH** **.5 Credit**  
**A, B, E, H, HU, N** **9, 10**  
Health is a required class needed to graduate and is typically taken as a 9<sup>th</sup> grade student. This course is a one semester class (18 weeks) that is linked to Basic Physical Education & Fitness class the other semester. Health education provides the basis for continued methods of developing knowledge, concepts, skills, behaviors and well being. This course includes the major content areas in a planned, sequential, comprehensive health education curriculum that includes social and emotional topics as well as personal health and wellness. Alcohol, tobacco and other drug abuse and prevention is covered along with sexual education, HIV prevention, nutrition and safety. This course assists students in understanding that health is a lifetime commitment by analyzing individual factors and health decisions that promote good health and prevent disease.

## BASIC PHYSICAL EDUCATION & FITNESS

**A, B, E, H, HU, N** **.5 Credit**  
**9, 10**  
This is a required class needed to graduate and is typically taken as a 9<sup>th</sup> grade student. This course is one semester (18 weeks) that is linked to Health class. This course will provide students with opportunities to achieve and maintain a health-enhancing level of physical fitness and increase their knowledge of fitness concepts. Fitness testing will be conducted as outlined by the "President's Physical Fitness Standards" to establish baseline fitness levels. This class is designed to enhance and improve a student's physical and mental well being. A healthy level of physical activity requires participation in all activities which will include but not limited to: Fitness Training, Lacrosse, Floor Hockey, Team Handball, Basketball, Softball, Volleyball and Soccer. Typically, a week will include emphasis on functional flexibility, agility, strength as well as the selected unit activity.

## LIFETIME FITNESS & RECREATION

**A, B, E, H, HU, N** **1 Credit**  
**10**  
Lifetime Fitness and Recreation is a course that is available to sophomores only. This course is designed to teach fitness activities to improve the recreational quality of a student's life now and in the future. This year-long adventure will concentrate on providing the ground work for an active lifestyle beyond high school. Some of these activities will include: bowling, golf, horseshoes, volleyball, ultimate Frisbee and basketball. We will also be researching health-related careers. Occupations such as athletic trainers, personal trainers, physical education teachers and other health and fitness-related careers that might lead to future college choices will be explored. This non-typical physical education class is designed for students who want to improve the recreational quality of their lives by learning new activities or improving on the ones they already know. Field trips will be taken when appropriate. Students will participate in a hunter's safety program to expand awareness of leisure activities.

## PERSONAL FITNESS

**A, B, E, H, HU, N** **1 Credit**  
**10, 11, 12**  
This course is designed for 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade students who would want to improve or maintain overall fitness in a noncompetitive atmosphere. Emphasis of this course will be at a personal level. The intent of this class is for those students that are looking for a nontraditional physical education class. The purpose of this full year class is to expose students to a wide variety of fitness opportunities for a lifetime of active living.

Cardiovascular activities will include, but are not limited to, circuit training, fitness walking, step aerobics, Tae Bo, and dance. Strength and flexibility fitness will be maintained through resistance training, yoga weight lifting, and more. Other areas of fitness, such as, self-defense, individualized fitness plans, and foods for fitness will be explored as well. Local health club facilities and presentations will be used when appropriate.

You will actively learn about your body, how it works, AND what you can do to empower yourself to be strong both physically and mentally.

## ADVANCED FITNESS, TEAM & RACQUET SPORTS I & II

**A, B, E, H, HU, N** **1 Credit**  
**11, 12**  
This elective class is typically taken by 11<sup>th</sup> and 12<sup>th</sup> grade students that have successfully completed Basic PE and/or Lifetime or Personal Fitness. Emphasis will be placed on fitness and competitive sports. Team sports such as volleyball, basketball, indoor soccer, lacrosse, floor hockey and cageball, to name just a few, will be offered. There will also be a variety of racquet sports such as Badminton, Pickleball and Eclipse ball that will be played. This is a highly competitive sports class as well as a class to maximize a student's overall fitness and athletic performance. This class may be taken in both your junior and senior years.

## ADVANCED WEIGHTLIFTING

**A, B, E, H, HU, N** **1 Credit**  
**10, 11, 12**  
F.A.S.T. (Flexibility Agility Strength Training) is a class designed for the Varsity athlete that wants to become more competitive through advanced weightlifting and agility training. The class will use a pyramid weightlifting program, in which the main focus is on core lifting, plyometrics, and speed/agility workouts. Information and handouts will be included but not limited to nutrition, fitness, and weight training topics. May be repeated for credit with Instructor's approval.

## SCIENCE

### BIOLOGY

**E, H, HU, N** **1 credit**  
**9, 10, 11, 12**  
Biology is the study of living things and their interactions with the environment. The course addresses these various units: Scientific Inquiry, Scientific Reflection and Social Implications, Homeostasis, Transformation of Matter and Energy in Cells, Organic Molecules, Photosynthesis and Respiration, Ecosystems (and Changes in Ecosystems), Element Recombination, Populations, Living Organism Composition (and comparison), Genetics and Inherited Traits, Cell Division – Mitosis and Meiosis, Theory of Evolution, and Natural Selection. *Dissections will assist students in their understanding of more complex organisms.*

### CHEMISTRY

**E, H, HU, N** **.5 credit**  
**10, 11, 12**  
Non-Life: Chemistry is the study of the composition or structure of matter and the changes it undergoes. Chemistry deals with questions such as: "What is the material made of?", "What is its makeup and internal arrangement?", "How does it behave and change when heated or mixed with other materials?", and "Why does this behavior occur?" Chemistry is central to all of the sciences.



<b>LIVING CHEMISTRY</b> <i>E, H, HU, N</i>	<b>1 credit</b> <b>9, 10, 11, 12</b>
Non-Life: A comprehensive science course designed around lab activities. Students will explore physical science, chemistry and biology through lab activities. This course illustrates how science applies to everyday life. Topics include forensics, chemical reactions, sports, ecology, etc. Students will be placed in this class by department.	
<b>PHYSICS</b> <i>E, H, HU, N</i>	<b>.5 credit</b> <b>10, 11, 12</b>
Non-Life: Physics begins with an exploration of the mysteries, magic, and myths surrounding motion, Newton's laws, momentum, energy, heat, electricity, magnetism, waves, sound, light, and wave optics. Hands-on laboratory work, demonstrations, and classroom discussions are the core of the course. Some math is used, but the emphasis is placed on conceptual understanding and real world applications.	
<b>ENVIRONMENTAL SCIENCE</b> <i>E, H, HU, N</i>	<b>1 Credit</b> <b>11, 12</b>
Non-Life: A course designed to further student's study in Earth Science. Students will study advanced plate tectonics, rocks and minerals, alternative energy, climate change, astronomy and hydrology. Students will also explore various careers in the geology field and the applications associated with current technology.	
<b>ANATOMY AND PHYSIOLOGY</b> <i>Prerequisite: Biology</i> <i>E, H, HU, N</i>	<b>1 credit</b> <b>11, 12</b>
A course designed to explore the anatomy and physiology of the human body. Classroom knowledge builds on some of the information from Biology. A brief history of the origin of the study of anatomy and physiology and basic anatomical terminology leads us into the major systems of the body and how the systems work together. Fetal pig dissection during the second semester serves as a real life view of information presented in class. <i>Dissections will assist students in their understanding.</i>	
<b>AP CHEMISTRY</b> <i>E, H, N</i>	<b>1 credit</b> <b>10, 11, 12</b>
<i>This is a weighted class.</i> AP Chemistry is designed to provide students with a learning experience equivalent to that of a one-year general chemistry college course. AP Chemistry will include topics regularly covered in a typical general chemistry college course, and differ from the usual first high school course in chemistry in respect to the kind of textbook(s) used, the range and depth of topics covered, the emphasis on chemical calculations and the mathematical formulation of principles, the nature and variety of laboratory work done by students, and the time and effort required of students.	
<b>Course requirements and length:</b> <ul style="list-style-type: none"> <li>Two semesters, .5 credits earned per semester.</li> <li>Open to 10th, 11th, and 12th grade students; department approval required.</li> <li>May be repeated for credit with instructor approval.</li> <li>Students must be reading at grade level for entry.</li> </ul>	
<b>Course specific outcomes:</b> <ul style="list-style-type: none"> <li>help students to develop their capacity to reason</li> <li>instill in students an appreciation of the contributions and importance of chemistry in the modern world</li> <li>improve in students their problem solving skills and the ability to think critically, both as an individual and as a member of a team</li> <li>develop students' skills in computing quantitative and qualitative relationships</li> </ul>	
Advanced Placement Chemistry is a challenging, fast-paced course that will cover the topics of matter, states of matter, chemical reactions, descriptive chemistry, kinetics, equilibria, and thermodynamics. An emphasis on laboratory work and analysis is required to prepare for the AP test. College credit depends upon the AP test score and the college of choice. Students will need to complete additional study outside of class to prepare for the National College Board AP test.	
<b>ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE</b> <i>Prerequisite: Successful completion of Biology, Chemistry and Algebra I</i> <i>E, H, N</i>	<b>1 credit</b> <b>11, 12</b>
<i>This is a weighted class.</i> The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methods required to understand the interrelationships of the natural world. Students will be able to: <ul style="list-style-type: none"> <li>identify and analyze environmental problems both natural and human-made</li> <li>evaluate the relative risks associated with these problems</li> <li>examine alternative solutions for resolving or preventing problems</li> <li>propose solutions to environmental problems and be able to present these solutions</li> </ul>	
AP Environmental Science is not only a course focused on environmental problems. It is an interdisciplinary course. It involves a wide variety of topics from all branches of science. Population ecology, the atmosphere, climate shifts, species diversity, soil dynamics, energy resources, and forestry. The environment and natural world are used to teach and interlock the major topics of this course. A student will leave this course aware of the natural world around them and understand it at a new level. They will be able to discuss natural processes and defend their opinion on important issues facing the global economy today.	

<b>ADVANCED CHEMISTRY</b> <i>A, BE, H, HU, N</i>	<b>1 credit</b> <b>10, 11, 12</b>
<i>Prerequisite: Survey of Chemistry, Chemistry or instructor's permission</i> Non-Life: This class is designed as a continuation of Chemistry (formerly Survey of Chemistry). It is an introduction to the science of chemistry, its concepts and applications. The subject matter is developed through lecture, class discussion, demonstration, laboratory and problem solving experiences. We will review materials learned in Chemistry, and build many new concepts in preparation for college level chemistry.	

## SOCIAL STUDIES

<b>MODERN WORLD HISTORY</b> <i>A, B, E, H, HU, N</i>	<b>1 credit</b> <b>9</b>
<i>Modern World History</i> is a full year course required for graduation. The course explores world history from 300 A.D. to the 20 <sup>th</sup> Century. Modern World History students will learn about the human experience using three different spatial scales - global, interregional and regional – for the purpose of organization and to show students the connections across time and space. This global and comparative approach to studying the world and its past will develop a greater understanding of the development of worldwide events, processes and interactions among the world's people, cultures, and societies and environment.	
<b>AMERICAN HISTORY A/B</b> <i>A, B, E, H, HU, N</i>	<b>1 credit</b> <b>10, 11, 12</b>
This course explores modern America from 1890 to the present. Semester A will cover industrialization, the progressive era, the U.S. as a world power, the roaring twenties, and FDR's America. Semester B will study WW II and the Cold War, followed by the Civil Rights movement and American society in the 50's and 60's.	
<b>AMERICAN GOVERNMENT</b> <i>A, B, E, H, HU, N</i>	<b>.5 credit</b> <b>11, 12</b>
This is a one-semester course required for graduation. Students will focus on our federal political system along with studying state and local government. We will reflect on the fundamentals of the U.S. Government and history by addressing in depth the Declaration of Independence, the United States Constitution, and the Bill of Rights. The Civil Rights movement will serve as a model of study for citizen civic responsibility, and inspiration for future student involvement. All studies will establish vital links between public interest, public policy, and an active role of the citizen. Real life interactions between students and government will bring about better understanding of how these systems work.	
<b>ECONOMICS</b> <i>B, HU</i>	<b>.5 credit</b> <b>11, 12</b>
<i>Economics</i> is a one-semester course taken in your junior year and is required for graduation. We will study economics not only from a theoretical perspective, but also from a practical perspective. The basic of economics, particularly the market system, focuses on the problem of scarcity and the significance of capitol; human and physical. We'll also look at the real world and how economics intertwines with politics to shape living standards around the globe. Particular attention will be paid towards the plight of the third world. Issues of the global marketplace, international green challenges, and consumption will earn focus. Personal economics is a central focus of this course. We will pay substantial attention to the challenges of college funding. The cost of health care home mortgages, investing, saving, and budgeting your money will also be addressed.	
<b>EARLY WORLD HISTORY: PREHISTORY THROUGH RENAISSANCE</b> <i>A, HU</i>	<b>1 credit</b> <b>11, 12</b>
<i>Early World History</i> is an elective course. The first semester of this general survey class studies the political, social, economic, technological and cultural developments of pre-historic man and the ancient cultures of Egypt, Greece, Rome and China. Second semester focuses on the birth of the modern world with an in depth look at the middle ages, the renaissance, and western contact with the pre-Columbian world of Central and South America.	
<b>AP PSYCHOLOGY</b> <i>A, B, E, H, HU, N</i>	<b>1 credit</b> <b>11, 12</b>
<i>AP Psychology</i> is a full year elective course for juniors and seniors. This course will aid in the understanding of human behavior. The course covers major areas of psychology from ways we use psychology in daily life to the research processes used by professional psychologists. Units of study discuss human development, the basis of behavior, motivation and emotion, personality, abnormal psychology, social psychology, research processes, and careers.	



PSYCHOLOGY  
1 credit  
A, B, E, H, HU, N  
11, 12

Psychology is a full-year elective course for juniors and seniors. This course will aid in the understanding of human behavior. The course covers major areas of psychology from ways we use psychology in daily life to the research processes used by professional psychologists. Units of study discuss human development, the basis of behavior, motivation and emotion, personality, abnormal psychology, social psychology, research processes, and careers.

SENIOR CURRENT ISSUES  
1 credit  
A, B, E, H, HU, N  
12

This course concentrates on your life and the events that shape your world. We will study all regions of the globe. We'll look at a wide array of domestic and International issues, and how they impact you now and in the future. Finally, for one quarter of the year we will look at your life after graduation. Whether it's a community college or university, the work force, an apprenticeship, or the military; graduation will be here sooner than you think. We will also look at the financial impacts of those decisions and how they will affect your future.



SPECIAL EDUCATION

Appropriate screening and testing are required before placement in a Special Education program or service. Students will be placed in self-contained or resource room programs as required through an Individualized Education Plan (IEP). Students may also be eligible for ancillary services and will be scheduled as needed according to each IEP.

WORLD LANGUAGE

SPANISH I 1 credit  
A, B, E, H, HU, N 9, 10, 11, 12  
Spanish I is designed to enable students to attain a measurable degree of communicative competence and proficiency in each of the four language skills: listening, speaking, reading, and writing. The presentation of culture in all areas of the Spanish-speaking world is also included.

SPANISH II 1 credit  
A, B, E, H, HU, N 10, 11, 12  
This course continues the objectives of Spanish I.

SPANISH III 1 credit  
A 11, 12  
This course continues the objectives of Spanish I & II.



OTHER OPTIONS

YEARBOOK 1 credit  
A, B, HU 10, 11, 12

Instructor permission required.  
This is a class where students will cover the news of the day, track local, national, and world events, cover the school sports up close, and write about issues students face. Students on the staff will write articles that the entire student body will read. All students will be involved in seeking advertisements to cover the costs of printing and materials.

Students who work for the yearbook staff will be covering the events of the year. They will create the book that everyone will look at for the years to come. Creating layouts, taking pictures, writing captions and copy that tells the story of events, and getting advertisements are required of the yearbook staff.

WORK-BASED LEARNING .5 credit  
A, B, E, H, HU, N 12  
Workplace learning programs provide an opportunity for secondary school students to gain valuable "on the job" skills and experience through short or long term placements in the work environment. Workplace learning aims to improve student learning, enhance student engagement and wellbeing, and support successful transitions from secondary school to further training and employment. This course is not intended for students already enrolled in a career-technical center program. Students must have a completed and up-to-date EDP and work-based placement must match career pathway in the student's EDP.

LEADWORTHY 1 credit  
Prerequisite: Counselor recommendation  
A, B, E, H, HU, N 9  
The Course LeadWorthy develops critical, Life-changing skills for grades 6 to 12 including taking personal responsibility, expressing themselves well, and making good decisions when problems arise. Schools may offer these courses in either semester or full year formats. LeadWorthy The Course is a leadership development and character education elective for both middle school and high school students.

# Career-Technical Education

*This year seventeen classes will be offered at the Muskegon Area Career Technical Center (CTC), one with a private cosmetology school and two at a work site. Each class offered will be two and one-half hours long per day with morning and afternoon sections.*  
*Students successfully completing these courses will earn 3 credits per year.*  
*Due to state licensing regulations, some courses may require students to purchase their own uniforms.*

**Requirements for taking a career-tech center course:** Juniors and seniors interested in CTC classes must be certain to plan carefully. Students must have a completed EDP on file with their chosen career pathway consistent with their chosen CTC course. All scheduling materials must be submitted by the deadlines in order to maximize consideration for the requested CTC class.

## ALLIED HEALTH

- Explore health care careers, learn basic anatomy and physiology, and practice patient care skills
- Earn Blood Borne Pathogen, CPR, AED, and first aid certifications. English and college credit are available
- Related careers include medical assistant, surgical technician, sonographer, physical therapy assistant, medical billing specialist, dental hygienist, nuclear medicine technologist

## AUTO COLLISION/REFINISHING

- Repair damaged vehicles by learning dent repair, welding techniques, panel replacement, surface preparation, estimating and painting
- Earn Automobile Service Excellence (ASE), I-CAR, and OSHA Safety certifications. 4th year math and college credit are available
- Related careers include automotive painter, detailer, estimator, and management

## AUTO SERVICE TECHNOLOGY

- Rebuild engines, align steering and suspension systems, perform brake service, use electrical test equipment, and monitor engine performance
- Earn Automobile Service Excellence (ASE) certification. English, 4th year math, and college credit are available
- Related careers include automotive repair, engineering, and management

## COMPUTER-AIDED DESIGN (CAD)\*

- Create standard drawings for engineering and architecture, communicate ideas for products and designs, use cutting edge software from the design industry, create 2D and 3D drawings, and practice 3D printing
- Earn 4th year math and college credit
- Related careers include mechanical, automotive and aerospace engineering, industrial design, architecture, interior design, CAD/CAM, and construction management

\*This is also part of the Early College: Advanced Technology Institute program.

## CONSTRUCTION TRADES

- Learn carpentry, masonry, drywall and roofing to build an entire house from start to finish
- Earn OSHA Safety certification and 60-Hour Pre-license Builder training. 4th year math and college credit are available
- Related careers include skilled trades like plumbing, HVAC, electrical, and masonry as well as drywall, painting, construction management, estimating, sales, and design

## COSMETOLOGY— NUVO COLLEGE OF COSMETOLOGY

- Gain hands-on experience in haircutting, styling, perms, relaxers, coloring, foiling, skin care, waxing, manicures, pedicures, and makeup
- Receive training to take the State of Michigan license exam. College credit is also available
- Related careers include hairstylist, esthetician, salon owner, and salon manager

## CRIMINAL JUSTICE

- Serve alongside health care and first responders while participating in mock critical incident training, practice self-defense, learn to process a crime scene, and participate in a mock court trial
- Earn CPR, Certified Emergency Response Team (CERT), and Incident Command System (ICS) certifications. English and college credit are available
- Related careers include law enforcement, corrections, fire, EMT, and homeland security

## ELECTRICAL/COMPUTER TECHNOLOGIES

- Operate a computer and electronics repair store, install high/low voltage and data wiring systems, explore alternative energy, and robotic programming, and use millimeters, wave generators, and oscilloscopes
- Earn CompTIA A+, ETA RESI, and OSHA certifications. 4th year

math and college credit are available

- Related careers include electrician, telecommunications technician, home security installer, computer and electronics repair technician, engineering, and robotics

## ENVIRONMENTAL/VETERINARY SCIENCES

- Learn agriculture and greenhouse systems; animal anatomy, physiology, nutrition, and care; create floral arrangements; and harvest honey from a hive
- Earn CPR, Canine Care and Training, Green Industry Professional, Michigan Certified Florist, and OSHA certifications. English and college credit are available
- Related careers include agriculture engineer, bee keeper, biologist, conservation officer, landscape designer, veterinarian, and water quality specialist

## GRAPHIC PRODUCTION TECHNOLOGIES

- Learn color theory, the elements and principals of design, and typography to create original artwork using professional software and production equipment
- Earn English, 4th year math, and college credit
- Related careers include graphic design, illustration, printing, photo editing, and marketing

## HEALTH SCIENCE ACADEMY

- Designed for returning Allied Health students, learn college-level medical terminology and advanced patient care skills. Participate in work-based learning opportunities at local health care facilities and community agencies
- Students can earn a Certified Nursing Assistant (CENA) or Pharmacy Tech certificate. English, 4th year math, and college credit are available
- Related careers include physician assistant, medical nurse, athletic trainer, speech pathologist, pharmacist, chiropractor, psychologist, social worker, and nurse practitioner.

## HOSPITALITY & TOURISM

- Prepare and serve delicious foods, be part of Muskegon County's locally-grown food movement, and experience a day in the life of a manager in some of Muskegon County's and Michigan's most popular attractions
- Successful students can earn ServSafe®, ProStart, American Culinary Federation, and School Nutrition Association certifications. English, 4th year math, and college credit are available
- Related careers include executive chef; restaurant, food and beverage, or hotel manager; event and conference organizer, travel agent, and tour guide

## INTERNET, NETWORK & SECURITY

- Learn skills in networking, video game development, security, mobile app creation, and computer hardware
- Earn certifications from Microsoft, Cisco and CompTIA, including A+, Network+, and Security+. English, 4th year math, and college credit are available
- Related careers include network engineer, security analyst, computer programmer, video game developer, and data forensics specialist

## MACHINING/ENGINEERING TECHNOLOGY\*

- Operate machining tools such as lathes, milling machines, grinders, drill presses, saws, and computer numeric controlled (CNC) machines to produce metal parts to meet precise specifications
- Earn 4th year math and college credit
- Related careers include machinist, tool and die maker, industrial, mechanical, or manufacturing engineer, and CNC operator or programmer

\*This is also part of the Early College: Advanced Technology Institute program.

## WELDING TECHNOLOGY

- Develop skills in gas metal arc (MIG), gas tungsten arc (TIG), stick electrode, and flux-core welding as well as plasma/thermal cutting processes
- Earn 4th year math and college credit
- Related careers include pipefitters, sheet metal workers, iron workers, millwrights, and underwater welding



COURSE SELECTION WORKSHEET

9 <sup>TH</sup> GRADE	10 <sup>TH</sup> GRADE	11 <sup>TH</sup> GRADE	12 <sup>TH</sup> GRADE
ELA	ELA	ELA	ELA
Math	Math	Math	Math
Science	Science	Science	Career Pathway Elective
Social Studies	Social Studies	Social Studies	Career Pathway Elective
*Health & Physical Education	*Visual, Performing, Applied Arts	Career Pathway Elective	Career Pathway Elective
World Language	World Language	World Language	World Language

\*Health and Physical Education and Visual, Performing, Applied Arts may be taken at any grade level.  
\*\*Personal Curriculum Options may exist. See your counselor.

#### LEGITIMATE FREE SCHOLARSHIP SEARCHES

Financial Aid, college scholarships and student loans at [www.finaid.org](http://www.finaid.org)  
College and scholarships at [www.fastweb.com](http://www.fastweb.com)  
Michigan site at [www.mi-studentaid.org](http://www.mi-studentaid.org)  
A great local site for students and parents at [www.muskegonopportunity.com](http://www.muskegonopportunity.com)

#### OTHER SITES

Kahn Academy: [satpractice.org](http://satpractice.org)  
Personalized learning resources to help with understanding in all subject areas. Also test preparation for students wishing to practice further for the PSAT or SAT.

College Board Online: [www.collegeboard.org](http://www.collegeboard.org)

A site for parents, students, and guidance counselors - has information helpful for college selection and financial planning.

*WHAT WOULD YOU ATTEMPT TO DO IF YOU KNEW  
YOU WOULD NOT FAIL?*

- Robert Schuller

## PLANNING FOR YOUR FUTURE ONLINE

Students and parents are encouraged to visit  
[www.xello.world](http://www.xello.world)

This valuable Internet resource provides a wealth of information to students and parents for future planning. Students are encouraged to browse this website for up-to-date information on colleges, careers and scholarships. Students will also use this site to create their EDP and Personal Curriculum.

### Other Internet Options:

- Students and Parents can check grades and attendance through Parent Internet Viewer. Contact the High School Main Office for instructions.
- The Oakridge MS/HS Library Media Center website offers a variety of online resources at:  
<http://oakridgelmc.weebly.com/college-information.html>

