

# Oxford Preparatory Upper School Course Registration Packet 2022 - 2023



Oxford Preparatory School

[www.oxfordprep.org](http://www.oxfordprep.org)

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*Nurturing Potential - Inspiring Excellence-Developing Leaders*

## **Mission Statement**

*Oxford Preparatory School's purpose is to graduate future leaders who have completed a rigorous curriculum, performed community service, and developed an appreciation of the arts in preparation for the challenges of the college of their choice. With support from our diverse community, we will cultivate intellectual curiosity in well-rounded students by engaging in critical thinking and experiential learning.*

## **Curriculum**

The Oxford Prep curriculum is specifically designed to offer expanded learning experiences for students who aspire to earn a four-year college degree. We expect each student to master the college preparatory curriculum within four years. We challenge each of our students beyond the traditional measures of proficiency and drive them to excel.

Unlike many other schools that have a goal for students to simply graduate from high school, the goal at Oxford Prep is that students graduate from COLLEGE. This means that our expectations for students at Oxford Prep are intentionally set higher because we are focused on preparing students for success in college. Graduation requirements include enrollment in a minimum one AP or dual enrollment class for ALL enrolled students. All students must also complete 3 credits in the same foreign language, 15 hours of community service each year, and a senior seminar as a capstone class. We also have high expectations for students in terms of discipline, personal responsibility and organization, timeliness in completion of work, and attendance in class.

Our Scholars Program reaches far beyond most typical "Honor's Programs." Scholars begin taking high school classes in the 8<sup>th</sup> grade. Some 7<sup>th</sup> grade students will be able to enroll in high school credit classes. As 9<sup>th</sup> graders, the Scholars will take their first Advanced Placement class. To graduate as a Scholar, students must take at least 5 AP classes and the associated AP exams (or corresponding CCP/VGCC courses). Beginning in the 11<sup>th</sup> grade scholars who meet criteria established by VGCC and also exhibit the study skills necessary to be successful in college classes will also have access to college classes both on the campus of Oxford Prep and on the various campuses of Vance Granville Community College. This innovative program of study will prepare students for selective colleges and universities in and outside of North Carolina. The students who successfully complete this program will have the opportunity to earn a minimum of 21 hours of college credits through AP testing and college coursework in only four years. This innovative partnership began in 2015 and participating 11<sup>th</sup> & 12<sup>th</sup> grade students have successfully completed an average of 8 college credit hours each semester. Students who have consistently scored at least in the 70<sup>th</sup>+ percentile on EOG scores in the most recent school years in both math and reading, and have earned A's and high B's will be ideal candidates for entry into the Oxford Prep Scholars Program. To remain in the Scholars Program, students must continue to make acceptable progress on all coursework including the college and elective classes.

OPS instruction will focus on developing each and every student's ability to think critically, problem solve, synthesize their knowledge, use a multiplicity of views and demonstrate their learning beyond a traditional multiple choice assessment. Assessments at OPS will often take the form of essays or in-depth research projects. Writing will not only be a focus in English classes, but across the core curriculum. Students will create a research project and paper at least once in each of the four core departments.

## Course Loads

All students will attend classes 8 periods per year, for a full year (11<sup>th</sup> & 12<sup>th</sup> grade students who are ahead of graduation progress and do not have any low previous grades on their HS transcript that need to be improved, may elect to take fewer than 8 classes). This will allow in-depth study of complex concepts and exploration beyond the basic requirements of the North Carolina Standard Course of Study. A yearlong course of study allows students to maintain a constant level of knowledge and become better equipped to take AP exams, which are offered only in May of each year. **Students who aspire to participate in high school athletic programs must maintain passing scores in a NCHSAA minimum course load (Please refer to the OPS Student Parent Handbook linked on OPS website for detailed eligibility information).**

## Graduation Requirements

Graduation requirements for OPS mirror the suggested requirements for entry into most of the schools of the North Carolina University System. The graduation requirements of OPS exceed those currently required by the schools in Granville and Vance counties. These requirements include exceptional academic requirements, including 3 credits in one foreign language and four credits of English, math, science, and social studies. At OPS we also recognize the importance of the development of creative and practical skills. Consequently our graduation requirements also incorporate a minimum of community service hours and a senior fine arts project requirement.

All students will participate in a college bound academic track with additional requirements for students selected for the OPS Scholars program. Minimum graduation requirements for all students are: • 4 Math credits – the lowest level to be NC Math I. (Any remedial math course the student requires to be successful in Math I may be used to fulfill an elective requirement.)

- 4 English credits
- 4 Social Studies credits (World History, American History I & II, and American History: Founding Principles, Civics and Economics\* - This reflects requirements for students entering Grade 9 between 2014-15 and 2019-20) (Founding Principles, World History, American History, and Personal Finance - This reflects requirements for students entering Grade 9 in 2021-2022.
- 4 Science credits (Including a minimum of Biology, Chemistry or Physics, and Earth and Environmental)
- 3 Foreign Language credits (In the same language)
- 1 Health and Physical Education credit
- 7 additional electives (For a total of 27 credits)
- At least 1 Advanced Placement or CCP/VGCC college level course in the area of the student's choice for every enrolled student.
- 60 hours of community service – to be approved by an advisor. (15 hours each school year) (Please refer "Student Service Program" page on the OPS website for detailed information)
- Fine Arts project – to be approved by an advisor. (This requirement can be fulfilled through a fine arts course. Please refer to the "Guidance and Counseling" page on the OPS website for detailed information)

**Oxford Prep Scholars** must meet a baseline set of academic requirements and obtain administrative approval to pursue this course of study. To receive Scholars cords and designation on the diploma they must fulfill all graduation requirements...

### **+PLUS+**

Complete a minimum of 5 AP or CCP classes potentially beginning in the freshman year. Acceptable courses to meet Scholars designation must include the following sequence:

- AP US Government & Politics (9th grade)
- AP Environmental Science (10th grade)
- AP English Language & Composition (10<sup>th</sup> or 11th grade)

- CCP/VGCC MAT 152 or 171 (11<sup>th</sup> or 12th grade)
- One additional AP class of the student's choice

Scholar status may also be obtained through administrative approval as a result of obtaining passing grades in at least 5 college level courses across all four disciplines.

**\*Students must pass the course and take the AP Exam in all of these classes to graduate with the designation of an Oxford Prep Scholar.\***

### **Promotion Policy**

Each year, every student in each grade must pass six out of the eight classes. Included in the six must be passing grades for BOTH English/Language Arts and Math. Students who do not pass English or Math will have the opportunity to earn credit through summer school to take the class during the summer for a passing grade. Otherwise, the student will be retained in the same grade for the following year. All Upper School students must also complete 15 documented and approved service hours each year in order to be promoted. All students must make a 3 or better on any EOG/EOC. Students who do not demonstrate mastery by achieving a 3 or better on EOG/EOC's can earn credit by attending summer school and then retaking the test upon completion of summer school session/s. Students who do not achieve a 3 or better and who do not attend summer school will not earn credit for the class which will likely result in their retention. EOGs and EOCs are currently administered in 7<sup>th</sup> & 8th grade math and Language Arts, 8th grade Science, Math I/Math III, English II and Biology. 7<sup>th</sup>/8th grade students who are enrolled in high school classes are required to take both the 7<sup>th</sup>/8<sup>th</sup> grade tests and the associated high school exam.

### **Awards Policy**

Academic awards are determined at the end of each semester. Students who make above a 3.5 semester weighted GPA AND have NO grades below a C will be eligible for the Director's List. Those who make above a 3.0 overall weighted GPA AND have NO grades below a C will be eligible for the Honor Roll. Students who have attended OPS for at least 3 semesters (beginning with 8th grade) and who have demonstrated a commitment to service and high integrity, maintained a 3.0 overall unweighted GPA and have NO grades below a C will be eligible for induction into National Beta Club.

### **Grades and Weighting of Grades**

Upper school (grades 7 through 12) uses a single grade and weighting policy. The conversion of grades to quality points is standardized. All courses, including elective courses, performance music courses and PE use the same grading and weighting policy.

90-100 = 4.0 quality points

80-89 = 3.0 quality points

70-79 = 2.0 quality points

60-69 = 1.0 quality points

≤ 59 and below = 0.0 quality points

Grade point average calculations are based upon standardization of academic course levels, weighting of course grades, and grading scales. The weighting for Honors courses shall be an additional one-half (.5) of a quality point. The weight for Advanced Placement and CCP courses shall be an additional one (1) quality point. There are no honors or weighted courses in grades 7/8.

### **Athletic Policy**

We encourage every student to become a student-athlete. More than 60% of students at OPS participate on an athletic team. As a college prep school, the academic standards for participation in OPS athletics have been established to match the standards at the college level. A student must have passed a minimum load of work, while maintaining a minimum 2.0 weighted GPA during the preceding semester, (1.5 – 1.99 GPA will be placed on academic probation), to be eligible at any time during the present semester. Please refer to the Athletic Handbook for more information.

## Course Requirements and Descriptions – 7<sup>TH</sup> & 8<sup>TH</sup> GRADE COURSE REQUIREMENTS

**Core and Elective Course Selections:** Students in the 7th and 8th grades are required to complete courses in Math, Science, Social Studies, Language Arts, Foreign Language and Health and Physical Education. Students will have the option to participate in a performing music class such as strings, Band or Chorus. During 7th and 8th grade students will also be placed in a variety of semester-long electives intended to allow them to develop an appreciation for the arts and that will expose them to new skills and ideas. In the 7<sup>th</sup> grade most students will participate in a seminar class that prepares them for success in upper school. 8<sup>th</sup> grade students will participate in a seminar class in the spring that readies them for building a strong high school transcript.

**Grades & Awards:** Academic awards are presented at the conclusion of each semester to students who merit a GPA of 3.0 and above with no C's in any course including elective courses.

**Service Hours:** Each 7th and 8th grade student is required to complete a minimum of 15 service hours in the local community (Please refer to the "Student Service Program" page on the OPS website for detailed information) in order to be eligible for promotion. Signed documentation is to be provided to the office as evidence of service completed. Work completed for pay or for family is not eligible for service hours.

MIDDLE SCHOOL COURSE REQUIREMENTS	7th Grade	8th Grade
<b>7th Grade Math, Accelerated 7th Grade Math, Math I* (*Math I enrollment may require double math course enrollment*)</b>	<b>XX</b>	<b>Not Applicable</b>
<b>8th Grade Math or 8th Grade/Math I*</b>	<b>Not Applicable</b>	<b>XX</b>
<b>Language Arts</b>	<b>XX</b>	<b>XX (May be fulfilled with High School English I)</b>
<b>Social Studies</b>	<b>XX</b>	<b>XX (May be fulfilled with High School Founding Principles)</b>
<b>Science</b>	<b>XX</b>	<b>XX (May be fulfilled with High School Earth &amp; Environmental)</b>
<b>Health and Physical Education</b>	<b>XX</b>	<b>XX</b>
<b>Foreign Language</b>	<b>XX(May be filled with High School Spanish 1)</b>	<b>XX (May be fulfilled with High School Spanish 1 or 2)</b>
<b>3 electives per semester</b>	<b>XX</b>	<b>XX</b>

# 7th & 8th OPS Course Descriptions

## ENGLISH/LANGUAGE ARTS

### **ENGLISH LANGUAGE ARTS 7**

#### **Prerequisite: None**

All students will take 7<sup>th</sup> grade ELA. During the course of the year, students will focus on reading and will learn about and complete numerous writing assignments; paragraphs, essays, poems, and creative projects will have the opportunity to earn credit through summer school this year. Assignments and projects will be created by combining areas of study, literacy terms, technology, research, and writing skills and strategies. Independent reading will be expected continuously, with pertinent writing assignments being given on a regular basis. Learning to work collaboratively is essential, so group/partners work will be a routine occurrence. Students are required to demonstrate mastery of ELA 7 by scoring a 3 or better on the EOG. Students who do not demonstrate mastery will have the opportunity to earn credit for the class by attending summer school and then retaking the EOG. Passing ELA 7 is required for promotion to 8<sup>th</sup> grade.

### **ENGLISH LANGUAGE ARTS 8**

#### **Prerequisite: None**

All students, unless they are a part of the Scholars program, will take 8<sup>th</sup> grade ELA. During the course of the year, students will focus on reading literature, mainly short stories, drama, writing a personal narrative, and a research unit. As with any language arts course, students will develop their skills in the four core areas of language: reading, writing, speaking, and listening. Students are required to demonstrate mastery of ELA 8 by scoring a 3 or better on the EOG. Students who do not demonstrate mastery will have the opportunity to earn credit by attending summer school and then retaking the EOG. Passing ELA 8 is required for promotion to 9<sup>th</sup> grade.

### **ENGLISH I - HS**

#### **Prerequisite: (Administrative approval if an 8<sup>th</sup> grade Scholar)**

Students read, write, analyze, and respond to a variety of literary genres (including short stories, novels, epics, poetry, drama, and literary nonfiction). Classwork will focus on analyzing literature, critical thinking, research, grammar, and language skills in a plethora of ways (including – but not limited to—research papers, sentence deconstruction, group-work, Socratic discussion, ACT growth analysis, and guided /independent reading). Students must obtain a grade of C or higher in order to gain high school credit. All students in Eng1 will be required to write a formal research paper. To receive high school credit a student must score a C+ or better in the class and on the teacher-made final exam.

## SPANISH

### **Exploring Spanish (7<sup>th</sup> Grade – Only second semester)**

#### **Prerequisite: None.**

This fun and engaging Exploring Spanish course picks up where Lower School Spanish left off to continue your adventures in the Spanish-speaking world! Students will explore Spanish culture while learning basic conversational skills and fundamental Spanish grammar rules. A variety of instructional methods are used, including modeling language, technology, art, among others, to convey Hispanic culture. This course prepares students for continuing language studies in either 8<sup>th</sup> grade Spanish or High School.

## **English Language Learners (ELL)**

### **Prerequisite: Spanish Native Students**

This course aims at integrating linguistic and cultural aspects of the Spanish language for Upper School students who are Spanish native speakers. Through language skills at intermediate and advanced level and projects, students are expected to improve their performance when using Spanish as well as to increase their knowledge of Hispanic culture and heritage.

## **Spanish 1 (Starting at 7<sup>th</sup>, 8<sup>th</sup> Grade)**

### **Prerequisite: Exploring Spanish or a C or higher grade in Lower School Spanish.**

Spanish 1 is a continuation of Exploring Spanish or Lower School Spanish. Students will continue the active development of conversational (speaking) skills, while also emphasizing on the acquisition of listening, reading and writing, with a general introduction to the Spanish language: sound system, pronunciation, functional vocabulary related to everyday life, cultural information and basic grammatical structures. Students will also explore Spanish culture through project-based learning to foster cultural awareness. Students will become familiar with Spanish vocabulary and phrases in order to prepare for continuing Spanish study in our High School Spanish courses.

# **MATHEMATICS**

## **MATH 7**

### **Prerequisite: None**

This course builds on the foundation developed in 6th grade and necessary for success in the study of algebra. In this course students will add and subtract positive and negative whole numbers, decimals and fractions; study the geometry of circles and triangles; create rates, ratios, proportions and scale factors; solve multi-step equations and inequalities; and learn the practical applications of percentages from tips to taxes. Students must successfully complete the course and score a 3 or higher on the End-of-Grade exam for promotion to 8th grade. Students who do not demonstrate mastery of Math 7 can earn credit through summer school, then retake the EOG.

## **ACCELERATED MATH 7**

### **Prerequisite: Teacher recommendation and Administrative approval, Consistency in classroom grades of B or higher and consistent EOG scores of high 4's and above; Demonstrated growth in MAP scores**

This course covers the curriculum from Math 7, and those topics in Math 8 that are not subsequently covered in Math I. It is a rapidly moving course that covers almost 2 full years of content. Successful completion of this course ensures that the students who progress directly to Math I are thoroughly exposed to the entirety of the middle grades math curriculum. This is an accelerated course and requires students to be ready for a faster pace and able to tackle more abstract concepts. Topics covered in this Pre-Algebra course include exponents, graphing linear equations and inequalities, data analysis, probability, volume, square and cube roots, the Pythagorean Theorem, ratios, proportions, and percent. Students who successfully complete Accelerated Math 7 with a grade of B or higher and a passing score of 4 or above on the EOG will take Math I in 8th grade for high school credit.

## **MATH 8<sup>TH</sup> GRADE**

### **Prerequisite: None**

This course is designed for students who will progress to Math I in ninth grade. It focuses on building skills such as solving and graphing linear and absolute value equations, radicals, exponent rules, systems of equations and inequalities, analyzing graphs and statistics. The topics covered include theory, as well as practical and real-world applications. Students must successfully complete 8th grade math and score a 3 or higher on the 8th grade EOG in order to be promoted to 9th grade. Students who do not demonstrate mastery of Math 8 can earn credit through summer school, then retake the EOG.

## **NC MATH I – 7/8 (HS Credit)**

**Prerequisite: Administrative approval (Consistent math grades of A's in 6th grade or A/B's in accelerated 7th grade math; Consistent math EOG scores in the 85<sup>th</sup> percentile or greater and demonstrated growth in MAP)**

Math I is a high school credit course and the expectations for successful completion are the same as they would be for any student taking the course in high school. The content of the course consists of algebra, geometry, statistics, and discrete mathematics and uses a problem-centered approach that emphasizes the connections between the four strands. Students taking Math 1 in 7th or 8th grade must maintain a grade of C or better and obtain a score of 4 or higher to merit high school credit. Taking Math 1 in 7th grade will also take accelerated 7th grade math to assure that all 7/8 content is covered. 7th grade Math 1 students are required by North Carolina DPI to take the 7th grade math EOG. Students taking Math 1 in the 8th grade are not required to take the 8th grade Math EOG. Math I is not offered in summer school for high school credit to 7/8 students who do not meet the grade/EOC score expectations. Those with grades less than a C or a score of 3 or less on the EOC will retake the course in order to obtain high school credit.

## **NC MATH II – 8 (HS Credit)**

**Prerequisite: Math I with a grade of C+ or better in the class and a score of 4 or 5 on the Math 1 EOC.**

Math II is a rigorous study of geometry and functions. Students will deepen their exploration of linear, quadratic, and root functions. In this course students will apply the rules of geometry to prove geometric theorems, explore transformations and congruence. Students will extend their knowledge of right triangle geometry to further explore trigonometric relationships. They will use conditional probability rules to interpret data and compute probability of compound events. This course provides students the opportunity to study systems of equations, coordinate and transformational geometry, least squares regression, introductory trigonometry with triangles, and probability. The instruction features a problem-centered approach that emphasizes connections between algebra, geometry, statistics and discrete mathematics. Students who successfully complete Math II will take Math III the following year. Math III is an EOC tested subject. Successful completion of Math II is a prerequisite for taking chemistry. To be awarded high school credit for Math II, students must maintain a grade of B or higher and a C or better on the teacher-made final exam. Math II is not offered in summer school for high school credit to 8th grade students who do not meet the grade and final exam expectations. Those with grades less than a B or a final exam grade less than a C will retake the course to obtain high school credit.

## **SCIENCES**

### **SCIENCE 7<sup>th</sup> GRADE**

**Prerequisite: None**

Much of 7th grade science builds upon the concepts in biology, earth science and physics studied in elementary school. Seventh grade science students will study fundamental concepts in Earth's atmosphere, motion and forces, cells and heredity and human biology.

### **SCIENCE 8<sup>th</sup> GRADE**

**Prerequisite: None**

Eighth-grade science is a combination of life, physical and earth sciences. Several new topics are introduced in 8th grade science including geology and chemistry. Scientific Inquiry and Technological Design are merged with each of the following topics: Hydrosphere, Chemistry, Evolution, Cell Theory and Microbiology. Students are required to take the NC EOG at the end of this course. Students not making a 3 or better on the EOG will have the opportunity to earn credit through summer school and then retaking the EOG.

### **EARTH & ENVIRONMENTAL SCIENCE – 8th (HS Credit)**

**Prerequisite: Administrative approval**

This course is a laboratory-based science class emphasizing the function of the earth's system. Emphasis is placed on human interactions with the Earth's geologic and environmental systems, predictability of a dynamic Earth, origin and

evolution of the Earth system and universe, geochemical cycles and energy in the Earth system. A grade of C+ or better is required for high school credit. Students enrolled in this class are also required to take the 8th grade science EOG. During April and May, they will need to attend five out of six required review sessions on Friday afternoons.

## **SOCIAL STUDIES**

### **SOCIAL STUDIES 7<sup>th</sup> GRADE**

#### **Prerequisite: None**

The Essential Standards for seventh grade are organized around five strands: history, geography and environmental literacy, economics and financial literacy, civics, governance and culture. Students in seventh grade will continue to expand upon the knowledge, skills and understanding acquired in the sixth grade examination of early civilizations. Seventh graders study the world from the Age of Exploration to contemporary times in order to understand the implications of increased global interactions. The focus will remain on the discipline of geography by using the themes of location, place, movement, human environmental interaction and region to understand modern societies and regions.

### **SOCIAL STUDIES 8<sup>th</sup> GRADE**

#### **Prerequisite: None**

The focus for eighth grade is the examination of the roles of people, events, and issues in North Carolina history that have contributed to the unique character of the state today. The contextual organization is primarily a chronological study of US History, with emphasis on North Carolina's place in the major events and issues studied.

### **Founding Principles – 8th Grade (HS Credit)**

#### **Prerequisite: Administrative approval**

Through the study of the Founding Principles, students will acquire the skills and knowledge necessary to become responsible and effective citizens in an interdependent world. This is a survey course that gives students the needed practical understanding of civic participation and government as well as a study of the basic economics and the interaction of government with the economy that affect students' lives as consumers and citizens. High school credit will be granted to those students who make a C or better in the class & on the teacher-made final exam.

## **PERFORMANCE ARTS and Competitive ELECTIVES**

*A distinct and valued part of the OPS Mission is for students to develop an appreciation for the arts. During 7th and 8th grades, students will be placed in a variety of fine arts classes so that they may be exposed to different ideas and arts based concepts. Performance based arts classes will require performances outside of regular school hours and may require an investment in an instrument; therefore, students have the option of selecting these classes. Grades reflect both in-class and out of class work. All performance-based classes are year long. Competitive classes also require an additional time commitment since students will be expected to participate in competitions at several levels throughout the year.*

### **7<sup>th</sup> & 8<sup>th</sup> GRADE CHORUS \*\* Year long Elective\*\***

#### **Prerequisite: None**

7<sup>th</sup> and 8<sup>th</sup> grade course focused on learning proper vocal technique, basic music reading and sight-singing skills. This is a performance-based class. Students will be expected to sing in both small and large groups that will include performances outside of school. This course is for beginners and experienced singers in grades 7 and 8. No audition required.

## **7<sup>TH</sup> & 8<sup>TH</sup> GRADE BAND \*\*Year long Elective\*\***

### **Prerequisite: None**

7<sup>TH</sup> & 8<sup>TH</sup> Grade level focused on learning proper instrumental technique, basic music theory skills, and sight reading skills. Instruments taught in Middle School Band include Flute, Clarinet, Saxophone, Trumpet, and Trombone. All students are responsible for providing their own instrument. This is a performance-based class in which students will be expected to perform at school and community events, and school concerts. An investment in the instrument of choice is needed. Students will be expected to bring the instrument to class and to maintain the instrument in good, working condition.

## **STRING ORCHESTRA (7<sup>th</sup> & 8<sup>th</sup> GRADE) \*\*Year long Elective\*\***

### **Prerequisite: None**

Students will work on string technique and music theory. Emphasis is placed on solo and ensemble playing, allowing students to use their expanding knowledge of scales, shifting, vibrato, and bowing techniques. Orchestra members are expected to perform at school and community events, and school concerts.

# **Course Requirements and Descriptions**

## **9<sup>TH</sup> - 12<sup>TH</sup> GRADE COURSE REQUIREMENTS**

**ACADEMICS:** Oxford Preparatory School is a college prep school with a goal to see all students obtain a college degree. The graduation requirements approved by the State of North Carolina for Oxford Prep exceed the basic requirements often seen in other schools. ALL students are required to take at least 1 Advanced Placement course, to volunteer in their community for a minimum of 15 service hours each year (including during their senior year) and to complete a senior fine arts project. Students are expected to pass each class AND the final exam to earn credit for the class. This includes all elective classes. Final exams and/or EOC's are 25% of the final grade in each class. Students who do not successfully pass a class may be offered the opportunity to retake the class for credit and complete grade replacement on their transcript. In the 9th and 10th grade all students are expected to take 8 classes in each semester. All 11th grade students take a minimum of 6 classes including Junior Seminar each semester? Seniors must take a minimum of 4 classes each semester including senior seminar in the fall. Students who are taking CCP classes for the first time will be placed in a required CCP advisory class on the OPS campus. Credit is not given for this class, but attendance is taken. Advisory is intended to help students get a good start on their first college classes.

**SCHOLARS Program:** All students are eligible for the scholars program. Scholars are selected based on maturity, dedication to high scholastic standards and a willingness to reach beyond submitting work that is just "good enough." Students who are excelling in their classes may request to move into the scholars program. To receive Scholars cords and designation on the diploma they must fulfill all graduation OPS requirements including the completion of service hours...

### **+PLUS+**

Complete a minimum of 5 AP or CCP classes potentially beginning in the freshman year. Acceptable courses to meet Scholars designation can include the following sequence:

- AP US Government & Politics (9th grade)
- AP Environmental Science (10th grade)
- AP English Language & Composition (10<sup>th</sup> or 11th grade)
- CCP/VGCC MAT 152 or 171 (11<sup>th</sup> or 12th grade)
- One additional AP class of the student's choice

Scholar status may also be obtained through administrative approval as a result of obtaining passing grades in

at least 5 college level courses across all four disciplines.

**\*Students must pass the course and take the AP Exam in all of these classes to graduate with the designation of an Oxford Prep Scholar.\***

### COURSE SEQUENCE EXAMPLES

**SCHOLARS: Beginning in year 2020/2021 Scholars Cohort Core Sequence (All core classes are Scholars/Honors level or AP when available - Subject to alteration if entry is after 8th grade)**

	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
<b>Math</b>	Acc. Math 7/Math I (HS)	Math I/Math II (HS)	Math II/Math III	Math III/Pre-Cal	MAT 152/Pre-Cal	<b>MAT 152/MAT 171</b>
<b>Science</b>	Science 7	Earth & Env. (HS)	Biology	Physics/Chemistry And AP Environmental Science	Physics/Chemistry/ CCP Elective	
<b>Social Studies</b>	Social Studies 7	Founding Principles (HS)	AP Govt or AP Govt and Founding Principles -	AP World History/World History	HIS 131/HIS 132 Or American History	Economics & Personal Finance
<b>English</b>	ELA 7	English I (HS)	English II	<b>AP English Language &amp; Comp</b>	ENG111/ENG112	ENG 241 or ENG 242
<b>Elective/AP</b>	Fine Arts or STEM?	Fine Arts or STEM?	<b>AP US Govt. &amp; Politics</b>	<b>AP Environmental Science</b>	Elective/CCP	Elective/CCP
<b>Foreign Lang.</b>	Spanish I (HS)	Span. II (HS)	Span. II/ III	Spanish III	SPA 111	SPA 112
<b>Elective</b>	Health & P.E.	Health & P.E.	Health & P.E.	Elective	Elective/CCP	Senior Seminar
<b>Elective</b>	Fine Arts	Fine Arts	Elective	Elective	ACT Prep/Junior Seminar ??	Elective

## COURSE SEQUENCE EXAMPLES

**COLLEGE PREP: College Prep Cohort Core Sequence (Students may elect to take individual Scholars or AP classes)**

	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
<b>Math</b>	Math 7	Math 8	Math I	Math II	Math III	Pre-Cal/ MAT 152
<b>Science</b>	Science 7	Science 8	Earth/ Environmental	Biology	Chemistry	Physics
<b>Social Studies</b>	Social Studies 7	Social Studies 8	Founding Principles	World History	American History*/HIS 131/132	Economics & Personal Finance*
<b>English</b>	ELA 7	ELA 8	English I	English II	AP English Language	English IV
<b>Foreign Lang.</b>	Exploratory Spanish	Exploratory Spanish/Spanish I	Spanish I / Spanish II	Spanish II/ Spanish III	Spanish III/ Spanish IV/ SPA-111	Spanish IV/ SPA 111/ SPA-112
<b>Elective</b>	Health & P.E.	Health & P.E.	Health & P.E.	Elective	ACT Prep/Jr Seminar ??	AP Elective of Choice
<b>Elective</b>	Fine Arts	Fine Arts	Elective	Elective	Elective	Senior Seminar
<b>Elective</b>	Fine Arts	Fine Arts	Elective	Elective	Elective	Elective

## 9th -12th OPS Course Descriptions

### **JUNIOR SEMINAR (Spring Semester/ .5 Credit) HS**

#### **Prerequisite: Mandatory for All Juniors**

During junior seminar, students will get a head start in the planning process that will lead to a smooth and less stressful senior year. They will create CFNC accounts, continue with online practice in advance of the ACT, complete the essays for Common App, and develop their college profile. They will plan and begin to execute any additional activities that will strengthen their competitive edge in the college application process. Students will develop their Senior Fine Arts proposal and begin to work with their mentor on their Fine arts research and product.

### **SENIOR SEMINAR (Fall Semester/ .5 Credit) HS**

#### **Prerequisite: Mandatory for All Seniors**

Senior Seminar is a comprehensive and mandatory course for all 12th grade students at OPS. The course focus is on postsecondary education, and students will explore and thoroughly plan and prepare for life after high school. Planning and applying to colleges and post-secondary schools will be the primary goal of the first quarter. Students will participate in every phase of college preparation and planning—researching and matching with colleges, writing personal statements, submitting applications and financial aid forms, applying for scholarships and exploring careers and other post-secondary options. During the second quarter, students will strengthen and develop post-secondary life skills with units and activities regarding campus life, college issues, and financial education.

## English Courses

### **ENGLISH I - HS**

#### **Prerequisite: None**

Students read, write, analyze, and respond to a variety of literary genres (including short stories, novels, epics, poetry, drama, and literary nonfiction). Classwork will focus on analyzing literature, critical thinking, research, grammar, and language skills in a plethora of ways (including – but not limited to—research papers, sentence deconstruction, group-work, Socratic discussion, ACT growth analysis, and guided /independent reading).

Students must obtain a grade of C or higher in order to gain high school credit. All students in Eng1 will be required to write a formal research paper.

### **ENGLISH II - HS**

#### **Prerequisite: English I**

Students read, write, analyze, and respond to a variety of literary genres (including short stories, novels, epics, poetry, drama, and literary nonfiction). Classwork will focus on analyzing literature, critical thinking, research, grammar, and language skills in a plethora of ways (including – but not limited to—research papers, sentence deconstruction, group-work, Socratic discussion, ACT growth analysis, and guided /independent reading). Students are required to demonstrate mastery in English II by scoring a 3 or better on the EOC. 9th or 10th grade students who do not demonstrate mastery will have the opportunity to earn credit for the class by attending summer school and then retaking the EOC. Passing English II is required for promotion and for graduation.

## **AP ENGLISH LANGUAGE AND COMPOSITION – HS (English III HS Credit)**

### **Prerequisite: English II**

AP English Language prepares students to score well on the ACT English and Writing sections. Students study prose models and develop a personal style of their own in both expository and creative writings. Types of writing emphasized include essays, reports, summaries, personal narratives, and arguments. The required research paper will be based on critical analysis of classic writers and an in-depth study of historical documents and contemporary issues. At least one Shakespearean play will be included. At the completion of the course, students will take the Advanced Placement Exam and might receive college credit based upon their scores and the requirements of the college of their choice.

## **English IV – HS**

### **Prerequisite: AP Language or English III**

English IV students can expect to explore informative, argumentative, and narrative texts with a literary focus on British literature. The emphasis in English IV is on argumentation by developing research skills, which enables the student to speak and write from an informed position. The Honors designation means that this class will require a higher level of maturity and sense of responsibility from students. The pacing of the class will be more rapid than a regular-level ENG IV course; the reading material will often be more challenging; and you will be asked to work both independently and collaboratively, oftentimes being stretched to explore abstract and difficult concepts. Grammar and vocabulary will be incorporated into daily and weekly assignments. The course is designed to prepare you for college-level English courses and will be both challenging and rewarding. Students may also fulfill this HS requirement by taking CCP courses ENG111/ENG112 AND ENG241 or 242

## **CREATIVE WRITING I – (Semester Long/ .5 Credit) HS \*\* Elective\*\***

### **Prerequisite: None**

This workshop style course is designed for emerging writers who are self-disciplined, motivated, and eager to write and read across genres and styles. Through reading, discussion, and written analysis, students explore the development and structure of poetry (such as sonnets, haiku, limericks, and free verse), biography, and short stories. Students may be exposed to a wide variety of writing depending upon their interests. Students may spend time reading, writing and performing comedy. They might work to produce a news blog, art/music reviews and profiles. They may spend time reading and writing different types of fiction including science fiction, horror, crime, fantasy and mystery. This course may be taken a second time for additional elective credit.

## **ORAL COMMUNICATIONS I (Semester Long/ .5 Credit) HS \*\* Elective\*\***

### **Prerequisite: None**

Students will explore a wide variety and range of public speaking skills, basic researching, argumentation, questioning, and rebuttal skills. They begin to analyze literature selections, create and deliver orations, write arguments, and evaluate performances. Students also have the opportunity to participate in local and state level Speech and Debate (forensic) and Model UN competitions.

## **ORAL COMMUNICATIONS II (Semester Long/ .5 Credit) HS \*\* Elective\*\***

### **Prerequisite: Oral Communications I**

This course will build on the principles introduced in Oral Communications I while focusing more on competition and intensive research and preparation. Students will be expected to work together in teams to prepare their arguments and rotate through positions of speaker, cross examiner, and rebuttalist while competing against other teams of students who will argue the opposite positions. Careful preparation is essential as students will be called on to support both sides of each issue over the course of competition. Students will also be evaluated on their ability to judge the performances of the other teams when they are not competing themselves.

## Language

### **SNSS (Spanish for Native Spanish Speakers)**

#### **Prerequisite: Native Spanish Speakers only**

This course aims at integrating linguistic and cultural aspects of the Spanish language for Upper School students who are Spanish native speakers. Through language skills at intermediate and advanced level and projects, students are expected to improve their performance when using Spanish as well as to increase their knowledge of Hispanic culture and heritage.

### **Spanish 2. (Starting at 8<sup>th</sup>, 9<sup>th</sup> Grade)**

#### **Prerequisite: Spanish I.**

This course provides students to develop further their listening, speaking, reading and writing skills in Spanish. Students will engage in conversations and written assignments in Spanish on an array of topics helping them to reinforce their knowledge of other subjects. Students will also identify similarities and differences among the perspectives, products, and practices of American culture and those of the Spanish-speaking cultures. We will accomplish this through exposure to a variety of authentic Spanish sources: interviews, songs, news clips, grammar videos, news articles, works of visual art and architecture, and literature.

### **Spanish 3 Honors. (Starting at 9<sup>th</sup>, 10<sup>th</sup> Grade)**

#### **Prerequisite: Spanish II**

This course expands upon Spanish concepts, grammar and vocabulary from the previous Spanish courses. Students should have a basic to intermediate Spanish proficiency. Oral communication continues to be a major focus along with an emphasis on the study of the many target cultures represented in the Spanish-speaking world. Reading and writing skills are stressed. Students read for comprehension from a variety of authentic materials, such as advertisements in newspapers, magazines, cartoons and personal correspondence, short literacy selections of poetry, plays, and short stories. Students write, paraphrase, summarize, and write brief compositions. The course enables students to understand and appreciate other cultures by comparing social behaviors and values of people using the target language.

### **AP Spanish Language and Culture. (10<sup>th</sup> – 12<sup>th</sup> Grade - Elective)**

#### **Prerequisite: Spanish III Honors.**

The AP Spanish Language and Culture course develops language and cultural proficiency at the Intermediate to Advanced level. Students commit to using Spanish as the language for communicating about the course content (family and communities, personal and public identities, beauty and aesthetics, science and technology, contemporary life, and global challenges) and for social classroom interaction (interpersonal, interpretive, and presentational modes of communication in real-life situations). Regular use of Spanish in the classroom is assessed as a component of evidence of interpersonal speaking proficiency. This course is equivalent to an intermediate level college course in Spanish.

## Mathematics

### **NC MATH I - HS**

#### **Prerequisite:**

ALL 9th grade students who have not previously completed Math I will be required to take it. Math I consists of algebra, geometry, statistics, and discrete mathematics and uses a problem centered approach that emphasizes the connections between the four strands. The purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. This course deepens and extends understanding of linear relationships, in part by contrasting them with exponential and quadratic phenomena, and in part by applying linear models to data that exhibit a linear trend. In addition to studying bivariate data, students also summarize, represent, and interpret data on a single count or measurement variable. The geometry standards that appear in this course formalize and extend students' geometric experiences to explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Students must successfully complete Math I and score a 3 or higher

on their Math I EOC in order to be promoted to 10th grade. Students who do not demonstrate mastery of Math I can possibly earn credit by attending summer school and then retaking the Math I EOC.

## **NC MATH II - HS**

### **Prerequisite: Math I (If Math I was taken in the 7<sup>th</sup>/8<sup>th</sup> grade, level 3+ on EOC and C+ Final Grade)**

Math II is a rigorous study of geometry and functions. Students will deepen their exploration of linear, quadratic, and root functions. In this course students will apply the rules of geometry to prove geometric theorems, explore transformations and congruence. Students will extend their knowledge of right triangle geometry to further explore trigonometric relationships. They will use conditional probability rules to interpret data and compute probability of compound events. This course provides students the opportunity to study systems of equations, coordinate and transformational geometry, least squares regression, introductory trigonometry with triangles, and probability. The instruction features a problem-centered approach that emphasizes connections between algebra, geometry, statistics and discrete mathematics. Students who successfully complete Math II will take Math III the following year. Successful completion of Math II is a prerequisite for taking chemistry.

## **NC MATH III - HS**

### **Prerequisite: Math II**

Math III extends previous courses to include algebraic concepts such as: the complex number system, inverse functions, trigonometric functions and the unit circle. Math III is designed so that students have the opportunity to pull together and apply the accumulation of mathematics concepts learned previously. Students apply methods from probability and statistics to draw inferences and conclusions from data. Students expand their repertoire of functions to include polynomial, rational, and radical functions, including an intense study of families of functions and the relationships therein. Students expand their study of right triangle trigonometry to include general triangles and in the study of trigonometric functions to model simple periodic phenomena. Finally, students bring together all of their experience with functions and geometry to create models and solve contextual problems. Appropriate technology and tools, including manipulatives and calculators, will be used regularly for instruction and assessment. Students must successfully complete Math III and score a 3 or higher on their Math III EOC in order to be promoted. Students who do not demonstrate mastery of Math III can possibly earn credit by attending summer school and then retaking the Math III EOC.

## **PRE-CALCULUS - HS**

### **Prerequisite: Math III**

Pre-Calculus provides students a complete study of trigonometry, as well as advanced algebra topics, analytic geometry, sequences and series, and data analysis. Applications and modeling will be included throughout the course of study. Appropriate technology, from manipulatives to calculators and applications software, will be used regularly for instruction and assessment. CCP qualifying students may also earn a 4th Math credit by taking Math152. CCP qualified students who intend to take MAT-171/172 must take Precalculus first.

## **Sciences**

### **EARTH & ENVIRONMENTAL SCIENCE - HS**

#### **Prerequisite: None**

This course is a laboratory-based science class emphasizing the function of the earth's system. Emphasis is placed on human interactions with the Earth's geologic and environmental systems, predictability of a dynamic Earth, origin and evolution of the Earth system and universe, geochemical cycles and energy in the Earth system.

## **BIOLOGY - HS**

### **Prerequisite: None**

This course is a laboratory-based science class in which students will study the cell, the molecular basis of heredity, biological evolution, interdependence of organisms, matter and energy, and organization in living systems and the behavior of organisms. Biology is an EOC tested class. Completion of Biology with a minimum of a 3 on the EOC is required. Students who do not demonstrate mastery of biology content will have the opportunity to earn credit through summer school to attend summer school and then retake the test.

## **Introduction to Anatomy and Physiology-HS (Semester/.5 Credit) \*\*Elective\*\***

### **Prerequisite: None**

This course will introduce students to all of the functions of the human body. It will allow students to become familiar with terms that will be used in the medical field. This course also will allow students to have a foundation of knowledge when entering a medical degree program (i.e nursing, physical therapy, dental hygiene). Anatomy provides the map and the tools for the study of the function of organs in the body. It describes (but does not explain) the structure of the body. Physiology further describes how the body functions.

## **AP ENVIRONMENTAL SCIENCE – HS \*\*Elective\*\***

### **Prerequisites: Administrative Approval**

Advanced Placement Environmental Science is equivalent to a one semester college course that includes the following major topics: the origin and structure of the Universe, the interdependence of Earth Systems, human population dynamics, renewable and nonrenewable resources, air, water and soil quality, global changes and their consequences, and environmental decision making. At the completion of this course, students will have the opportunity to earn credit through summer school to take the Advanced Placement Exam. This science is not a replacement for the physical science requirement for graduation.

## **CHEMISTRY - HS**

### **Prerequisite: Math II**

The Chemistry course encourages students to continue their investigation of the structure of matter along with chemical reactions and the conservation of energy in these reactions. Inquiry is applied to the study of the transformation, composition, structure, and properties of substances. Laboratory investigations are used to stress important concepts relative to topics including molecular chemistry, electrochemistry, gas-laws, and acid-base reactions. Students may take EITHER Physics or Chemistry to fulfill the Physical Science requirement for graduation.

## **PHYSICS - HS**

### **Prerequisite: Math II**

Physics, the most fundamental of the natural sciences, is quantitative in nature and uses the language of mathematics to describe natural phenomena. Inquiry is applied to the study of matter and energy and their interaction. The following topics are "uncovered" in this curriculum: conservation of mass and energy, conservation of momentum, waves, and interactions of matter and energy. Students may take EITHER Physics or Chemistry to fulfill the Physical Science requirement for graduation.

## **SCIENCE CURRENT EVENTS: DISCUSSION AND DEBATE - (Semester Long/.5 credit) HS \*\*Elective\*\***

### **Prerequisite: None**

This course is a semester-long science elective for students who have a broad interest in new discoveries and developments in science and technology and who wish to approach these topics through student-led discussions and debates. Topics covered in this course include biology, ecology, chemistry, medicine, paleontology, engineering, physics, astronomy, and the relationship between science and society. Because the curriculum is based on new developments in science and technology, the specific areas of focus will differ each semester. All students will be expected to read multiple assigned articles each week and take notes outside of school, so

that they are prepared to lead formal discussions in class. Students will be evaluated on their ability to summarize the content of articles, their ability to present and respond to arguments on the relevant topics, and their ability to ask and respond to thoughtful questions on the concepts from the articles. Participation in group discussions is a required part of the class, which is largely student-led, with relatively little instructor intervention. All assigned articles must be read before each class, so that everyone is able to participate in a meaningful way. Students who take this course will have daily opportunities to develop disciplinary reading skills, higher-level critical thinking, greater confidence when speaking in front of large groups on challenging topics, and a broad understanding of where science has already taken our society and where it may take us in the future.

### **PLANT SCIENCES (Semester/0.5 Credit) 8<sup>th</sup> grade or HS \*\*Elective\*\***

#### **Prerequisite: NONE**

This is an introductory course in ornamental horticulture and greenhouse management. Students will learn fundamental skills relating to plant propagation, plant nutrition, floral arrangements and greenhouse and nursery production. This class teaches the student how to propagate and grow plants.

### **MARINE SCIENCES (Semester/0.5 Credit) 8<sup>th</sup> grade or HS \*\*Elective\*\***

#### **Prerequisite: NONE**

This course is designed for students with an interest in marine biology and oceanography and will provide an excellent background for further study of the oceans and the organisms that inhabit it. Major concepts include the study of: the interrelationship of marine and terrestrial environments, the geology of the oceans, marine organisms, and the ecology of coral reefs. Students will learn about the physical structure and chemistry of the ocean, the diversity of ocean life, marine ecology, and the scope and impact of human interactions with the oceans. Laboratory activities reinforce concepts and principles presented. Laboratory activities, including the examination of marine specimens are utilized throughout this course to build upon student knowledge.

### **APPLIED LIFE SCIENCES (Semester/0.5 Credit) HS \*\*Elective\*\***

#### **Prerequisite: NONE**

This semester-long elective class is designed to teach students about some of the major tools, techniques, and methodologies that are used in the scientific study of life and living organisms such as bacteria, plants, and animals, including humans. The tools and techniques that are covered are most often ultimately used to understand and improve the quality and standard of life and have applications in health, medicine, agriculture, and the pharmaceutical and food science industries. Laboratory activities stress the development of important skills such as detailed observation, accurate recording, experimental design, and data interpretation and analysis. Students will develop critical thinking skills through research and discussions about issues relating to current advancements in life sciences. Students will also learn about careers and current and future trends in employment in the life sciences and allied medical health industries. Students who take Life Sciences Tools and Techniques at OPS are required to take a mid-term as well as a final exam for the class.

### **Engineering 4 Us All (Year Long Class/1.0 Credit) HS \*\*Elective\*\***

#### **Prerequisite: Successful completion of Math 1**

This is a hands-on, lab-based course during which students will first explore engineering through the evolution of engineering products. They will then engage in a guided whole-class engineering challenge(s) tethered to a global issue in which they are provided a related problem and design, and then construct and test and evaluate product(s) to address a globally identified need. The year will culminate with teams of 3-4 students selecting a local problem (with the assistance of local business and community members plus our Duke University partner/sponsor) to research, sketch, and then prototype a solution. This will be an in-depth investigation into "What is the real problem" as well as stakeholder analysis. The goal is to understand the real problem, creatively construct a low-cost functional prototype and compare to existing solutions not necessarily refine, iterate, or 'deliver.'

## **ROBOTICS 1 (Intro to Robotics) (Semester Class/0.5 Credit) HS \*\*Elective\*\***

### **Prerequisite: NONE**

This is a course for beginners in robotics. It is a modular and project-based curriculum designed to engage, motivate, and inspire students through hands-on manner. During this process students learn key STEM principles, and robotics concepts. Students will be able to advance sequentially through the units to gradually increase their knowledge and skill level. They will be using the VEX V5 system in constructing robotic assemblies. They will be introduced to the different subsystems within the VEX system and how they interact together. Students will then put this knowledge into practice as they follow step-by-step directions to build their first robot. Students will be using VEXcode Text to program their autonomous robots. This course is also designed to explore the past, current and future use of automation technology in industry and everyday use.

## **ROBOTICS 2 (Intermediate Robotics) (Semester Class/0.5 Credit) HS \*\*Elective\*\***

### **Prerequisite: Robotics 1**

This is an intermediate course in robotics that uses a hands-on approach to introduce the higher level concepts of robotics, focusing on the construction and programming of autonomous mobile robots as well as problem solving strategies. Students will explore more types of sensors, assemblies, and mechanisms to help them design, build, and test increasingly more complex robots. Both electrical and pneumatic components of the V5 VEX EDR system will be utilized as the platform and the VEX Code (Text-Based) software will be used for programming. These provide students a broader perspective and flexibility in developing and completing robotic activities and challenging tasks.

## **GAME ON (Semester Class/0.5 Credit) MS and HS \*\*Elective\*\***

### **Prerequisite: NONE**

In this course we will be studying games and gameplay using board games to learn social-emotional skills and 21st century skills. Students will be required to:

- read and understand the rules of various games
- participate in playing them
- develop and demonstrate sportsmanship
- plan and implement short and long term goals
- implement strategy and tactics
- make convincing arguments
- speak in front of the class confidently and convincingly

## **Computer Programming I (Semester Class/0.5 Credit) \*\*Elective\*\***

### **Prerequisite: At least Math 2 or concurrently taking Math 2**

This is an introductory course in computer programming or software engineering and applications. The course introduces students to the fundamentals of computers, algorithm designing and computer programming. Students will learn to design, code and test their own graphical programs using the Snap! programming language. Students will build basic Snap! programs applying mathematical concepts, repeat statements and event handlers. The course will culminate on a required animated Nursery Rhyme project.

## **Computer Programming II (Semester Class/0.5 Credit) \*\*Elective\*\***

### **Prerequisite: Computer Programming I**

This is a follow-up course that reviews and builds on the concepts introduced in Computer Programming I. The course will reinforce the students' understanding of the repeat statement. Students will be introduced to other loop or sequential statements, the concept of variables in programming, and the building of user-defined functions. Students will build Snap! programs throughout the course to demonstrate their understanding of the concepts. The course will culminate on a Platform Game project.

## Social Studies

### **AMERICAN HISTORY: FOUNDING PRINCIPLES, CIVICS AND ECONOMICS**

#### **Prerequisite: None**

Through the study of the Founding Principles, students will acquire the skills and knowledge necessary to become responsible and effective citizens in an interdependent world. This is a survey course that gives students the needed practical understanding of civic participation and government as well as a study of the basic economics and the interaction of government with the economy that affect students' lives as consumers and citizens. High school credit will be granted to those students who make a C or better in the class & on the teacher-made final exam.

### **WORLD HISTORY - HS**

#### **Prerequisite: None**

Students will analyze the human experience through time, to recognize the relationships of events and people, and to interpret significant patterns, themes, ideas, beliefs, and turning points in world history. This course covers history from the first humans up to today while focusing heavily on the development of civilizations that established the foundations for the modern historical era that began around the 16<sup>th</sup> century. There will also be a significant focus on geography, especially where it is a significant factor in the shaping of historical events. The content of this course requires an emphasis on reading, writing, and critical thinking skills, which will be developed throughout the semester.

### **AP WORLD HISTORY – HS**

#### **Prerequisite: Administrative Approval**

The AP World History course focuses on developing students' understanding of world history from approximately 1200 C.E. to the present. The course has students investigate the content of world history for significant events, individuals, developments, and processes in six historical periods, and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. The course also provides five themes (interaction between humans and the environment; development and interaction of cultures; state building, expansion, and conflict; creation, expansion, and interaction of economic systems; and development and transformation of social structures) that students explore throughout the course in order to make connections among historical developments in different times and places encompassing the five major geographical regions of the globe: Africa, the Americas, Asia, Europe, and Oceania. This course can be taken in the place of World History.

### **AFRICAN AMERICAN STUDIES- HS \*\*Elective\*\***

#### **Prerequisite: None**

This year-long, interdisciplinary course develops an understanding of the role and contributions of African Americans to the growth and development of the United States. This course offers opportunities to examine the historical significance of African Americans from African origins through present times; it also explores the various ways (arts, business, science, entertainment, sports, politics) in which African Americans have shaped culture and American identity. This course is research- and presentation-based: it develops college-level research skills as well as publishing/speaking skills using the NC Standard Course of Study.

### **AP US GOVERNMENT & POLITICS – HS \*\*Elective\*\***

#### **Prerequisite: Administrative Approval (Pre-req or Corequisite: Founding Principles)**

This course will follow the outline from the AP bulletin. Students will engage in the examination of the American government, famous court cases, political parties, exciting political debates and elections. The United States Constitution is examined in depth as to how its application evolved to meet the needs of a changing society and people. This course is not a replacement for Founding Principles.

## **ECONOMICS AND PERSONAL FINANCE – HS Required course for all who enter high school in 2020-2021.**

### **Prerequisite: None**

Financially literate people use their knowledge and understanding of economics, money, credit, saving, investing, budgeting, etc. to make informed decisions about their personal finances. From everyday spending to long-term financial planning, effective management of money, credit, savings, and investments requires individuals to use their financial knowledge to plan for and further personal goals. In today's automated global society financial literacy expands beyond balancing a checkbook and budget sheet. Financial literacy requires individuals to not only be competent and fluent in personal finance but to also have a competent knowledge and understanding of national and global economics as well.

## **Introduction to Ethics (Semester/.5 Credit) \*\*Elective\*\***

### **Prerequisite: None**

What we value, and what we understand 'good' to consist of, profoundly affects the character of our beings. This course will begin with an examination of arguments that seek to provide a logical basis for the view that value is integral to any rational decision-making, and look at arguments that have been offered for various understandings of what value is. We will pay special attention to the 'natural law' approach to ethics due to its prominent role in Western culture and in the founding of the United States. The latter part of the class will be increasingly 'seminar style' and will afford students the opportunity to discuss readings in ethical issues.

## **Military Simulation Gaming (1st Semester/ .5 Credit) HS \*\* Elective\*\***

### **Prerequisite: None**

In this class we will use relatively simple strategy and simulation games to explore some basic problems of strategy, and of some of the strategic and tactical problems that recur in military history. We will begin with a brief examination of simulation gaming, and then quickly dive into playing games in class. During and after play, students will make observations about the games themselves and the strategies that prove superior in each of them.

## **Military Simulation Game Design (2nd Semester Long/ .5 Credit) HS \*\*Elective\*\***

### **Prerequisite: (First semester class helpful, but not necessary)**

In this class we will employ simulation gaming to examine some of the strategic and tactical problems that recur in military history. During the semester students will design and/or playtest a student developed game system, comparing it to a real world situation that the game tries to model. We will begin with an examination of some basic features of military simulation gaming, (probabilities and dice, maps and terrain effects, troop qualities) and then look at a few select games so that students can get a good sense of the range and variety of simulation games available. We will then choose games to learn and play, making observations about the games themselves and the strategies that prove superior in each of them, and then develop new simulation games ourselves.

## **Philosophy of Religion (Semester Long/.5 Credit) HS \*\*Elective\*\***

### **Prerequisite: None**

Throughout history, religion and philosophy have been important and, in many cases, provided the foundational elements for the way most people have viewed the world around them. This elective will start off with discussion of the relationship between faith and reason, and Plato's related question of the relationship between ethics and the divine. We will then look at classical arguments regarding the existence of God, and the nature and problem of suffering and evil. This is not a course focusing only on Christianity. Students will explore the significance of the presence of many different religious beliefs and practices in the world, (pluralism), and the role of religion in the modern, scientific age.

## **FINE ARTS Education**

*A key part of the Oxford Preparatory Mission is to help students develop an appreciation of the arts. During their time at OPS, all students will have the opportunity to earn credit through courses in each area of the arts including Visual art, music, theater, oral communications, creative writing.*

### **7th/8th GRADE VISUAL ART (Semester Long/.5 Credits)**

#### **Prerequisite: None**

Middle school level art is an overview course designed to allow each middle school student to explore a variety of media, techniques and methods. Projects focus on introducing and developing the elements of art (line, form, color, value, texture) and principles of design (balance, variety, harmony, emphasis). Understanding and appreciation of self and others through art history, culture, and heritage is emphasized. Samplings of two-dimensional and three-dimensional projects are produced

### **Painting and Mixed Media - HS (Semester Long/.5 Credits)**

#### **Prerequisite: None**

Students will create various works of art using different types of paint (tempera paint, acrylic paint, watercolor, and watercolor pencils).

### **Pen and Ink- HS (Semester Long/.5 Credits)**

#### **Prerequisite: None**

Students will learn basic pen and ink techniques and create multiple works of art using the techniques. (stippling, hatching, and cross hatching) Finished works will be in black and white and watercolor.

### **DRAWING 1 (Semester Long/.5 Credits)**

#### **Prerequisite: None**

This is a beginning course designed to be an exploration in fundamental drawing techniques and concepts. Emphasis is placed on the development of visual awareness and sensitivity to various drawing materials. Basic principles of perspective, proportion, and value are introduced.

### **DRAWING 2 (Semester Long/ .5 Credits)**

#### **Prerequisite: Drawing 1**

This course is designed to be a continuation of Drawing 1. Students will go more in depth in developing compositions with advanced drawing styles, techniques and subject matter.

Students will develop their skills and move toward mastery of techniques introduced in Drawing 1.

### **PRINTMAKING (Semester Long/.5 Credits)**

#### **Prerequisite: ART 1 or Drawing 1**

This course introduces students to the production of multiple images from a single design. Emphasis is on design and creative use of materials. Students will experience techniques related to relief, monoprint and silkscreen printing processes. Both press and non-press techniques will be explored and students will produce limited edition prints on various types of paper. Students will gain an understanding of the historical background of printmaking as well as technical skill while exploring both traditional and contemporary expressions of this art form.

### **VISUAL ARTS-BEGINNING – HS \*\* Elective\*\***

#### **Prerequisite: None**

Visual Arts-Beginning is an introductory studio art course for students with limited art experiences. This course is aligned to the Essential Standards visual arts curriculum at the beginning level and features the foundational study of the elements of art and principles of design, color theory, art vocabulary, use and care of art tools and equipment, art

criticism, art history and safety in the art room. Visual Arts-Beginning explores various art media, processes, procedures, aesthetic theories and historical developments.

### **VISUAL ARTS-INTERMEDIATE – HS \*\* Elective\*\***

**Prerequisite: Successful completion of a beginning level art course, or Instructor Recommendation with submission of Placement Portfolio**

Visual Arts-Intermediate is a studio course aligned to the Essential Standards visual arts curriculum at the intermediate level. Various art processes, techniques, procedures, and theories are presented in a problem solving context allowing for independent choices and personal solutions. Students use a larger variety of tools, media, and processes and learn to select the most appropriate for finding innovative artistic solutions. Students begin developing their personal artistic style while adhering to basic design principles. Students use art vocabulary to analyze and evaluate the composition of works of art. Students gain knowledge and understanding of past and present art forms, through the study of a variety of artists, artworks, cultures and historical periods.

### **VISUAL ARTS-PROFICIENT – HS \*\* Elective\*\***

**Prerequisite: Successful completion of an intermediate level art course or Instructor Recommendation with submission of Placement Portfolio**

Visual Arts-Proficient is an honors level studio course that provides a more in-depth approach to the study of art processes and techniques, aesthetic issues, art criticism, art appreciation and art history. Students create art by analyzing the relationship between media, processes, and results. Students use art vocabulary to analyze and evaluate compositions, understand the relationship between personal expression and design and recognize historical and contemporary art styles, themes and genres. Students form artistic goals, develop appropriate work habits, and consider art careers. Knowledge of the arts in relation to culture, history, other disciplines, and careers is promoted through visual, verbal, and written means. Art history, criticism, and aesthetics are studied in conjunction with selected artworks leading to the development of a personal philosophy of art. Students create and maintain portfolios to document personal choices and growth as artists. Essential materials are supplied. Students may be asked to supply special project materials.

### **VISUAL ARTS-ADVANCED - HS \*\* Elective\*\***

**Prerequisite: Successful completion of a proficient level art course or Instructor Recommendation with submission of Placement Portfolio**

Visual Arts-Advanced is an advanced level honors course promoting an in-depth knowledge of art processes, media, styles, history and aesthetics. Student efforts are based on further developing personal expression and styles, applied design, analysis of compositional components and contemporary themes. Students use specialized art tools, processes and media appropriately, safely and effectively. Assignments may focus on artistic analysis and critique through reading and writing assignments, independent research, and art appreciation activities. Students create and maintain portfolios to document personal choices and growth as artists for evaluation. Students take part in planning and installing an exhibition of their work. Essential materials are supplied. Students may supply special project materials.

### **THEATER ARTS I (Semester Long/ .5 Credit) HS \*\* Elective\*\***

**Prerequisite: None**

This foundational course, designed for students with minimal or no theater experience, promotes enjoyment and appreciation for all elements of theater. Coursework explores a broad survey of tragic dramatic literature, performance, careers, history, theater etiquette and design. Integration of music, theatrical movement, and visual art enhances appreciation for the arts as a whole. Some improvisation, short scene studies, and vocal techniques are used to introduce basic acting skills.

### **THEATER ARTS II (Semester Long/ .5 Credit) HS \*\* Elective\*\***

**Prerequisite: Theater Arts I**

This intermediate course builds upon the foundational skills learned in Theatre Arts I and provides opportunities for application. Coursework more intensively explores theatrical movement, classical theater works, and musical theatre

history, elements of design, and comedic writing and performance. Group improvisation, mime techniques, monologue performance, and scene studies are used to develop intermediate acting skills.

**Play Production- (Year-Long Course/1.0 Credit) \*\* Elective\*\***

**Prerequisite: Theater I & Instructor Approval/Audition**

This is a year-long course where students will audition, rehearse and perform in two plays. One in fall and one in spring. They will help create and determine the technical elements of the shows we are producing. Students will learn and understand the process behind producing shows as well as how to work as an ensemble.

Students will be expected to make a serious commitment to reading and learning their part, performing in front of the school and appreciating theatre. Students will develop their understanding of theatre as a whole, as well as vocal techniques, the role that technical elements and jobs play in a production, researching and understanding the world of the play, and understanding the writing from a variety of playwrights.

**PHOTOGRAPHY- (Semester Long/ .5 Credit) HS \*\* Elective\*\***

**Prerequisite: None**

This is a basic course in photography designed to offer experiences with a point-and-shoot camera. Various camera settings will be learned to offer greater creative and technical control. This course builds the foundation for visual literacy regarding both form and content of photographic images. The elements and principles of design as they relate to photographic composition are emphasized. Students learn framing within the viewfinder and explore various compositional principles. Students also learn to examine images critically through weekly critiques. Digital processing techniques are introduced using Adobe Lightroom and Photoshop.

**YEARBOOK - HS (Year-long course/1.0 Credit) \*\*Elective\*\***

**Prerequisite: Administrative Approval, successful completion of photography & a C or above in all core classes.**

The yearbook staff develops, organizes, and publishes the yearbook. Students select and group pictures, sell advertisements, design layouts of copy, identify pictures, organize materials, and write copy. Students also learn business management skills in sales while producing and distributing the yearbook. Yearbook requires attention to detail and a strong personal work ethic plus the ability to meet strict deadlines. Students must have taken and successfully completed Photography class and maintain a C or above in all core classes.

**INTRODUCTION TO FILM (Semester Long/ .5 Credit) HS \*\* Elective\*\***

**Prerequisite: None**

This humanities course is designed for high school students with a passion for history, writing, and the arts. Through film viewing, group discussion, and written reflection, students will explore the history and development of cinematic storytelling and analyze elements of screenwriting, music, performance, animation, and design. Parent/guardian permission must be granted to view certain films in this course.

**ADVANCED FILM STUDIES: (Semester Long/ .5 Credit) HS \*\* Elective\*\***

**Prerequisite: Introduction to Film (HS credit)**

This college preparatory humanities course is designed for high school students that have completed Introduction to Film and have a passion for literary analysis, research, history, and visual arts. Through film viewing, group discussion, research projects, and written analysis and criticism, students will evaluate the cinematic work of various auteur directors, with a strong focus on foreign films and pre-21st century cinema. Parental/guardian permission must be granted to view the films in this course.

**CONCERT CHOIR - HS \*\* Elective\*\***

**Prerequisite: Instructor Approval/Audition Required**

This is a year-long, upper-level performance opportunity offered to experienced vocal music students in grades 9-12. Students will continue to develop vocal technique and musicianship as well as increase critical thinking skills through

analysis of musical elements such as form and text. Students will be expected to make a serious commitment to learning music, performing in various venues as representatives of our school and must demonstrate willingness to join in choir festivals and competitions across our state.

### **HIGH SCHOOL CHORUS (Year-Long Course/1.0 Credit) \*\* Elective\*\***

#### **Prerequisite: None**

Introduction to ensemble singing for beginning singers in grades 9-12. No audition required. A performance-based class with an emphasis on fundamental vocal development, music literacy (singing a variety of genres) and music knowledge (reading notes, basic music theory concepts, sight-singing, etc...). Students can expect to represent our school at community events with several required performances.

### **GIRLS ENSEMBLE (Year-Long Course/1.0 Credit) \*\* Elective\*\***

#### **Prerequisite: At least 1 year of High School Chorus**

Continuation of ensemble singing for female voices. No audition required. A performance-based class with an emphasis on small group vocal techniques. Students will be expected to perform at a variety of after-school and/or week-end events.

### **HIGH SCHOOL BAND - BEGINNING (Year-Long Course/1.0 Credit) \*\*Elective\*\***

#### **Prerequisite: None**

Beginning Band is an introductory level course for students with limited or no instrumental experience. Course content includes application of fundamental techniques of music, interpretation of sound and symbol systems, exploration of global connections in music. Band members are expected to perform at school and community events, and school concerts.

### **HIGH SCHOOL BAND - PROFICIENT (Year-Long Course/1.0 Credit) \*\*Elective\*\***

#### **Prerequisite: Instructor Recommendation/Audition Required**

Proficient Band is designed for students who have achieved intermediate level music standards for high school level. This course provides additional extensions of these goals and objectives as a foundation for advanced proficiencies in performance, conducting, listening, appreciation, history, analyzing, composing, the use of current technology, and research culminating in written reports. Band members are expected to perform at school and community events, and school concerts.

### **HIGH SCHOOL BAND – ADVANCED (Year-Long Course/1.0 Credit) \*\*Elective\*\***

#### **Prerequisite: Instructor Recommendation/Audition Required**

This course is designed for students who have achieved a proficient level of music standards for high school level; exhibiting high level of performance skills. Course content will include band plus studies of theory, history, and composers. Students will be expected to audition for outside honor band and/or district level band. Band members are expected to perform at school and community events, and school concerts.

### **STRING ORCHESTRA (Year-Long Course/1.0 Credit) \*\*Elective\*\***

#### **Prerequisite: None**

Students will work on string technique and music theory. Emphasis is placed on solo and ensemble playing, allowing students to use their expanding knowledge of scales, shifting, vibrato, and bowing techniques. Orchestra members are expected to perform at school and community events, and school concerts.

## Health and Physical Education

### **HEALTH AND PHYSICAL EDUCATION (HS)**

#### **Prerequisite: None**

The course will enable students to gain knowledge and skills about healthful living topics important to their age levels. The following strands are the focus of instruction: health-related fitness, motor skills, movement concepts, personal and social responsibility, nutrition and physical activity, alcohol, tobacco and other drugs, mental and emotional health, interpersonal communication and relationships and personal and consumer health.

### **PHYSICAL EDUCATION II – ADVANCED (Semester Long/.5 Credit) \*\*Elective\*\***

#### **Prerequisite: Instructor Invitation**

This course is designed to allow the students to concentrate in narrow areas of interest. The course will be team-taught with each unit being presented in greater detail. Emphasis will be placed on skill development, knowledge of the activity, and physical fitness, as well as learning how to set up various programs, officiate various sports, and conduct research in areas of conditioning and training. This course will incorporate significant, rigorous physical exercise.

### **SPORTS MEDICINE (Semester Long/.5 Credit) \*\*Elective\*\***

#### **Prerequisite: Biology**

The Introduction to Sports Medicine is a course designed for students who are interested in fields such as athletic training, physical therapy, medicine, nurse, fitness, physiology of exercise, kinesiology, nutrition, EMT, and other sports medicine related fields. It is offered as a classroom and lab course to provide students with an avenue through which to explore these fields of study. This course focuses on the basic information and skills important in the recognition of, care, prevention, and preliminary rehabilitation of athletic injuries. The course includes class work and hands-on application. Credit for this course cannot be used to replace any required course in the Driver's Education, Health, and Physical Education Program.

### **ATHLETIC TRAINING (Semester Long/.5 Credit) \*\*Elective\*\***

#### **Prerequisite: Biology, Grade higher than a C in Sports Medicine, Instructor recommendation**

This is the follow-on course for students who want to take a deeper dive into careers in athletic training and the field of sports medicine. The curriculum will provide a strong emphasis on practical hands-on application and on the field observation in a real world setting.

## Additional Electives

### **CCP Advisory (Fall Semester ONLY/.0 Credit) to any student in their first semester of CCP courses**

#### **Prerequisite: First semester of CCP enrollment**

CCP advisory is an OPS teacher supervised and guided class for any student in their first year of CCP courses. There is no credit for this class, but attendance is mandatory and documented. The intent of this class is to provide students with the additional support and time needed so that they are able to make a smooth transition into meeting the expectations of college coursework. During this class students will receive guidance on how to use a college syllabus, how to manage time and workload. Students will be required to share their college course grades on a bi-weekly basis.

### **ACT PREP (Fall Semester ONLY/.5 Credit) 11th grade**

#### **Prerequisite: Enrollment in 11th grade and Administrative Decision**

This course is a semester-long elective for students who have already taken the PreACT that is focused on targeted improvement of ACT test scores using students' collective and individual PreACT results to inform the focus of instruction and practice. Students will work on practice problems as individuals and in groups, discuss methods for improving test outcomes, and receive direct instruction on how to approach different kinds of ACT questions. There will also be a focus

on time management and test-taking strategies applicable to the ACT as well as the SAT and other standardized tests. This course offers benefits for students who have yet to take the ACT as well as students who have taken it but intend to take it again for a better score.

### **CURRICULUM ASSISTANCE (Only Available for Students with an IEP) 7<sup>TH</sup> & 8<sup>TH</sup>/HS**

**Enrollment in this class is limited to students recommended by administration and the EC department**

This course assists students in the improvement of their foundational reading, writing, and study skills by using various reading, writing and study skills strategies. Students practice close reading in order to strengthen their comprehension of a given text as well as develop study skills that will assist them in their additional classes. Students learn by utilizing various tools such as visual, audible, and hands-on techniques. This allows for all learners to benefit in their individual way.

### **Foundations (Semester based/ .5 Credit) 8th grade/HS**

**Prerequisite: Enrollment in this class is limited to students recommended by administration.**

This course is designed to assist students who do not have an IEP but may need assistance in developing the executive functioning skills needed to be successful in core classes as they enter high school. Skills to be developed include organization, focus, starting and completing tasks/assignments, and self-control. In this teacher-led class students will work on creating plans to complete assignments, develop and execute a variety of study techniques that involve individual work and team work, and practice fundamental academic skills such as manipulating fractions or using proper grammatical structures.

### **College and Career Promise Program (CCP)**

**Prerequisite: Cumulative HS GPA of at least 2.8 or above; By Invitation in the early spring sophomore year**

The CCP program is a partnership between VGCC and OPS. Through partnership with the Department of Public Instruction, the NC Community College System, the University of North Carolina system and many independent colleges and universities, North Carolina is helping eligible high school students to begin earning college credit at a community college campus at no cost to them or their families. Oxford Preparatory seeks to make attaining a college degree as affordable as possible. In addition to the free CCP classes, OPS seeks to assist students in gaining college credits by also providing the books for 2 courses per semester at no cost to the student and their family. Registration for CCP courses is only available to students who have qualified and been accepted into the program and must be completed with Mrs. Grissom-Young using the approved joint process that is in place between OPS and VGCC. These courses result in 1 high school credit and college credits, per course (typically 3). With administrative approval, as the schedule permits, students accepted into the CCP program that have their own transportation are eligible to enroll in additional courses at any VGCC campus. Students and parents should also refer to the [CCP Dual Credit Allowances Chart](#) to reference potential High School credits that can be earned with CCP classes.

OPS Course Registration Form – Grades 9 through 12 ONLY  
To register for courses for 7/8 please use [7th grade form](#) and [8th grade form](#)

Student Name: \_\_\_\_\_ Circle One Grade: **9, 10, 11, 12**  
Last Name First Name

**Please circle one selection:**

Would you like to be considered for the Scholars Program or other accelerated classes? **Yes No • School administration will make a final determination of cohort placement based on each student's academic records and/or testing. Each year, placement will be reviewed based on performance. If you intend to meet a HS requirement with enrollment in a CCP Class, please enter CCP in the blank space provided.**

**Math** All students must enroll in a math class every year \_\_\_\_\_

**Science** All students must enroll in a science class every year \_\_\_\_\_

**English/ELA** All students must enroll in an English class every year \_\_\_\_\_

**Social Studies** All students must enroll in a History class every year \_\_\_\_\_

**Foreign Language** 3 HS credits in a single language required for graduation \_\_\_\_\_

List your elective preferences in order (1 Most Interest – 8 Least Interest) - \*All efforts will be made to honor the following elective requests. However, no elective class can be guaranteed due to scheduling limitations.\*

Elective 1: \_\_\_\_\_

Elective 2: \_\_\_\_\_

Elective 3: \_\_\_\_\_

Elective 4: \_\_\_\_\_

Elective 5: \_\_\_\_\_

Elective 6: \_\_\_\_\_

Elective 7: \_\_\_\_\_

Elective 8: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Parent Signature: \_\_\_\_\_

\*\*\*To be completed by Administration\*\*\*

Scholars \_\_\_\_\_ EC \_\_\_\_\_ 504 \_\_\_\_\_ NCVPS \_\_\_\_\_ CCP \_\_\_\_\_