

# **OLIVER AMES HIGH SCHOOL**



## **PROGRAM OF STUDIES**

**2018-2019**

## BELL SCHEDULE

### Daily Bell Schedule

1<sup>st</sup> Block: 7:55 – 8:45  
2<sup>nd</sup> Block: 8:49 – 9:54  
Advisory: 9:58 – 10:10  
3<sup>rd</sup> Block: 10:14 – 11:19  
4<sup>th</sup> Block: 11:23 – 11:45 1<sup>st</sup> Lunch  
11:49 – 12:11 2<sup>nd</sup> Lunch  
12:15 - 12:37 3<sup>rd</sup> Lunch  
5<sup>th</sup> Block: 12:41 – 1:31  
6<sup>th</sup> Block: 1:35 – 2:25

### Early Release Day Bell Schedule

1<sup>st</sup> Block: 7:55 – 8:52  
2<sup>nd</sup> Block: 8:56 – 10:01  
3<sup>rd</sup> Block: 10:05 – 11:10

### MCAS Day Schedule—(49 min. blocks)

1<sup>st</sup> Block: 7:55 – 8:48 (Class A)  
2<sup>nd</sup> Block: 8:52 – 9:40 (Class B)  
3<sup>rd</sup> Block: 9:44 – 10:32 (Class C)  
4<sup>th</sup> Block: 10:36 – 11:24 (Class D)  
5<sup>th</sup> Block: 11:28 – 12:41 (Class E)  
11:28 – 11:50 (1<sup>st</sup> Lunch)  
11:54 – 12:16 (2<sup>nd</sup> Lunch)  
12:19 – 12:41 (3<sup>rd</sup> Lunch)  
6<sup>th</sup> Block: 12:45 – 1:23 (Class F)  
7<sup>th</sup> Block: 1:27 – 2:25 (Class G)

### Common Planning Schedule

1<sup>st</sup> Block: 7:55 – 8:45  
2<sup>nd</sup> Block: 8:49 – 9:50  
Start Dismissing  
Presentation: 10:15 – 11:15  
4<sup>th</sup> Block: 11:19 – 12:33  
5<sup>th</sup> Block: 12:37 – 1:27  
6<sup>th</sup> Block: 1:31 – 2:25

### 1 hour delay

2<sup>nd</sup> Block: 8:55 – 10:04  
3<sup>rd</sup> Block: 10:08 – 11:19

### 90 minute delay

2<sup>nd</sup> Block: 9:25 – 10:20  
3<sup>rd</sup> Block: 10:24 – 11:19

### 2 hour delay

2<sup>nd</sup> Block: 9:55 – 10:32  
3<sup>rd</sup> Block: 10:36 – 11:19

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**EASTON SCHOOL COMMITTEE**

Jacqueline Weisman, Chair  
Nancy De Luca, Vice Chair  
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## **NOTICE OF NON-DISCRIMINATION**

Applicants for admission and employment, students, parents, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the Easton School District are hereby notified that this institution does not discriminate on the basis of race, color, national origin, sex, age, religion, sexual orientation, veteran status or handicap in admission or access to, or treatment or employment in, its programs and activities. Any person having inquiries concerning the Easton School District's compliance with the regulations implementing Title VI, Title IX, Section 504 or Chapter 622 is directed to contact the Administrative Assistant to the Superintendent of the Easton Public Schools, Dr. Lisha Cabral, 50 Oliver Street, North Easton, telephone # 508-230-3200, who has been designated by the Easton School District to coordinate the District's efforts to comply with the regulations implementing Title VI, Title IX, Section 504 and Chapter 622 or write to: Office For Civil Rights, John W. McCormack Post Office and Courthouse, Room 222, Post Office Square, Boston, MA 02109.

## **PROGRAM OF STUDIES**

### **OLIVER AMES HIGH SCHOOL GRADES 9-12**

#### **To Students and Parents:**

Please take the time to read this entire booklet thoroughly and carefully. You will notice that there are changes from last year. Department heads and teachers have worked hard to update, strengthen, and revise the course offerings in each of the subject areas. Their work represents the staff's commitment to provide the best possible education for all of our students. In turn, we ask you to plan carefully for your future by selecting a program which best meets your needs and suits your goals. Only then will your high school experience be worthwhile and rewarding.

This booklet has been distributed in social studies classes, and its contents have been explained in general terms by guidance counselors. The teachers will discuss their department's various course offerings to their students. Subsequently, students will choose their course selections, will have their teachers and parents approve those selections, and will return the form to their guidance counselor.

While this process is taking place, we urge you to give careful attention to selecting your courses. Seek the advice of your parents, teachers, and counselors and remember that the future belongs to those who prepare.

Wesley H. Paul, Principal  
Oliver Ames High School

Oliver Ames High School is accredited by the  
New England Association of Schools and Colleges  
and  
has been recognized for excellence  
by the Federal Department of Education  
Secondary School Recognition Program

## EASTON PUBLIC SCHOOLS VISION STATEMENT

The Easton Public School System educates children to become motivated, lifelong learners who as confident and creative individuals function to their full potential, understand and value individual differences, and become contributing members of their community able to meet the challenges of a global society.

### EXPLANATION OF EXPECTATIONS FOR PARENTS AND STUDENTS

The Oliver Ames Program of Studies lists and describes all course offerings available for students at Oliver Ames High School. In accordance with the Oliver Ames Mission Statement, these courses offer a selection of classes, which if successfully completed, will lead all students to graduate having fulfilled state mandated requirements for graduation as well as Easton Public Schools requirements and guidelines. Courses are listed by discipline, level, and grade.

All course offerings present each student with the opportunity to meet successfully the Academic Expectations for Learning as well as many of the school's social and civic expectations. Moreover, noted at the end of every course description are specific expectations that will be emphasized in each course. These expectations are listed after each course description as **Access, Process, Communicate, Social/Civic or Develop**. Each expectation is further narrowed within each category. This is accomplished by adding a number to the word. As an example, if a course description has "Access 3" at the end of the description, this word/number abbreviation is referring to the third bullet beneath the expectation for "Accessing Information," which is "Conducting Independent Research". By the end of a student's matriculation at Oliver Ames High School, he/she will have had several opportunities to master all of the Academic Expectations for Learning.

### OLIVER AMES HIGH SCHOOL MISSION STATEMENT

**The Oliver Ames High School** community of faculty, staff, students, parents, and residents believe that in order to fulfill its mission of excellence and equity in education, we must embody the ideals of a comprehensive high school. We will work together to create a safe, nurturing, and stimulating learning environment. Students will become critical thinkers, problem solvers and independent thinkers who contribute in many ways to our ever changing world. We recognize the need for a variety of educational experiences that extend beyond the classroom and promote intellectual curiosity, individual responsibility and respectful interaction. By achieving goals and overcoming adversity, students will be encouraged to reach their potential and be prepared to assume meaningful roles in society.

## OLIVER AMES HIGH SCHOOL CORE VALUES

Learn collaboratively  
Express Creativity  
Act with integrity  
Demonstrate responsibility  
Embrace curiosity  
Respect each other  
Strive for excellence

### 21<sup>st</sup> CENTURY ACADEMIC EXPECTATIONS FOR STUDENT LEARNING

OA students will **ACCESS** information in a variety of ways, including:

- A1. Actively and critically reading, listening and observing
- A2. Initiating appropriate questions
- A3. Conducting independent and collaborative research
- A4. Using appropriate technologies and networks to locate and retrieve information
- A5. Demonstrating initiative while seeking information

OA students will **PROCESS** information in a variety of ways, including:

- P1. Assimilating and organizing information
- P2. Recognizing patterns, evaluating trends, and making comparisons
- P3. Drawing inferences and making conclusions
- P4. Quickly responding and adapting quickly to unexpected challenges
- P5. Creating and designing solutions to problems and challenges
- P6. Applying and adapting appropriate form and technique to performance tasks

OA students will **COMMUNICATE** information in a variety of ways, including:

- C1. Doing, writing and speaking clearly and purposely for a variety of audiences
- C2. Presenting creative products in a variety of formats
- C3. Using technology to present information
- C4. Demonstrating leadership while promoting individual and collaborative activities

OA students will **DEVELOP** themselves in a variety of ways, including:

- D1. Demonstrating a sense of curiosity by considering alternative perspectives
- D2. Gaining a better understanding of their learning process through consistent self-reflection

### SOCIAL/CIVIC EXPECTATION FOR STUDENT LEARNING

OA students will **ACT RESPONSIBLY** for themselves and others in a variety of ways, including:

- SC1. Working cooperatively and collaboratively
- SC2. Respecting and understanding cultural differences
- SC3. Participating with a local/global perspective

OA students will **ACT RESPECTFULLY** to themselves and others in a variety of ways, including:

- SC4. Interacting appropriately with all members of the school community
- SC5. Honoring school policies and procedures
- SC6. Understanding and demonstrating academic integrity

## INTRODUCTION

As you select your courses, pay careful attention to the following:

1. ALL STUDENTS MUST CARRY SEVEN COURSES.
2. Students are strongly urged to select a varied program each year from all departments in the school rather than to limit choices to one narrow field. Once college entrance requirements are fulfilled, all students are encouraged to take courses in art, business, home economics, industrial arts, and music. A variety of experiences may open future doorways.
3. Be sure you are fulfilling all graduation requirements.
4. Select courses consistent with your needs and goals, not those of your friends. You are planning for your life, not theirs.
5. College preparatory students should be aware that colleges are very concerned about students who plan a "soft," unchallenging program, particularly during their senior year. Avoiding a solid program of college preparatory English, math, science, social studies, and world language courses could cost you admission to the college of your choice.
6. Freely consult your parents, teachers and guidance counselor in selecting your courses. Read course descriptions carefully as they are the best guide as to what subject matter is covered. In courses where subject matter is of a controversial nature, students will be allowed to take alternative assignments for full credit.
7. Selection of Courses - Students in sequential courses have the greatest chance for success when they have achieved a "C" or better in the previous sequential course. They should select levels with the recommendation of their teacher. A student who wishes to elect a level other than that recommended by his/her teacher must submit a parental request in writing to his/her guidance counselor. This may be done only during the time when students choose courses for the next year (March and early April). After course sections are determined and the master schedule is built based on student requests, parental overrides will not be accepted. Courses may not be dropped after the mid-point of the course has been reached.
8. Honors Level - Honors level courses are recommended for students who demonstrate exceptional academic achievement, earn honor grades, and display strong motivation in their subjects. Because these courses are rigorous and contain considerable enrichment and

acceleration, students must possess well-developed study skills to be successful. Students are expected to organize their time, plan long-term assignments, and seek help when necessary, all on their own initiative. Instruction will assume that students are able to grasp concepts on initial presentation and will emphasize observation, analysis, synthesis, and problem solving. To move into an honors course from a college level course or program, students must have an A- average or teacher recommendation. To remain in an honors class, it is recommended that a student earn at least an average of B- at the end of the first semester. Students who do not maintain appropriate grade averages may be encouraged to transfer to a college level course more appropriate for their grade and ability. This level change may take place at the beginning of term 3. A student may not return to that same honors class later in the same school year. To continue in the honors program for the next school year, a student should obtain at least a B for the yearly average in an honors course.

9. Advanced Placement courses culminate with the administration of the Advanced Placement Examination. Students enrolled in these courses are required to take this exam at the conclusion of the course. The principal has the right to waive this requirement for individual students.
10. Tech Prep Courses - A Tech Prep student must maintain an overall "C" average in each of the areas of English, Math, and Science in order to remain certified as a Tech Prep student. A Tech Prep student must receive a "B-" or better (which is 80% or higher) in each articulated high school Tech Prep course in order to receive college credit for that course.

### **GRADUATION REQUIREMENTS**

The Easton School Committee has set the following requirements as the minimum necessary to receive an Oliver Ames diploma:

#### **For all classes:**

1. All students must carry seven courses each year.
2. \*Pass physical education for grades 9 and 10.
3. Pass four (4) years of English grades 9-12.
4. Pass three (3) years of social studies grades 9-12.
5. Pass three (3) years of science grades 9-12.
6. Pass four (4) years of math grades 9-12.
7. Pass one (1) year of business/technology education.

8. Pass one (1) year of (one or combination of music, industrial technology, art, family and consumer sciences).
9. A total of 18 courses are required as part of the graduation requirements; students may choose 8 electives grades 9-12.
10. Complete a total of 130 credits.
11. All students must receive a passing grade according to state standards on the Massachusetts MCAS tests. This requirement is mandated by the Education Reform Law.
12. To be considered a College Preparatory graduate from Oliver Ames High School, a student must have successfully completed 2 years of a language in addition to meeting the requirements in the other areas.
13. Students may participate in graduation activities when all credit requirements are fulfilled.
14. Under exceptional circumstances or situations, requests for waivers for exceptions to these graduation requirements shall be addressed to the building principal. Determinations shall be made on a case-by-case basis with priority placed on scheduling conflicts with higher-level courses. The decision of the building principal shall be final.

**\*Starting with the Class of 2022, all students must pass FOUR years of physical education, grades 9-12.**

### **PHYSICAL EDUCATION REQUIREMENTS**

Consistent with Massachusetts General Laws, Oliver Ames High School will require 4 years of physical education for all students in grades 9-12, starting with the Class of 2022.

Grade 9 and 10 students will meet this requirement through their scheduled physical education/health courses.

Students in Grades 11-12 may elect from 3 options by which to meet the physical education requirement.

1. Through completion of a one-semester elective course in each of the 11th and 12th grade years.
2. Through participation in one of the school's athletic teams (Subject To Eligibility Policies And Completion Of The Season).
3. Through participation in a community based organized physical activity or activities totaling more than 30 hours in a school year that receive prior administrative approval. In order to meet the requirements for approval, the proposed program must have a strong instructional component.

Students who select options 2 or 3 must complete and return the required form along with a detailed description of the activity during the course selection

process in order to gain final approval. Any student who fails to return the completed form will be enrolled in a semester course here at the high school.

### **GRADE POINT AVERAGE (GPA)**

Courses which are taken with other students are normally included in figuring the grade-point average of each student. Honors classes are weighted higher than other classes. This is fully explained in the Student/Parent Handbook. Students who take courses under different conditions than the others in the class will have a modified grade, and it will not be counted in the GPA. Grades may be modified for taking tests under different conditions, for an alteration in course content, or for those to who English is a second language.

Other conditions involving calculating the GPA are as follows:

1. Courses taken as Pass/Fail are not included in the GPA.
2. One semester of Community Service taken as a senior with the Social Studies Department will count as part of the GPA. All other service and aide positions will not be counted.
3. **INDEPENDENT STUDIES** are available in all departments where students wish additional depth in areas not offered by regular courses. The student must find a teacher willing to undertake this project, and it is then formulated into a written proposal. It is submitted to the individual department head and guidance counselor for initial approval, and then submitted to the Principal for final approval. Courses may vary in length of time due to the nature of the subject. Credits are awarded based on course proposal and approval process, however, GPA and class rank **ARE NOT** impacted by courses taken as an Independent Study. Students may also earn credits in co-curricular academic activities (GPA and class rank **ARE NOT** impacted by co-curricular academic activities) with approval by the Principal.
4. Credits issued for trips, foreign exchanges, and other outside activities **will not** be included in the GPA.

**All classes, regardless of whether they are included in the GPA, will be part of the student's permanent record and the course and grade will appear on the transcript.**

### **CREDITS FOR COURSES TAKEN OUTSIDE OF THE REGULAR SCHOOL DAY**

Oliver Ames High School students (grades 9-12) may receive credits for courses taken outside of the regular school day. However, as a minimum, fifty percent of the high school's graduation requirement in each subject must be earned during the regular school

day. The following conditions must be met, if the student is to receive credits:

1. Students must have demonstrated some sustained effort during the regular school year in order to be allowed the privilege of attending summer or evening school for the purpose of making up credits.
2. Summer School Courses - Summer school courses may be taken at any recognized summer school run by a school system, or at a summer school approved in advance by OAHS. A student will be allowed to take two courses for credit to replace courses previously failed, and the amount of credit awarded will be based on the failed courses. A grade of "C-" or above must be achieved for the student to receive credit. Both the failed course and the summer school course will appear on the student's transcript. Students taking courses for improvement and not to replace failed courses may be granted credits only with the prior approval of the principal. A grade of C- or better is required to receive credit.
3. Evening School Courses - Each semester course will be worth 1.25 credits. Students who wish to improve a grade of a previous course must take the EXACT course and improvement must be one full grade higher; however, the minimum grade must be at least a C- to receive credit. A student may take two courses per semester for credit. Students who wish to take courses not offered at OAHS may do so, and these may appear on the student's transcript if the student requests it. Credits will not be granted for these courses unless prior permission has been

granted by the principal. A grade of C- or better is required to receive credit.

4. College Courses - Students taking their senior year in high school at a college will be granted 30 credits for taking a full college load. These courses will be considered honors and will be computed in rank-in-class. Other courses taken at college will count 2 1/2 credits per semester and will be included on the transcript if the student wishes. Determination as to whether the course is to be considered for honors credit must be made in advance with guidance and administration. In all cases, an official college transcript must be received by OAHS before credits or a diploma is awarded.
5. In all cases where credits are granted, the credits will be based on OAHS standards and not on those where the course was taken.

### **SUMMER READING PROGRAM**

The Easton Public Schools have instituted a required program of summer reading in a serious attempt to encourage students to establish a positive attitude toward reading and education as an on-going, life-long process. The Summer Reading Program is administered through the English and Social Studies Departments. During the summer recess, all students are required to read books according to the level of the courses they have selected.

Required and/or suggested titles and topics in both English and Social Studies will be determined annually by both departments. These lists will be given to local libraries and bookstores. During the first week of school each year, both English and Social Studies teachers will administer a summer reading examination which will be counted as eight-to-ten percent of the first term grade.

# NCAA INFORMATION

## KNOW THE RULES:

### Core Courses

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

### Test Scores

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

### Grade-Point Average

- Be sure** to look at your high school's List of NCAA Courses on the NCAA Eligibility Center's website ([www.eligibilitycenter.org](http://www.eligibilitycenter.org)). Only courses that appear on your school's List of NCAA Courses will be used in the calculation of the core GPA. Use the list as a guide.
- Division I** GPA required to receive athletics aid and practice on or after August 1, 2016, is 2.000-2.299 (corresponding test-score requirements are listed on Sliding Scale on Page No. 13 of this sheet).
- Division I** GPA required to be eligible for competition on or after August 1, 2016, is 2.300 (corresponding test-score requirements are listed on Sliding Scale on Page No. 13 of this sheet).
- The Division II** core GPA requirement is a minimum of 2.200.
- Remember, the NCAA GPA is calculated using NCAA core courses only.

<b>DIVISION I</b>	
<b>16 Core Courses</b>	
4	years of English.
3	years of mathematics (Algebra I or higher).
2	years of natural/physical science (1 year of lab if offered by high school).
1	year of additional English, mathematics or natural/physical science.
2	years of social science.
4	years of additional courses (from any area above, foreign language or comparative religion/philosophy).

<b>DIVISION II</b>	
<b>16 Core Courses</b>	
3	years of English.
2	years of mathematics (Algebra I or higher).
2	years of natural/physical science (1 year of lab if offered by high school).
3	years of additional English, mathematics or natural/physical science.
2	years of social science.
4	years of additional courses (from any area above, world language or comparative religion/philosophy).

DIVISION I FULL QUALIFIER SLIDING SCALE		
CORE GPA	SAT Reading/ Math	ACT SUM
3.550	400	37
3.525	410	38
3.500	420	39
3.475	430	40
3.450	440	41
3.425	450	41
3.400	460	42
3.375	470	42
3.350	480	43
3.325	490	44
3.300	500	44
3.275	510	45
3.250	520	46
3.225	530	46
3.200	540	47
3.175	550	47
3.150	560	48
3.125	570	49
3.100	580	49
3.075	590	50
3.050	600	50
3.025	610	51
3.000	620	52
2.975	630	52
2.950	640	53
2.925	650	53
2.900	660	54
2.875	670	55
2.850	680	56
2.825	690	56
2.800	700	57
2.775	710	58
2.750	720	59
2.725	730	60
2.700	740	61
2.675	750	61
2.650	760	62
2.625	770	63
2.600	780	64
2.575	790	65
2.550	800	66
2.525	810	67
2.500	820	68
2.475	830	69
2.450	840	70
2.425	850	70
2.400	860	71
2.375	870	72
2.350	880	73
2.325	890	74
2.300	900	75
2.299	910	76
2.275	910	76
2.250	920	77
2.225	930	78
2.200	940	79
2.175	950	80
2.150	960	81
2.125	970	82
2.100	980	83
2.075	990	84
2.050	1000	85
2.025	1010	86
2.000	1020	86

DIVISION II FULL QUALIFIER SLIDING SCALE		
CORE GPA	SAT Reading/ Math	ACT SUM
3.300 & above	400	37
3.275	410	38
3.250	420	39
3.225	430	40
3.200	440	41
3.175	450	41
3.150	460	42
3.125	470	42
3.100	480	43
3.075	490	44
3.050	500	44
3.025	510	45
3.000	520	46
2.975	530	46
2.950	540	47
2.925	550	47
2.900	560	48
2.875	570	49
2.850	580	49
2.825	590	50
2.800	600	50
2.775	610	51
2.750	620	52
2.725	630	52
2.700	640	53
2.675	650	53
2.650	660	54
2.625	670	55
2.600	680	56
2.575	690	56
2.550	700	57
2.525	710	58
2.500	720	59
2.475	730	60
2.450	740	61
2.425	750	61
2.400	760	62
2.375	770	63
2.350	780	64
2.325	790	65
2.300	800	66
2.275	810	67
2.250	820	68
2.225	830	69
2.200	840 & above	70 & above

## **VIRTUAL HIGH SCHOOL**

Virtual High School (VHS) is a non-profit organization that offers online learning opportunities to high school students throughout the United States and the world. VHS utilizes teachers from member schools to teach courses. Many courses are available, including Advanced Placement, honors, and standard courses spanning a variety of disciplines and interests. Juniors and seniors may apply to take courses through VHS. Priority will be given to seniors. Because VHS uses an online format, students need to possess a high degree of self-discipline and independence in order to keep up with the coursework. Interested students should peruse the VHS catalogue of courses and see if there are courses that interest them. Some courses have grade level restrictions, so students should make sure that they are at the appropriate level. Students may not take a VHS course that directly duplicates a course offered at Oliver Ames High School, although exceptions can be made for extenuating circumstances. Students will receive credit for VHS courses that will count towards their GPA. Any exceptions to these policies will require the approval of the relevant Department Chair, the Director of Guidance, and the Principal.

Students are encouraged to take the VHS on-line quiz to see if they possess the necessary skills to be successful in the program and to see if VHS aligns with a student's learning style. If the student feels that VHS is a good choice for them, then they should fill out an application, which is available in the Guidance Office. Once this paperwork is complete, the student should make an appointment with his/ her guidance counselor to review the application and discuss the VHS program. Students will still be required to select seven courses for a full schedule. If the VHS course is approved, they will work with their guidance counselor to determine which class it will replace. The VHS course will be placed into a student's schedule and they are expected to report to the assigned room and teacher on a daily basis like they would for other classes.

Students should understand that depending on the level of the course (AP, Honors or Standard); the VHS courses may require 6-12 hours of work each week. Learning through VHS is asynchronous, which means that students can log in at any time to complete their work. VHS teachers post reading material, videos, audio, links, tests, and other assignments online. Students participate by posting responses, assignments, videos and audio files. In most VHS classes, students are expected to participate in online discussions, and work together electronically to complete assignments. This means that students are expected to log into VHS and participate on a weekly basis, and at a minimum of three times per week (for example, students cannot just do all their work in one 24 hour session on a weekend).

Because of some group work, students may need to schedule specific online time, but for the most part, work time can be very flexible. Most VHS classes work on a Wednesday-Tuesday cycle, with new assignments coming online by Wednesday, to be completed by the end of the cycle on Tuesday. In order to participate, students must find a course in the VHS catalog that interests them, confirm that they have the skills to be successful in a VHS course by taking the online quiz, and then complete the application, sign it, have a parent(s)/guardian(s) sign it, and then make an appointment with their guidance counselor. The guidance counselor will talk to the student about the demands of a VHS course and help the student evaluate the suitability of taking a VHS course. The guidance counselor will then forward the application to the VHS coordinator, who will evaluate the student's application. If the coordinator approves the application and the requested course is available, the student will be assigned an account on VHS and be enrolled in the course. If there are more qualified students interested in VHS than seats available, a lottery will be held to select students.

The VHS school year is divided into two semesters. The fall semester starts in early September and ends mid December. The winter semester begins in early to mid January, and ends in mid May. Most VHS courses are one semester long. Advanced Placement courses are an exception and typically last an entire school year. VHS begins enrollment in the spring of the preceding academic year. Popular courses fill up quickly, so students requesting these courses after the start of enrollment may find themselves waitlisted or unable to enroll in particular courses. VHS is widely known and used by high schools across Massachusetts and the United States. The 2015-2016 school year is the first year it may be available for Oliver Ames High School students pending budget support. VHS Course Catalog: <https://my.vhslearning.org/PublicStudentCourseList.aspx>

## **BUSINESS/TECHNOLOGY**

The Business and Technology Department offers opportunities to the college bound student as well as to the student who will enter the workforce upon graduation. Courses are available in Accounting and Finance, Marketing and Entrepreneurship, Media and Web Design. A senior level Internship class is also offered to give students an opportunity to gain practical experience. Each class focuses on improving student's knowledge of the global business world. Students learn to appreciate how critical business decisions and ever-changing technology impact consumers and affect business operations. Students enrolled in business classes are also invited to participate in DECA - the curriculum-based national competitive event organization that prepares emerging leaders for future study and/or careers across a wide-variety of business disciplines. The Business and Technology Department follows National Standards for Business Education to ensure all high school competencies are met.

### **WEB PAGE DESIGN**

**(534)**

**5 credits**

This hands-on course will focus on the use of applications such as Macromedia Dreamweaver and Adobe Photoshop Elements to create web pages for the internet. The course will feature service learning in that students will be expected to collaborate with members of the school community to bring the work of various departments, clubs, and organizations to the World Wide Web. During the second half of the course, the focus of the course will be the integration of multimedia elements into the web design process including music, animation, and video. Students will also create personal academic web sites that serve as portfolios for their work inside and outside of the course.

This course will provide the student an opportunity to meet the following academic expectations:

Access: 1, 2, 3, 4, 5

Process: 1, 2, 3, 4, 5

Communicate: 1, 2, 3

Develop: 1, 2

### **MARKETING**

**(535)**

**5 credits**

Marketing is a project-based course that explores a critical component of today's evolving business organizations. This college-bound course is intended to build leadership skills in the different marketing competencies. Through the study of marketing, students will learn to apply economic, human resource and marketing principles in order to analyze, evaluate and solve business problems. Key concepts covered in this course will include: marketing careers, marketing economics, market research, promotion, advertising and social media, pricing and selling, ethics and social

responsibility and the impacts and criticisms of marketing in society.

This course will provide the student an opportunity to meet the following academic expectations:

Access: 1, 2, 3, 4, 5

Process: 1, 3, 5

Communicate: 2, 3, 4

Develop: 1

Social/Civic: 1, 3, 4, 5, 6

### **COLLEGE ACCOUNTING**

**(531)**

**5 credits**

This course is designed for college bound students. Concepts covered will include analyzing transactions into debit and credit parts, journalizing transactions, posting to the general ledger and preparing financial documents. Accounting procedures for sole proprietorships, service and merchandising businesses and payroll will be addressed. Projects will be completed both manually as well as electronically.

This course will provide the student an opportunity to meet the following academic expectations:

Access: 1, 2

Process: 1, 3, 5

Communicate: 3, 4

Develop: 2

Social/Civic: 1, 6

### **ADVANCED ACCOUNTING**

**Prerequisite: College Accounting**

**(532)**

**5 credits**

Advanced Accounting is designed for those students who have successfully completed College Accounting. The content of the course will include a complete review of the accounting cycle. Advanced concepts will include recording adjusting and closing entries, accounting for non-collectable accounts, inventory-costing methods, depreciation, and accounting for plant assets, and accounting for notes and interest. Students' skills will be refined in preparation for further study at the college level or entry-level employment. Use of a computer to complete accounting projects will be an integral part of this course.

This course will provide the student an opportunity to meet the following academic expectations:

Access: 1, 2

Process: 1, 3, 5

Communicate: 3, 4

Develop: 2

Social/Civic: 1, 6

### **ADV. BUSINESS AND PERSONAL FINANCE**

**(533)**

**5 credits**

Advanced Business and Personal Finance is designed to show students how to manage their finances now and in the future. The course will focus on the various sectors in the financial services industry. The

objective of this course is to educate students in the areas of saving, investing, borrowing, insurance, banking, real estate, employment opportunities, investments and retirement. Students will learn how to prepare a financial plan. Students will conduct internet research on various career and financial services.

This course will provide the student an opportunity to meet the following academic expectations:

Access: 1, 2, 3, 4

Process: 1, 3, 5

Communicate: 3, 4

Social/Civic: 1, 4, 5, 6

## **ENTREPRENEURSHIP - HONORS**

**Prerequisites: Marketing, Finance, Accounting Economics or Instructor Approval**

**(536) One year 5 credits**

The Entrepreneurship course is designed to provide students with a solid foundation in understanding the rewards and risks of owning or operating a business enterprise. Topics covered include identifying the characteristics of an entrepreneur, discovering entrepreneurial opportunities and researching and analyzing domestic, global and market trends. Students will be exposed to a variety of business studies including production, marketing, finance, human resources, global competition and social, environmental and legal issues.

All students will prepare a business project and will be encouraged to participate in DECA by presenting their projects at DECA competitions.

This course will provide the student an opportunity to meet the following academic expectations:

Access: 1, 2, 3, 4, 5

Process: 1, 3, 5

Communicate: 1, 2, 3, 4

Develop: 1, 2

Social/Civic: 1, 3, 4, 5, 6

## **INTERNSHIP**

**SENIORS ONLY**

**(545) 5 credits**

Internships offer students a career-focused experience to help them develop an understanding of a chosen profession. Internships will provide students an opportunity to begin defining career goals while at the same time developing valuable personal and professional skills. During the first semester, students will explore topics such as career development and research, aptitude testing, resume writing, interviewing techniques, time management and teamwork and leadership. During second semester, students will intern at a business or organization that aligns with his/her interest in a chosen profession. In addition, a variety of assignments including an internship journal and a final presentation will be required. Student interns must be responsible, reliable and self-motivated learners. The internship coordinator, in conjunction with the work place

supervisor, will be responsible for assessing student performance.

This course will provide the student an opportunity to meet the following academic expectations:

Access: 1, 2, 3, 4, 5

Process: 1, 2, 3, 4, 5, 6

Communicate: 1, 2, 3, 4

Social/Civic: 1, 2, 3, 4, 5, 6

Develop: 1, 2

## **MEDIA 1**

**(546) 5 credits**

Media I is an introduction to the art and science of video production. Students will learn the three phases of production and how to create a project from initial idea to product delivery. Scriptwriting, storyboarding, proper framing, composition, continuity, sequencing, and exporting are some of the topics covered in this course. Since video production is a collaborative process, students will be expected to work in groups to create projects. Development of a school tour, montages, commercials, trailers, etc. will be covered. The class will participate in a number of group viewings of classic and impactful work from film and television. Media I is open to sophomores, juniors, and seniors.

This course will provide the student an opportunity to meet the following academic expectations:

Access: 1, 4, 5

Process: 1, 4, 5, 6

Communicate: 2, 3

Develop: 2

Social/Civic: 1, 4, 5, 6

## **MEDIA 2**

**(547) 5 credits**

Media II is an advanced course for students who have completed Media 1 and are thinking about a career in media. Focus will be on the advanced features of camera operation and editing with Final Cut. In this class, students will take a step past the basics and learn the art of storytelling with a refined approach. Development of news segments, short films, talk shows, music videos, etc. will be covered. Students will be encouraged to incorporate advanced techniques and personal creative freedom when shooting and editing their work. Media II is open to juniors and seniors who have completed Media I.

This course will provide the student an opportunity to meet the following academic expectations:

Access: 1, 4, 5

Process: 1, 4, 5, 6

Communicate: 2, 3

Develop: 2

Social/Civic: 1, 4, 5, 6

**FILM MAKING PRODUCTION & ANIMATION**  
**(Dependent on Budget increase for personnel & materials)**

**(548)**

**5 credits**

Movie Making is more than lights, camera, action. Did you know that production is, on average, only 15% of the total time spent on a single project? Most of the time is spent in preproduction and postproduction. In this class, we will focus on idea development, concept proposals, storyboards, and script writing. Additionally we will look at the post production process in terms of audio and video editing and the creation of animated titles and graphics. Students will be an integral part of the filmmaking process through independent and collaborative work.

This course will provide the student an opportunity to meet the following academic expectations:

Access: 1, 2, 3, 4, 5

Process: 1, 3, 5

Communicate: 1, 2, 3, 4

Develop: 1, 2

Social/Civic: 1, 3, 4, 5, 6

## ENGLISH

In all English classes, students are versed in the three elements of language: the practical, communicating information; the hortatory, persuasion through various genres; and the literary, the predominant desire to convey experience.

Our goal is to provide our students with a sound basis for literary study, including the abilities to handle concepts and to express ideas intelligently both in oral and written formats. The English courses provide the basis for each individual to develop the ability to guide himself/herself through valuable reading and writing experiences in his/her post high school years, both for further education and careers. The content of each course fulfills the Oliver Ames mission statement and follows the guidelines of the EPS Language Arts Curriculum as well as the Massachusetts State Frameworks.

### **WRITING REQUIREMENTS: Guidelines**

Writing requirements form an integral part of every course offered in English. For this reason, the department offers the following guidelines for writing requirements at each level for the four years of high school English.

**HONORS COURSES** - Students will write at least once every week. Assignments will consist of analytical papers and special projects based on independent research. All examinations will include questions requiring essay responses. Creative writing will be included.

**COLLEGE COURSES** - Students will write once every week. Assignments will consist of analytical papers and a research or term paper. All examinations will include questions requiring essay responses. Creative writing will be included.

**ALL OTHER COURSES** - Students will write every week. Assignments will consist of themes and written homework. Some examination questions will require essay responses. Some creative writing will be included.

### GRADE 9

#### **ENGLISH 9 -Honors**

**(010)**

**5 credits**

Designed for academically talented and highly motivated students who can pursue both language and literature study at a rigorous pace, this course combines independent study and a creative approach with traditional, formal English criteria. Literary study includes titles from both multi-cultural and traditional works of World Literature. Extensive reading and writing are required. In addition, students will complete a research paper, practice speaking and listening skills, and study vocabulary, usage, and mechanics.

This course will provide the student an opportunity to meet the following academic expectations:

Access: 1, 2, 3, 5

Process: 1, 2, 3, 5

Communicate: 1, 2, 4

Develop: 1, 2

#### **ENGLISH 9 -College**

**(011)**

**5 credits**

This course includes the study of literary genres as well as the basic skills of language arts. Literary study includes titles from both multi-cultural and traditional works of World Literature. Composition work focuses on organization and clarity of expression in personal and critical writing. In addition, students will complete a research paper, practice speaking and listening skills, and study vocabulary, usage, and mechanics.

This course will provide the student an opportunity to meet the following academic expectations:

Access: 1, 2, 3, 5

Process: 1, 2, 3, 5

Communicate: 1, 2, 3, 4

Develop: 1, 2

### GRADE 10

#### **LITERARY TYPES AND THEMES -Honors**

**(020)**

**5 credits**

This course is the study of archetypes in the literary genres of Romance, Tragedy, Satire and Irony. Extensive independent reading, writing, vocabulary study and grammar are required, along with formal vocabulary study and sophisticated grammar review. A formal term paper will involve research and evaluative writing.

This course will provide the student an opportunity to meet the following academic expectations:

Access: 1, 2, 3, 5

Process: 1, 2, 3, 5

Communicate: 1, 2, 5

Develop: 1, 2

#### **LITERARY TYPES AND THEMES -College**

**(021)**

**5 credits**

This course is the study of archetypes in the literary genres of Romance, Tragedy, Satire and Irony. The genres include novels, short stories, poetry, drama, and nonfiction. Extensive reading, writing, vocabulary study and grammar required. The major themes are Rites of Passage, Heroes, Women, and Choices and Consequences. A formal term paper is also an integral part of the course.

This course will provide the student an opportunity to meet the following academic expectations:

Access: 1, 2, 3, 5

Process: 1, 2, 3, 5

Communicate: 1, 2, 3, 4

Develop: 1, 2

#### **COLLEGE ENGLISH 10**

**(022)**

**5 credits**

This course places emphasis on the Communicating skills. Particular emphasis is placed on usage, mechanics, organization, and spelling. Literature is read

and discussed with emphasis placed on interpretation. Students will write a term paper as part of their writing assignment.

This course will provide the student an opportunity to meet the following academic expectations:

- Access: 1, 2, 3, 5
- Process: 1, 2, 3, 5
- Communicate: 1, 2, 3, 4
- Develop: 1, 2

### **GRADE 11**

#### **AP ENGLISH LANGUAGE AND COMPOSITION (030AP) 5 credits**

AP Language and Composition is designed to augment students' critical reading/writing skills through the exploration of a wide variety of rhetorical contexts. Units are based upon a common eleventh grade core curriculum, consisting of American nonfiction and fiction selections. Each theme is explored through a variety of texts, critical lenses and multimedia including fiction, historic nonfiction, contemporary nonfiction, visual texts and poetry. Writing in this course will include critical, persuasive, formal, informal and personal narrative essays, and students will compose a research paper. Students will also conduct a comprehensive review of usage, grammar and compositional mechanics. Upon completion of this course, students are prepared to take the Advanced Placement Exam in Language and Composition. Both AP Language and Composition and Pre- AP American Literature are taught at the same level of rigor and expectations. Students in this course may not move to Pre-AP American Literature course.

This course will provide the student an opportunity to meet the following academic expectations:

- Access: 1, 2, 3, 5
- Process: 1, 2, 3, 5
- Communicate: 1, 2, 5
- Develop: 1, 2

#### **PRE-AP AMERICAN LITERATURE (030) 5 credits**

This rigorous course examines the development of American culture through literature. Extensive outside reading and writing are required; independent projects are frequent. The readings are studied chronologically from Native American poetry through contemporary American fiction. All genres and critical approaches to literature will be studied in a sophisticated manner. Writing in this course will include critical, persuasive, formal, informal and personal narrative essays and students will compose a research paper. Both Pre- AP American Literature and AP Language and Composition are taught at the same level of rigor and expectations. This course prepares students to meet the standards for taking the College Board AP Literature and Composition exam their senior year.

This course will provide the student an opportunity to meet the following academic expectations:

- Access: 1, 2, 3, 5
- Process: 1, 2, 3, 5
- Communicate: 1, 2, 3, 4
- Develop: 1, 2

#### **AMERICAN LITERATURE -College (031) 5 credits**

This course is a study in the progressive trends of American Literature with thematic emphasis on mankind's conflicting ideas, his/her relationship to nature and youth's initiation into adulthood. The course is designed to develop critical insight into the works of major American writers and develop an awareness of the historical context of these writings. The moods of America are traced through literature of the Romantic, Realistic, Naturalistic and Modern Periods. Units are based upon a common eleventh grade core curriculum, consisting of American nonfiction and fiction selections. Writing in this course will include critical, persuasive, formal, informal and personal narrative essays and students will compose a research paper. This course includes a review of usage, grammar and mechanics.

This course will provide the student an opportunity to meet the following academic expectations:

- Access: 1, 2, 3, 5
- Process: 1, 2, 3, 5
- Communicate: 1, 2, 3, 4
- Develop: 1, 2

#### **COLLEGE ENGLISH 11 (032) 5 credits**

This course places particular emphasis on communicating skills. Titles from American Literature are read on interpretive and analytical levels. The focus of literary study is centered more on relevance than on the theoretical criteria of American Literature courses. Writing in this course will include critical, persuasive, formal, informal and personal narrative essays and students will compose a research paper. This course includes a review of usage, grammar and mechanics.

This course will provide the student an opportunity to meet the following academic expectations:

- Access: 1, 2, 3, 5
- Process: 1, 2, 3, 5
- Communicate: 1, 2, 3, 4
- Develop: 1, 2

### **GRADE 12**

#### **THE HERO IN SOCIETY**

**All students in grade 12 must take and pass this course (except for AP students) and choose another one semester Senior Level English course in order to meet graduation requirements.**

#### **College Level Course**

#### **(041) 2.5 credits**

How does the idea of the hero reflect a culture? This course will explore the hero in society within English

literature from traditional epic and classical drama to modern novels, drama and/or poetry. Students will write literary analysis, research assignments, personal essays and creative pieces to develop their own writing skills as well as their awareness of literary themes, devices, and styles.

This course will provide the student an opportunity to meet the following academic expectations:

Access: 1, 2, 4, 5

Process: 1, 2, 3, 4

Communicate: 1, 2, 3, 4

Develop: 2

## **ENGLISH LITERATURE & COMP. -AP**

**(040AP)**

**5 credits**

The English Literature AP course is one in which the curriculum frameworks are shared by all students, worldwide, who are taking English Literature AP. The course includes the reading of sophisticated, challenging literary works of diverse genre spanning the history of the English language.

The approach to the literature may vary in that some works are read from a structuralistic point, some historical, some deconstructive, some sociological and some from a psychological point of view. In addition, works are studied as an example of a particular genre. Each approach is studied as a means in which the writer conveys meaning. Students are urged to enhance their reading with the reading of scholarly criticism pertaining to each work. All assigned titles are considered to hold merit in the literary canon of Western Civilization.

The writing portion of the course is very important as well. The AP Board assumes that students have developed a high level of skill regarding the elements of language arts. Therefore, writing should reflect sophistication of style, an individual voice, depth of thought, powerful diction, and organization. In both the spoken and the written word, students will be required to discuss and interpret difficult works. The Advanced Placement Examination in English Literature and Composition must be taken at the conclusion of the course.

This course will provide the student an opportunity to meet the following academic expectations:

Access: 1, 2, 3, 5

Process: 1, 2, 3, 5

Communicate: 1, 2, 3, 4

Develop: 1, 2

## **HUMANITIES -Honors**

**(050)**

**5 credits**

This senior honors elective may not replace a required English course. Humanities deals with the individual and his/her relationship to art, music, literature, politics and philosophy. After an initial period whereby students gain the necessary academic tools to understand the various areas, the creative trends of a particular time and place are investigated. Finally, a

study of contemporary America is made using the background material gained in previous units. Considerable outside reading is required, as are independent trips to museums, art galleries, theaters and concerts. A culminating activity requires the student to examine some facet of his/her immediate surroundings in a humanistic way. Students will consider the following essential questions:

1. Why do I view the world as I do?

2. How do others view the world?

3. How do I arrive at evaluative conclusions about the artistic expression of others?

4. What do different artistic movements reflect about the culture in which they were created?

5. What is the essence and purpose of art in society? In my own life?

This course will provide the student an opportunity to meet the following academic expectations:

Access: 1, 2, 3, 4

Process: 1, 2, 3, 4, 5

Communicate: 1, 2, 3, 4

## **WRITING SEMINAR**

**(091) (Full year)**

**5 credits**

**(092) (Semester)**

**2.5 credits**

**Grades 9-12**

A student may elect a Writing Seminar or may be assigned to a Writing Seminar by his/her English teacher. The Writing Seminar provides the maximum one-to-one interaction between student and teacher in an effort to individualize instruction in the process of writing. Students will receive guidance in the process of writing, editing, and research. Cooperative learning as well as teacher directed study will also be included as deemed effective means of instruction. Written work and research across all curricula are suitable assignments for this course. Every student will be graded.

This course will provide the student an opportunity to meet the following academic expectations:

Access: 1, 2, 4

Process: 1, 2, 3

Communicate: 1, 2, 3

## **SPECIALIZED STUDY SKILLS/ELL**

**Study Skills Freshman (941)**

**5 credits**

**Study Skills Sophomores (942)**

**5 credits**

**Study Skills Juniors (943)**

**5 credits**

**Study Skills Seniors (944)**

**5 credits**

This course is designed to provide individualized and small group study skills/ELL instruction for students who may want to improve upon the essential skills necessary for reading, writing and basic English language success. To provide students to become more efficient learners, the course will focus on basic English language skills. The course will also introduce study skills such as time management, outlining, note taking, memory techniques, and test preparation strategies.

These skills will then be utilized in their content area class assignments.

### **LANGUAGE BASED ENGLISH**

<b>Grade 9 (017)</b>	<b>5 credits</b>
<b>Grade 10 (027)</b>	<b>5 credits</b>
<b>Grade 11 (037)</b>	<b>5 credits</b>
<b>Grade 12 (057)</b>	<b>5 credits</b>

This course is designed to provide individualized and small group instruction to students who have been identified with a language based learning disability and are currently on Individualized Education Plans. Emphasis is placed on assisting students in accessing the curriculum through modifications to the content area as determined by their IEP. Works read at this level include a combination of traditional and contemporary titles. The elements of reading and writing are studied in depth and aim to increase each student's proficiency in language arts. Further, with the goal of fostering proficiency in oral and written communication skills, students will complete assigned grammar and vocabulary lessons. Study skills such as time management, outlining, note taking, memory techniques, and test preparation strategies will be covered.

### **ELA MCAS PREP**

<b>(016) (Semester)</b>	<b>1.25 credits</b>
<b>Grades 9-10</b>	

This course is designed to help students with MCAS examination requirements. Students will practice their skills regarding the literature and language strands of the Massachusetts State Frameworks. Intensive work will include responding to literature through writing open response questions and mastering the elements of writing a long essay. In addition, students will hone their reading comprehension skills. Students will learn to strategies for being successful on standard-based tests. In addition, individual student results from the Grade 7 and grade 8 MCAS exams will be analyzed to further define course content.

This course will provide the student an opportunity to meet the following academic expectations:

- Access: 1, 2,
- Process: 1, 2, 3, 4
- Communicate: 1

### **ONE SEMESTER SENIOR COLLEGE LEVEL COURSES:**

#### **JOURNALISM / MEDIA LITERACY**

<b>(044) (Semester)</b>	<b>2.5 credits</b>
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This course is intended to provide a broad overview of the role media plays in our society. The course focuses on print journalism. Students will be taught techniques for reading and writing news and feature stories. All students in the class will be expected to contribute regularly to the Daily Olivian as well as be avid readers of other media sources. Specific skills

include reporting, taking notes, interviewing, using images to enhance stories, observing, and basic news writing.

This course will provide the student an opportunity to meet the following academic expectations:

- Access: 1, 2, 3, 4
- Process: 1, 2, 3, 4, 5, 6
- Communicate: 1, 2, 3
- Develop: 2

#### **PUBLIC SPEAKING: THE POWER OF WORDS (045) 2.5 credits**

Words are a powerful force. Human communication is shaped by our understanding of those words. This course seeks to help students understand the possibilities and consequences of the words we speak through a careful examination of a variety nonfiction as well as a variety of media. The course will also include Public Speaking to enhance students' oral communication skills and to help students develop poise and confidence in public speaking situations. The course provides an opportunity to explore the verbal and nonverbal dynamics of communication, listening skills, the speech-making process, various delivery styles and techniques, and speech evaluation.

This course will provide the student an opportunity to meet the following academic expectations:

- Access: 1, 2, 3, 4
- Process: 1, 2, 3, 4, 6
- Communicate: 1, 2, 3
- Develop: 1, 2

#### **THE PERFECT CRIME: DETECTIVES AND MYSTERY (047) 2.5 credits**

This course is for students who wish to explore the genre of crime and detective literature. Emphasis in this class will be developing an understanding of the elements of narrative, especially the elements that apply to crime and detective literature. We will examine crime fiction literature from Edgar Allan Poe, Arthur Conan Doyle to modern day crime fiction writers.

This course will provide the student an opportunity to meet the following academic expectations:

- Access: 1, 2, 3, 4
- Process: 1, 2, 3, 4
- Communicate: 1, 2, 3, 4
- Develop: 2

#### **CONTEMPORARY FICTION & ANALYTICAL WRITING (048) 2.5 credits**

This senior course will focus on contemporary works of literature and nonfiction to help students critically read and analyze fiction and nonfiction. The following question is the overarching premise of the course: "What do the characters (or authors) within the works discover about themselves, and what elements impact the complex nature of humanity and its

societies?” The writing will enable students to perform four essential writing functions of analyzing, synthesizing, persuading, and inspiring. Specifically, students will develop and master fluencies in diverse writing modes: expository, analytical, and creative. Finally, students will explore how the basic principles of rhetoric can be used strategically in a diverse array of media so that they may become critical consumers in the digital age. Representative examples of literature

include: “Eleanor and Park,” “The Kite Runner,” “Sway” and “Great American Short Stories.”

This course will provide the student an opportunity to meet the following academic expectations:

Access: 1, 2, 3, 4

Process: 1, 2, 3, 4

Communicate: 1, 2, 3

Develop: 2

## FAMILY AND CONSUMER SCIENCES

The Family and Consumer Science Department is an integral part of Oliver Ames High School's comprehensive high school ideal. Within the content areas of our classes, emphasis is placed on creating a healthy, safe, and nurturing environment. The aim is to support the individual creativity of each student and the development of a productive work setting. Classrooms are "hands-on" laboratories that provide a variety of learning experiences and interaction with a diverse student population. The decision-making and life skills students learn, aid them as they continue to become independent thinkers in our ever-global community.

### **FAMILY AND CONSUMER SCIENCES-Grade 9**

**(791)**

**5 credits**

This course is intended to further the eighth grade introductory program and lead into the skill-specific Family and Consumer Sciences courses offered for students in grades 10-12. This is a general introductory course covering all the components of Family and Consumer Sciences. It is an elective course for ninth graders.

The students will study the areas of Foods, Nutrition, Clothing and Textiles. Food preparation will include the parts of the meal from appetizers to desserts. Students are expected to supply an ingredient on "Free Cook Days." Students will also learn to use both the conventional and serger (industrial type) sewing machines. Students will be required to sew one garment during the course. Students may select additional projects of their choice, such as crafts, garments, quilting and holiday projects. Students must supply their own fabric and notions for this course.

This course will provide the student an opportunity to meet the following academic expectations:

Access: 1, 2, 3, 4

Process: 1, 4, 5, 6

Communicate: 1, 2, 3, 4

Social/Civic: 1, 2, 3, 5

### **FOODS 1 Grades 10, 11 and 12**

**(701)**

**5 credits**

This course is designed to introduce the student to the basic principles of nutrition, meal planning, budgeting, food preparation, serving, and etiquette. Students are required to supply materials for "Free Cook Days." Students will also complete weekly news articles in the fields of nutrition, health, and food preparation and maintain a notebook of course materials.

This course will provide the student an opportunity to meet the following academic expectations:

Access: 1, 2, 3, 4

Process: 1, 4, 5, 6

Communicate: 1, 2, 3, 4

Social/Civic: 1, 2, 3, 5

### **CAREERS IN FOOD SERVICE**

**(706) (Semester Course)**

**2.5 credits**

This semester course is designed for students who enjoy the work of food preparation and are interested in hospitality related fields. The students will learn basic knife skills, cooking methods, sauce making, pastry and baking, sanitation, meal planning and math related concepts such as ratios and proportions. Careers in the food industry will be explored with guest speakers from food institutions and colleges with majors in Culinary Arts. Students will be given the opportunity to take the ServSafe certification exam.

This course will provide the student an opportunity to meet the following academic expectations:

Access: 1, 2, 3, 4

Process: 1, 4, 5, 6

Communicate: 1, 2, 3, 4

Develop: 1

Social/Civic: 1, 2, 3, 4

### **CLOTHING AND TEXTILE ARTS**

**(711)**

**5 credits**

This course is designed to introduce students to the use and care of the sewing machine. Students will also have an opportunity to use the electronic sewing machine and serger sewing machine. Skills in basic clothing construction, clothing repair, hand sewing and machine sewing techniques are all included in the course. Students may select projects based on their skill level in the following areas: personal sewing, formal wear, crafts, quilting and holiday projects. Students must provide project materials.

This course will provide the student an opportunity to meet the following academic expectations:

Access: 1, 2, 3, 4

Process: 1, 4, 5, 6

Communicate: 2, 4

Develop: 1

Social/Civic: 1, 2, 3, 5

### **A FUTURE IN FASHION**

**(Dependent on Budget increase for personnel & materials)**

**(712) (Semester Course)**

**2.5 credits**

This semester course is designed for students who enjoy fashion design, basic clothing construction, and pattern use. Students will research how technology is incorporated into fashion/interior design with existing techniques as well as explore the possibilities of the future. Coursework will involve research and presenting ideas, experimenting with electronic materials in the lab setting, and creating educational displays and products to be showcased for the community. College and career opportunities will be explored through research/presentations, field trips, guest speakers, and other opportunities available in the community. Lab time may be used to design and create products required for college portfolios.

This course will provide the student an opportunity to meet the following academic expectations:

Access: 1, 2, 3, 4, 5

Process: 1, 2, 3, 6

Develop: 1, 2

Social/Civic: 1, 3

### **FASHION DESIGN, CONSTRUCTION & TECHNOLOGY**

**(704)**

**2.5 credits**

In this course students will explore the world of fashion and design. Coursework will involve creating a portfolio of illustrations, work samples, and finished products applying a variety of advanced techniques. Projects will require research of the following areas: Famous fashion designers; Fashion history; The fashion cycle (past, current, and future trends). Careers in the fields of fashion, retail, merchandising, and interior design will be explored by researching colleges, universities, and programs offering advanced study of design. Students will use technology to research, design and create fashion using recycled materials. A fashion show will be planned.

A fashion merchandising and marketing component will be explored through student participation in DECA competitive events sponsored by FIDM (Fashion Institute of Design and Merchandising).

Prerequisites: Students must pass a beginner level sewing course with a minimum of A or B average.

This course will provide the student an opportunity to meet the following academic expectations:

Access: 1, 2, 3, 4, 5

Process: 1, 2, 3, 6

Communicate: 1, 2, 3, 4

Develop: 1, 2

Social/Civic: 1, 3

### **WORLD FOODS**

**(703)**

**2.5 credits**

This semester course introduces students to the ways in which culture and traditions of regions and countries influence food choices. Students will identify and prepare foods from various areas to compare cuisines, ingredients, and cooking methods. Issues and conditions which affect the availability and quality of food in the global market will be examined. Through this investigation, students will understand and appreciate diverse cultures.

Students will have the opportunity to examine the wide variety of career paths in the food industry.

This course will provide the student an opportunity to meet the following academic expectations:

Access: 1, 2, 3, 5

Process: 1, 3, 6

Communicate: 1, 2, 3, 4

Develop: 1

Social/Civic: 1, 2, 3, 4

## FINE ARTS

The objective of all art classes is to give the student a broad understanding of art. The student will work with a variety of media to creatively produce esthetically pleasing works of art within his/her capabilities. Art history is taught at all levels so that the student acquires an intellectual basis as to what constitutes a work of art and the effects art has had on society throughout history up to the present day. The student is taught to understand the influence art has had in his or her everyday life. Homework assignments are required in all art courses.

### **ART 1--FOUNDATIONAL ART WORKSHOP**

**(801)**

**5 credits**

This course gives students an introduction to the visual arts as it welcomes students who would like to gain knowledge and skills in the visual arts. Students will learn how to draw and compose successful artworks in this course. Coursework explores the foundations of art making, theory, and history. Students will study the elements and principles of design; line, shape, color, value, texture, space, rhythm, contrast, unity, balance, emphasis, pattern, and movement. Students will be introduced to drawing as a basic foundation for all visual arts disciplines. From there, students will learn and explore various types of drawing, mixed media, 3D, and painting medium.

This course will provide the student an opportunity to meet the following academic expectations:

Access: 1, 2, 5

Process: 1, 4

Communicate: 1, 2

Social/Civic: 2, 4, 5

Develop: 1, 2

### **ART 2--MEDIA AND METHODS**

**Grade Level: 10-12**

**Prerequisite: Art 1 Foundational Art Workshop**

**(802)**

**5 credits**

This course further explores the basic concepts that students learned in Art I: Foundational Art Workshop, with a heightened focus on compositional elements, drawing, and observation. Drawing is the discipline of art. Students will be given a solid foundation in drawing and learn how to utilize composition and drawing skills as they explore other media, methods and materials. Students are expected to know and understand the basic concepts and skills in art. This course welcomes students who would like to gain further knowledge and skills in the visual arts. This course is also necessary to prepare students who might be interested in a career in art. Most importantly, students will learn and explore how drawing is a part of various types of art movements, media, techniques and styles. Students are expected to practice drawing as a discipline in and out of school.

This course will provide the student an opportunity to meet the following academic expectations:

Access: 1, 2, 5

Process: 1, 4

Communicate: 1, 2, 3

Social/Civic: 2, 4, 5

Develop: 1, 2

### **ART 3--ADVANCED COMPOSITION AND DRAWING - HONORS**

**Grade Level: 11&12**

**Prerequisite: Successful completion of Art 2--Media and Methods with a minimum average of B+ or teacher recommendation**

**(803)**

**5 credits**

This course is a creative and actively hands-on studio class. Students are expected to utilize their knowledge and skills obtained in Art 2: Media and Methods as a solid foundation for accurate, unique and expressive compositions as students are expected to know various basic techniques in art making which they can build upon to further advancement. Students will have the opportunity to explore variations of a subject, technique, media, and make various creative decisions. A wide variety of projects will help define skills and individual artistic styles. Art portfolios will be developed in this course for students who will need them. This course focuses on observational work and art making in every media, style and technique possible. In addition, students will explore art historical and theoretical ideas in depth. Writing assignments on artists/styles/movements are required and essential to the advancement of further study in art. Students are expected to practice their craft in and out of school. Senior art students who maintain a portfolio are expected to leave one piece of artwork with the school to be considered for the Alumni Art Gallery.

This course will provide the student an opportunity to meet the following academic expectations:

Access: 1, 2, 3, 5

Process: 1, 3, 4, 5

Communicate: 1, 2, 3

Social/Civic: 1, 2, 4, 5

Develop: 1, 2

### **ART 4--ADVANCED STUDIO- HONORS**

**Grade Level: 12**

**Prerequisite: Successful completion of Art 3--Advanced Composition and Drawing with a minimum average of B+ or teacher recommendation**

**(804)**

**5 credits**

This course is an actively hands-on studio class for the serious art student. Students will be expected to utilize a range of approaches in creating their works from formal to expressive techniques. Coursework will stem from a culmination of the knowledge skills students have obtained in Foundational Art Workshop, Media and Methods, and Advanced Composition and

Drawing. A wide variety of projects will help refine students' skills and individual artistic styles and interests along with the ability to recognize quality within their work. A concentration in subject matter and/or theme will be emphasized to help students find their visual voice in order to begin their artistic statements and further develop their portfolio. This class will have challenging and exciting art making projects along with an in depth exploration of art history. Multimedia assignments both inside and outside the classroom will be a requirement. Senior art students who maintain a portfolio are expected to leave one piece of artwork with the school to be considered for the Alumni Art Gallery. Writing assignments on artists/styles /movements are required and essential to the advancement of further study in art.

This course will provide the student an opportunity to meet the following academic expectations:

Access: 1, 2, 3, 4, 5  
Process: 1, 3, 4, 5, 6  
Communicate: 1, 2, 3  
Social/Civic: 1, 2, 3, 4, 5  
Develop: 1, 2

## **SCULPTURE 1**

**Grade Level: 10-12**

**Prerequisite: Art 1 Foundational Art Workshop (809A) (Semester) 2.5 Credits**

This course will allow students to explore traditional and contemporary sculptural materials and processes emphasizing the elements and principles of design. Non-functional and functional three-dimensional art forms constructed from a variety of materials will be produced. Students will examine and use a variety of sculptural methods throughout the class. Course goals will include learning and using technical skills, understanding the physical and expressive possibilities of sculptural materials, and safe use of tools for various techniques throughout the class.

This course will provide the student an opportunity to meet the following academic expectations:

Access: 1, 2, 3, 5  
Process: 1, 4, 5  
Communicate: 1, 2  
Social/Civic: 2, 3, 4, 5, 6  
Develop: 1, 2

## **SCULPTURE 2**

**(Dependent on Budget increase for personnel & materials)**

**Grade Level: 10-12**

**Prerequisite: Successful Completion of Sculpture 1 (809B) (Semester Course) 2.5 Credits**

The objective of this course is to fine tune skills for students who have achieved a level of technical competence in Sculpture 1. Emphasis will be placed on developing skills in personal expression, conceptual exploration, and aesthetic value in relation to various sculptural media and techniques. The elements and

principles of design will be utilized in creating non-functional and functional three-dimensional art forms from a variety of materials. Refinement of technical skills related to the various sculpture methods will be emphasized. Students will be expected to demonstrate their understanding of the physical and expressive possibilities of sculptural materials, to do out of class research and participate in written as well as oral critiques. Students will further explore including but not limited to: Assemblage, Found Objects, Installation/Public Art, Wheel Throwing, Hand Building and Construction Techniques.

This course will provide the student an opportunity to meet the following academic expectations:

Access: 1, 2, 3, 5  
Process: 1, 3, 4, 5, 6  
Communicate: 1, 2  
Social/Civic: 2, 3, 4, 5, 6  
Develop: 1, 2

## **GRAPHIC DESIGN 1**

**Grade levels: 10-12**

**Prerequisite: Art 1 Foundational Art Workshop. Seniority to advanced art students**

**(808A) (Semester) 2.5 Credits**

This course will build upon the elements and principals of design, along with observation, composition and color theory skills acquired in Art1: Foundational Art Workshop. These building blocks of art will be reinforced through the exploration of the computer as a tool for visual language. Instruction in Adobe's Creative Suite will primarily focus on, but not limited to, Photoshop and Illustrator. Students will explore various types of design through traditional and digital media. In addition, students will become familiar with the history of graphic design, as well as fields in design such as product design, advertising and illustration.

This course will provide the student an opportunity to meet the following academic expectations:

Access: 1, 2, 4, 5  
Process: 1, 4, 5, 6  
Communicate: 1, 2, 3,  
Social/Civic: 2, 3, 4, 5, 6  
Develop: 1, 2

## **GRAPHIC DESIGN 2**

**(Dependent on Budget increase for personnel & materials)**

**Grade Level: 10-12**

**Prerequisite: Successful Completion of Graphic Design 1**

**(808B) (Semester) 2.5 Credits**

In this course, students will further their understanding of Illustrator and Photoshop while also being introduced to other programs within Adobe's Creative Suite and digital photography. The elements and principles of design will be utilized in creating effective design through traditional and digital media. Further exploration of the history of graphic design,

digital illustration methods, typography, and visual communication will be emphasized. Students will be expected to demonstrate their understanding of the computer as a tool for visual language.

Students will further explore: Design Fundamentals, Image Manipulation, Typography, Graphic Design Illustration and Practical Design Application.

This course will provide the student an opportunity to meet the following academic expectations:

Access: 1, 2, 4, 5

Process: 1, 3, 4, 5, 6

Communicate: 1, 2, 3

Social/Civic: 2, 3, 4, 5, 6

Develop: 1, 2

## **CERAMICS**

**(Dependent on Budget increase for personnel & materials)**

**(810) (Semester Course) 2.5 Credits**

**Prerequisite: Successful Completion of Art 1**

The objective of Ceramics is to fine tune skills for students who have achieved a level of technical competence in Sculpture 1. Students will be introduced to the various stages of clay process including various firing and glazing techniques. Students will explore a variety of glazing and surface decoration. Students will be encouraged to develop their own projects, individual directions, and ideas in the creative range of clay. In addition, students will explore historical and multicultural ceramic art and the influence they have on contemporary art. Students will be expected to do out of class research and participate in written as well as oral critiques. Emphasis will be placed on developing skills in personal expression, conceptual exploration, and aesthetic value.

This course will provide the student an opportunity to meet the following academic expectations:

Access: 1, 2, 5

Process: 1, 4, 5, 6

Communicate: 1, 2

Social/Civic: 1, 2, 5, 6

Develop: 1, 2

## **INDUSTRIAL TECHNOLOGY**

The objective of each course is to have students receive hands-on experiences with measuring and layout tools as well as the technical equipment used in the field. The students will learn the mathematical and technical skills that are an integral part of the subject chosen for study.

In every course students will be introduced to the technological advancements made for the area. Occupational information will be taught, as well as how the course and the skills learned can be used for vocational and domestic needs after graduation.

**NOTE**—An asterisk (\*) designates that the course is an articulated Tech Prep Program course. Students attending colleges with this program can receive 5 college credits if the course is completed with a grade of “B” or better.

### **WOODWORKING TECHNOLOGY 1**

**(601)**

**5 credits**

A beginner level of woodworking in which the students learn the properties of wood, elements of joinery, gluing, and clamping, and machining methods is presented in this course. As theory is presented, projects are built to incorporate classroom work into actual practice, including mass production of a product.

This course will provide the student an opportunity to meet the following academic expectations:

Access: 1, 2

Process: 1, 4, 6

Communicate: 2

Social/Civic: 1, 5

Develop: 1, 2

### **WOODWORKING TECHNOLOGY 2**

**(602)**

**5 credits**

The students will be taught more advanced woodworking skills with hand and power tools. More advanced elements of design and set-up procedures will be introduced. Frame and panel construction will be studied, and incorporated in projects to be built.

This course will provide the student an opportunity to meet the following academic expectations:

Access: 1, 2

Process: 1, 4, 6

Communicate: 2

Social/Civic: 1, 5

Develop: 1, 2

### **MACHINING/METALWORKING TECHNOLOGY 1**

**(611)**

**5 credits**

A beginner level of metalworking in which the student learns to use hand and power tools of the metals trade is presented in this course. Students will be learning the different types of metalworking—sheet metal, machining, using the lathe, pedestal machines and drill press etc., welding—gas and arc and forge/anvil

work. As theory is presented, projects are built to incorporate shop theory with actual practice.

This course will provide the student an opportunity to meet the following academic expectations:

Access: 1, 2

Process: 1, 4, 6

Communicate: 2

Social/Civic: 1, 5

Develop: 1, 2

### **MACHINING/METALWORKING TECHNOLOGY 2**

**(612)**

**5 credits**

The students will be taught more advanced metalworking skills, techniques, and processes of machine shop operations. Aspects of tool making and sharpening, hardening metals through heat treating, and basic metallurgy will be covered. Some emphasis will be placed on the use of the vertical and horizontal miller.

This course will provide the student an opportunity to meet the following academic expectations:

Access: 1, 2

Process: 1, 4, 6

Communicate: 2

Social/Civic: 1, 5

Develop: 1, 2

### **TECHNICAL DRAFTING**

**(621)**

**5 credits**

Instruction will include the use of drawing instruments, graphic geometry, lettering, orthographic projection, and several types of pictorial drawings as used with technical drawings in the electro-mechanical fields. Some of the assignments will be done on CAD (computer aided drafting) equipment.

This course will provide the student an opportunity to meet the following academic expectations:

Access: 1, 2, 3, 4, 5

Process: 1, 4, 6

Communicate: 2

Social/Civic: 1, 5

Develop: 1, 2

### **ENGINEERING GRAPHICS 1**

**Prerequisite: Technical Drafting**

**(631)**

**5 credits**

Students should have taken one year of technical drafting before enrolling in this course. The assignments are selected to meet the needs of college engineering graphics courses for pre-engineering/technical students. Topics studied include mechanical terminology, graphic construction, engineering drawings, and descriptive geometry. Some of the assignments will be done on CAD (computer aided drafting) equipment.

This course will provide the student an opportunity to meet the following academic expectations:

Access: 1, 2, 3, 4, 5

Process: 1, 4, 6

Communicate: 2  
Social/Civic: 1, 5  
Develop: 1, 2

### **ARCHITECTURAL DRAFTING 1**

**Prerequisite: Technical Drafting**

**(641) 5 credits**

Students should have taken one year of technical drafting before enrolling in this course. Students will learn to use drafting equipment, lettering, scales, and engineering geometry needed to develop technical drawings necessary for a wood frame residential structure. Some of the assignments will be done on CAD (computer aided drafting) equipment.

This course will provide the student an opportunity to meet the following academic expectations:

Access: 1, 2, 3, 4, 5  
Process: 1, 4, 6  
Communicate: 2  
Social/Civic: 1, 5  
Develop: 1, 2

### **ARCHITECTURAL DRAFTING 2**

**Prerequisite: Architectural Drafting**

**(642) (One Year) 5 Credits**

Students will use drafting techniques and symbols acquired during the course to produce drawings to industry standards. At this advanced level students will acquire the construction knowledge and product technology in order to understand the nature and impact of designing and building structures. These skills will provide them to draw, block, layout, and load diagrams, and schematics using CAD programs and other tools to create drafting products and projects.

This course will provide the student an opportunity to meet the following academic expectations:

Access: 1, 2, 3, 4, 5  
Process: 1, 4, 6  
Communicate: 2  
Social/Civic: 1, 5  
Develop: 1, 2

### **ENGINEERING GRAPHICS 2**

**Prerequisite: Engineering Graphics**

**(632) (One Year) 5 Credits**

Students will refine their knowledge and skills in the use of drafting tools, measurement, layout and standard sheets, two and three-view drawings, auxiliary and isometric views which were presented in Engineering Graphics. These skills will provide them to draw and label offset and half sectional views and draw and create load diagrams of a bridge. Using CAD programs student will construct working drawings after completions of a design.

This course will provide the student an opportunity to meet the following academic expectations:

Access: 1, 2, 3, 4, 5  
Process: 1, 4, 6  
Communicate: 2

Social/Civic: 1, 5  
Develop: 1, 2

### **MODIFIED WOOD**

**(605) (One Year)**

**5 Credits**

Modified Wood is open to all students enrolled in the Prevocation/Vocation Special Needs Program for those between the ages of 18 and 22. In this course which is designed for the beginner level of woodworking, students will learn the properties of wood, the elements of joinery, gluing and clamping, and the use of hand tools and basic machinery. Students will work on individual projects as well as occasional group projects.

This course will provide the student an opportunity to meet the following academic expectations:

Access: 1, 2  
Process: 1, 4, 6  
Communicate: 2  
Social/Civic: 1, 5  
Develop: 1, 2

### **POWER TECHNOLOGY/ SMALL ENGINE REPAIR**

**(661)**

**5 credits**

This class is a beginning study of the internal combustion engine. Emphasis is placed on the function and relationship of parts contained in small two and four stroke engines. Stress is placed on safety and the use of hand tools.

This course will provide the student an opportunity to meet the following academic expectations:

Access: 1, 2  
Process: 1, 4, 6  
Communicate: 2  
Social/Civic: 1, 5  
Develop: 1, 2

### **CONSTRUCTION TECHNOLOGY 1**

**Prerequisite: Successful completion of  
Woodworking Technology 1**

**(664) (Semester Course)**

**2.5 credits**

The objective of this introductory construction course is for students to explore the planning, design and fabrication aspects of the construction industry. This is combination theory/hands on exploratory course. The course will include a detailed scientific description of traditional building materials and methods while also comparing modern sustainable design construction practices. Students will use critical thinking and problem solving skills to design, plan, select appropriate materials, and build a scale model of their design. The instructor will select a design for the class to build as a modular construction product; shed, utility building, car port, etc. Students will be expected to demonstrate job site safety and safe operation of tools and equipment will be stressed. Students will also be expected to do out of classroom research and participate in written as well as

oral critiques. Techniques for construction management and planning will also be provided.

This course will provide the student an opportunity to meet the following academic expectations:

Access: 1, 2, 3, 4, 5

Process: 1, 2, 3, 4, 5, 6

Social/Civic: 1, 2, 3, 4, 5, 6

Develop: 1, 2

## **CONSTRUCTION TECHNOLOGY 2**

**(Dependent on Budget increase for personnel & materials)**

**Prerequisite: Successful completion of Construction Technology 1**

**(665) (Semester Course)**

**2.5 credits**

In this course, students will continue to explore the construction process but emphasis will be focused on new technologies currently being used in the industry. Green technologies, re-purposing, building materials, alternative energy systems including solar panels, wind power and passive energy techniques, incorporating landscape and architectural features to reduce energy costs, will be explore in order to learn about designing and building energy efficient structures. New building materials like the Tesla solar shingles, solar powered lighting and heating systems will be studied and contrasted with modern petrochemical-based materials.

This is combination theory/hands on exploratory course. Students will incorporate the new technologies explored in the classroom and apply them to the structure they built in the first semester course or to another existing structure. Students have the opportunity to calculate R value for contemporary and for new insulation products and systems as well as exposure to residential electrical systems. Opportunities to put into practice math and science concepts such as amperage, voltage, Watts, calculating for power draw, usage and code requirements will be provided

Students will be expected to demonstrate job site safety and safe operation of tools and equipment will be stressed. Students will also be expected to do out of classroom research and participate in written as well as oral critiques. Techniques for construction management and planning will also be provided.

This course will provide the student an opportunity to meet the following academic expectations:

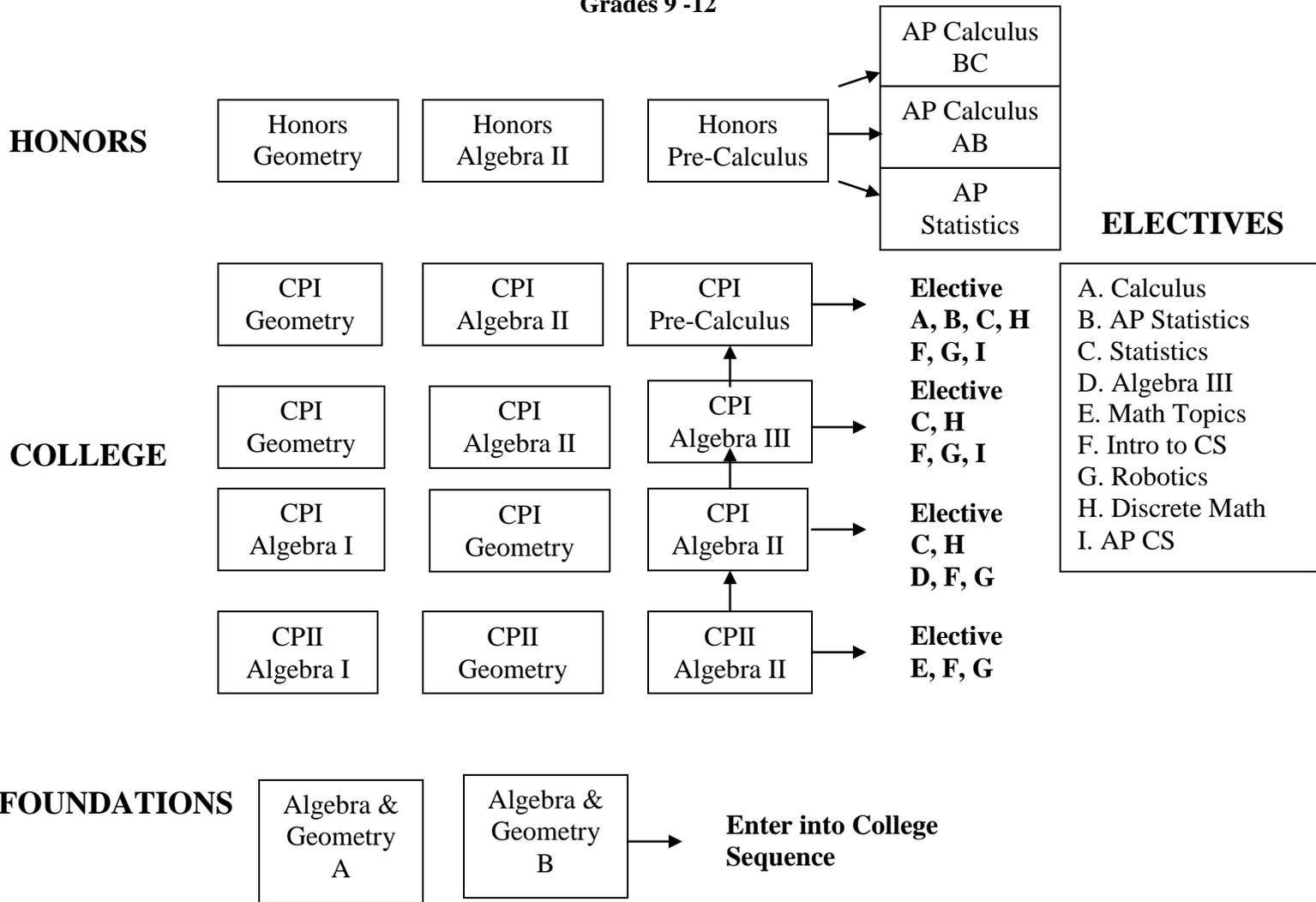
Access: 1, 2, 3, 4, 5

Process: 1, 2, 3, 4, 5, 6

Social/Civic: 1, 2, 3, 4, 5, 6

Develop: 1, 2

**Mathematics Scope & Sequence  
Grades 9 -12**



All of the math courses at Oliver Ames High School follow the Massachusetts (MA) State Standards, which are reflected in the Easton Public Schools (EPS) Curriculum. The standards remain the same across the honors and college level courses, reflected in a series of five sequences to prepare students for continuing their study of mathematics at a four-year college. The Honors Sequence includes honors geometry, honors algebra II, honors pre calculus, and advanced placement calculus or statistics. The College Sequence includes four options, all which meet the EPS and MA standards for each course. Sequences include:

- College geometry, college algebra II, college pre-calculus, college calculus or senior elective
- College geometry, college algebra II, college algebra III, college pre-calculus or senior elective
- College algebra I, college geometry, college algebra II, college algebra 3, college pre-calculus or senior elective
- Algebra I, geometry, algebra II, math topics

In addition to the above Sequences, we offer a Foundations Sequence to integrate the fundamentals of algebra and geometry to enhance students’ basic skills and knowledge in these disciplines to prepare students for continuing their study of mathematics at a two-year college.

## MATHEMATICS

The mathematics curriculum reflects an awareness that we live in a complex age in which mathematics plays an increasingly important role for society and the individual alike. An understanding of mathematics to help students adapt in a continuously changing, technical world will be developed by challenging students through problem solving, communicating, reasoning, and making connections. The core courses for all college preparatory students include Algebra I, Geometry, and Algebra II. Beyond this, a full range of opportunities exists for students to broaden and refine their mathematical skills through specialized and advanced courses.

All courses make an appropriate use of technology and share a universal problem solving theme. The content of each course fulfills the Oliver Ames Mission Statement and follows the guidelines of the EPS Mathematics Curriculum as well as the Massachusetts State Frameworks.

**HONORS COURSES** - are designed for those students planning to take Advanced Placement math senior year. The work pace, workload, and daily expectations are significantly more demanding than all other levels. Students should understand that there is an obligation to exert extra time and effort in order to ensure success in these courses. Placement is based on maintaining a B- or better in previous honors courses along with teacher recommendation. Students planning to take AP Calculus should successfully complete the Honors sequence.

**COLLEGE COURSES CPI/CPII** - are designed for those students who are preparing for post secondary education. These courses maintain high standards and expectations. Students enrolling in these courses should be prepared to complete nightly homework assignments, requiring both reading and written work, projects, and a variety of assessments.

**FOUNDATIONS COURSES** - are designed to integrate the fundamentals of Algebra I and Geometry and to enhance the basic skills and knowledge necessary for success within the discipline. Courses are activity centered and concepts are introduced through a variety of instructional strategies. Students enrolling in these courses should be prepared to complete nightly homework assignments and to actively participate in class projects and discussions.

### **FOUNDATIONS OF ALGEBRA & GEOMETRY**

#### **PART A**

**Prerequisite: recommendation of grade 8 math teacher, guidance counselor or special education teacher.**

**(204) 5 credits**

Students who have not yet mastered computations with fractions, decimals, and percents, and whose conceptual understanding of mathematics is below grade level should elect this course. This course reinforces pre-algebra concepts and introduces students to algebra

and geometry topics to help prepare students for the 10<sup>th</sup> grade MCAS. Students enrolling in this course should take Part B their sophomore year.

This course will provide the student an opportunity to meet the following academic expectations:

Access: 1, 2, 3, 4, 5

Process: 1, 2, 3, 4, 5, 6

Communicate: 1, 2, 3, 4

Develop: 2

Social/Civic: 1, 5, 6

### **CPII ALGEBRA I**

**Prerequisite: Passing grade in Pre-Algebra (202) 5 credits**

Algebra I is the essential foundation for all following successive mathematics courses. This first year course in algebra focuses on the essential topics in Algebra I. Topics include functions, linear equations, quadratic equations, inequalities, systems of equations, and graphing. Probability, statistics and geometry are integrated throughout the course.

This course will provide the student an opportunity to meet the following academic expectations:

Access: 1, 2, 3, 4, 5

Process: 1, 2, 3, 4, 5, 6

Communicate: 1, 2, 3, 4

Develop: 2

Social/Civic: 1, 5, 6

### **CPI ALGEBRA 1**

**Prerequisite: C or better in Pre-Algebra (201) 5 credits**

Algebra I is the essential foundation for all following successive mathematics courses. The concepts of algebra are introduced with an examination of the structure and the techniques of algebra. Topics include: functions, linear equations, quadratic equations, inequalities, systems of equations, and graphing. Probability, statistics and geometry are integrated throughout the course.

This course will provide the student an opportunity to meet the following academic expectations:

Access: 1, 2, 3, 4, 5

Process: 1, 2, 3, 4, 5, 6

Communicate: 1, 2, 3, 4

Develop: 2

Social/Civic: 1, 5, 6

### **CPII GEOMETRY**

**Prerequisite: Passing grade in CPII Algebra I (212) 5 credits**

This course is offered to students who have successfully completed CPII Algebra I. Topics include triangles and their properties, congruence and similarity, transformations, right triangle trigonometry, area, volume, geometric construction, and inductive and deductive reasoning.

This course will provide the student an opportunity to meet the following academic expectations:

Access: 1, 2, 3, 4, 5

Process: 1, 2, 3, 4, 5, 6

Communicate: 1, 2, 3, 4

Develop: 2

Social/Civic: 1, 5, 6

### **CPI GEOMETRY**

**Prerequisite: C or better in CPI Algebra I**

**(211) 5 credits**

In this course students explore the theories and applications of Euclidean geometry. Topics include triangles and their properties, congruence and similarity, transformations, right triangle trigonometry, area, volume, geometric construction, and inductive and deductive reasoning. The structure of geometry as a well-organized system of thought, including proofs, is discussed.

This course will provide the student an opportunity to meet the following academic expectations:

Access: 1, 2, 3, 4, 5

Process: 1, 2, 3, 4, 5, 6

Communicate: 2, 3, 4

Develop: 2

Social/Civic: 1, 5, 6

### **HONORS GEOMETRY**

**Prerequisite: B or better in Honors Algebra I**

**(210) 5 credits**

This course provides an accelerated and more rigorous treatment of the fundamental principles of inductive and deductive reasoning. This course is designed to cover plane geometry and solid geometry, including translations and algebraic reasoning. Real life applications will motivate each topic taught. The structure of geometry as a well-organized system of thought, including formal proofs, is emphasized throughout. This course is intended for those students who have demonstrated exceptional ability in algebra.

This course will provide the student an opportunity to meet the following academic expectations:

Access: 1, 2, 3, 4, 5

Process: 1, 2, 3, 4, 5, 6

Communicate: 2, 3, 4

Develop: 2

Social/Civic: 1, 5, 6

### **FOUNDATIONS OF ALGEBRA & GEOMETRY PART B**

**Prerequisite: Successful completion of Part A**

**(214) 5 credits**

This course is a continuation of Algebra & Geometry Part A and serves as a foundation for all future math courses. This course continues to discuss introductory concepts in algebra and geometry. Students who successfully complete this course will be

prepared to take additional courses in algebra and geometry. This course meets the state guidelines for all students' learning the basics of algebra.

This course will provide the student an opportunity to meet the following academic expectations:

Access: 1, 2, 3, 4, 5

Process: 1, 2, 3, 4, 5, 6

Communicate: 1, 2, 3, 4

Develop: 2

Social/Civic: 1, 5, 6

### **CPII ALGEBRA II**

**Prerequisite: Passing grade in CPII Algebra I & CPII Geometry**

**(222) 5 credits**

This course is offered to students who have successfully completed Algebra I and Geometry. It is designed primarily for those students who need the course to fulfill requirements for college. Emphasis is placed on equations, functions, problem solving, factoring, algebraic fractions.

This course will provide the student an opportunity to meet the following academic expectations:

Access: 1, 2, 3, 4, 5

Process: 1, 2, 3, 4, 5, 6

Communicate: 1, 2, 3, 4

Develop: 2

Social/Civic: 1, 5, 6

### **CPI ALGEBRA II**

**Prerequisite: C or better in CPI Algebra I and CPI Geometry**

**(221) 5 credits**

This course emphasizes facility with algebraic expressions and forms. Functions based on linear powers, roots, and polynomials are studied for their abstract properties and as tools for modeling real-world situations. Graphing calculators are necessary for this course.

This course will provide the student an opportunity to meet the following academic expectations:

Access: 1, 2, 3, 4, 5

Process: 1, 2, 3, 4, 5, 6

Communicate: 1, 2, 3, 4

Develop: 2

Social/Civic: 1, 5, 6

### **HONORS ALGEBRA II**

**Prerequisite: B or better in Honors Algebra I and Honors Geometry**

**(220) 5 credits**

This course provides an accelerated and more rigorous treatment of the logical development of algebra. The objective of this course is to work with, interpret, and apply a variety of functions, including linear, quadratic, polynomial, rational, exponential, and logarithmic. Graphing calculators are necessary for this

course. All students planning to take AP Calculus should take this course.

This course will provide the student an opportunity to meet the following academic expectations:

- Access: 1, 2, 3, 4, 5
- Process: 1, 2, 3, 4, 5, 6
- Communicate: 1, 2, 3, 4
- Develop: 2
- Social/Civic: 1, 5, 6

### **COLLEGE ALGEBRA III/TRIGONOMETRY**

**Prerequisite: C or better in College Algebra II (231) 5 credits**

This course extends a student's knowledge of geometry and algebra to investigate trigonometric functions. Applications of trigonometry found in the real world will be a major focus of this course. Graphing calculators are necessary.

This course will provide the student an opportunity to meet the following academic expectations:

- Access: 1, 2, 3, 4, 5
- Process: 1, 2, 3, 4, 5, 6
- Communicate: 1, 2, 3, 4
- Develop: 2
- Social/Civic: 1, 5, 6

### **COLLEGE PRE CALCULUS & TRIGONOMETRY**

**Prerequisite: B or better in College Algebra II or Algebra III or teacher recommendation (241) 5 credits**

This course extends a student's knowledge of geometry and algebra to investigate trigonometric functions. The periodic nature of these functions, as well as their relationship to circles, will be explored. Applications of trigonometry found in the real world will be a major focus of this course. Graphing calculators are necessary. This course is recommended for students with a good background in geometry and algebra.

This course will provide the student an opportunity to meet the following academic expectations:

- Access: 1, 2, 3, 4, 5
- Process: 1, 2, 3, 4, 5, 6
- Communicate: 1, 2, 3, 4
- Develop: 2
- Social/Civic: 1, 5, 6

### **HONORS PRE CALCULUS**

**Prerequisite: B or better in Honors Geometry and Honors Algebra II (240) 5 credits**

This course covers all topics found in Pre-Calculus with more depth and at an accelerated pace. Students also study additional topics relating to the study of calculus. Independent study topics and/or projects will be assigned. Students taking this course should be

planning to enroll in AP Calculus as seniors. A graphing calculator is required.

This course will provide the student an opportunity to meet the following academic expectations:

- Access: 1, 2, 3, 4, 5
- Process: 1, 2, 3, 4, 5, 6
- Communicate: 1, 2, 3, 4
- Develop: 2
- Social/Civic: 1, 5, 6

### **MATH TOPICS**

**Prerequisite: successful completion of Algebra II (252) 5 credits**

This course for seniors consists of four components: SAT review, problem solving, probability and statistics, and finance. The course incorporates the standards for mathematical practice in each of its units.

This course will provide the student an opportunity to meet the following academic expectations:

- Access: 1, 2, 3, 4, 5
- Process: 1, 2, 3, 4, 5, 6
- Communicate: 1, 2, 3, 4
- Develop: 2
- Social/Civic: 1, 5, 6

### **STATISTICS**

**Prerequisite: successful completion of Algebra II and teacher recommendation (251) (Semester) 2.5 credits**

This senior course is an introduction to statistics and probability. Students will explore methods for collecting, analyzing, and drawing conclusions from data. Computing and interpreting basic probabilities, decision-making and sampling techniques, confidence intervals, and hypothesis testing will be stressed. The use of a graphing calculator will be an important component of this course. To be successful, a student must be self-motivated and work well independently.

This course will provide the student to meet the following academic expectations:

- Access: 1, 2, 3, 4, 5
- Process: 1, 2, 3, 4, 5, 6
- Communicate: 1, 2, 3, 4
- Develop: 2
- Social/Civic: 1, 5, 6

### **COLLEGE CALCULUS**

**Prerequisite: B or better in Pre-Calculus (271) 5 credits**

This course is intended for students who have a thorough knowledge of algebra, geometry and trigonometry, and would like a solid introductory course in differential and integral calculus.

This course will provide the student an opportunity to meet the following academic expectations:

- Access: 1, 2, 3, 4, 5
- Process: 1, 2, 3, 4, 5, 6

Communicate: 1, 2, 3, 4

Develop: 2

Social/Civic: 1, 5, 6

## AP CALCULUS AB

**Prerequisite: B or better in Honors Pre-Calculus or teacher recommendation**

**(270AP) 5 credits**

This course is intended for students who have a strong knowledge of Algebra, Geometry and Trigonometry, as well as a good understanding of polynomial, trigonometric and rational functions. Topics include limits, continuity, differentiation, and integration. Applications related to many fields, including business, engineering and science are considered. This course follows the College Board AB Calculus outline. Students are required to take the AP AB exam in Calculus. Use of the graphing calculator is required in this course.

This course will provide the student an opportunity to meet the following academic expectations:

Access: 1, 2, 3, 4, 5

Process: 1, 2, 3, 4, 5, 6

Communicate: 1, 2, 3, 4

Develop: 2

Social/Civic: 1, 5, 6

## AP CALCULUS BC

**Prerequisite: A or better in Honors Pre-Calculus or teacher recommendation**

**(280AP) 5 credits**

This is an advanced placement course following the Calculus BC outline as presented by The College Board. (Calculus BC is the more extensive of two Advanced Placement programs in Calculus). Students are required to take the AP BC exam in calculus. Use of the graphing calculator is required in this course.

This course will provide the student an opportunity to meet the following academic expectations:

Access: 1, 2, 3, 4, 5

Process: 1, 2, 3, 4, 5, 6

Communicate: 1, 2, 3, 4

Develop: 2

Social/Civic: 1, 5, 6

## AP STATISTICS

**Prerequisite: B or better in Pre-Calculus**

**(250AP) 5 credits**

This course is intended to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data and is the equivalent of a one-semester introductory college statistics course. Students are exposed to four broad conceptual themes:

1. Exploring Data: describing patterns and departures from patterns.

2. Sampling and Experimentation: planning and conducting a study.

3. Anticipating Patterns: exploring random phenomena using probability and simulation.

4. Statistical Inference: estimating population parameters and testing hypotheses.

This course follows the College Board AP Statistics outline. Students are required to take the AP Statics exam. Use of a graphing calculator is required in this course.

This course will provide the student an opportunity to meet the following academic expectations:

Access: 1, 2, 3, 4, 5

Process: 1, 2, 3, 4, 5, 6

Communicate: 1, 2, 3, 4

Develop: 2

Social/Civic: 1, 5, 6

## AP COMPUTER SCIENCE A

**Prerequisite: Intro to Computer Science or teacher recommendation**

**(260AP) 5 credits**

AP Computer Science A utilizes the Java programming language to introduce students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data, approaches to processing data, analysis of potential solutions and the ethical and social implications of computing.

This course will provide the student an opportunity to meet the following academic expectations:

Access: 1, 2, 3, 4, 5

Process: 1, 2, 3, 4, 5, 6

Communicate: 1, 2, 3, 4

Develop: 2

Social/Civic: 1, 5, 6

## LANGUAGE BASED MATH

**Grade 9 (207) 5 credits**

**Grade 10 (217) 5 credits**

**Grade 11 (227) 5 credits**

**Grade 12 (237) 5 credits**

This course is designed to provide individualized and small group instruction to students who have been identified with a language based learning disability and are currently on Individualized Education Plans. Emphasis is placed on assisting students in accessing the curriculum through modifications to the content area as determined by their IEP. Emphasis is on students who have not yet mastered computations with fractions, decimals, and percents and whose conceptual understanding of mathematics is below grade level. This course reinforces pre-algebra concepts and introduces students to algebra and geometry topics to help students prepare for the 10th grade MCAS.

## **INTRODUCTION TO COMPUTER SCIENCE**

**(10012)**

**5 credits**

### **Prerequisite: Algebra 1**

This is an introductory programming course that examines basic computer programming concepts and techniques, using programming languages to focus on the big ideas of computing such as variables, conditionals, modularization, iteration, recursion, and simulations. Students become computational thinkers, applying a variety of problem solving techniques as they create solutions to problems in a variety of contexts.

Students work with lists, sorting, searching, and other fundamental algorithms of computer science to design programs. No prior programming experience is required. This course will provide the student an opportunity to meet the following academic expectations:

Access: 1, 2, 3, 4, 5

Process: 1, 2, 3, 4, 5, 6

Communicate: 1, 2, 3, 4

Develop: 2

Social/Civic: 1, 5, 6

## **ROBOTICS**

**(232)**

**5 credits**

### **Prerequisite: Algebra 1**

Robotics is an interactive, inquiry based course designed to engage students to promote creativity and to develop math and science skills. Students work in groups to explore the engineering design process, to construct various projects, and to program their robot.

Projects examine principles such as gear ratios, pulleys, levers, torque, speed, and the programming required to automate the robot. The course includes preparation for the robotics team's participation in the FIRST Tech Challenge, where students are presented with a new challenge and have a six week window to build a robot.

This course will provide the student an opportunity to meet the following academic expectations:

Access: 1, 2, 3, 4, 5

Process: 1, 2, 3, 4, 5, 6

Communicate: 1, 2, 3, 4

Develop: 2

Social/Civic: 1, 5, 6

## **MCAS MATH**

**(216) Every other day**

**1.25 credits**

**Grade 9-10**

This course is designed to help students with MCAS examination requirements. The course is a focused, semester long math course that meet every other day to provide intervention to students based on previous performance. Classes review major content standards, focusing on skill building, practice, and application. Students also work individually based on their specific areas of need and complete a series of online activities to demonstrate understanding and

mastery of concepts. Individual student results from the Grade 7 and grade 8 MCAS exams are analyzed to further define course content and individual student focus.

This course will provide the student an opportunity to meet the following academic expectations:

Access: 1, 2, 5

Process: 1, 2, 3, 4, 5, 6

Communicate: 1, 2, 3

Social/Civic: 1, 5, 6

## **DISCRETE MATH**

**Prerequisite: successful completion of Algebra II and teacher recommendation**

**(253) (Semester)**

**2.5 credits**

This course is designed to explore the connection between discrete math and real world applications. Topics include: estate division, election theory, weighted voting, graphs and their applications, combinatorics and probability, arithmetic and geometric recursion.

This course will provide the student an opportunity to meet the following academic expectations:

Access: 1, 2, 3, 4, 5

Process: 1, 2, 3, 4, 5, 6

Communicate: 1, 2, 3, 4

Develop: 2

Social/Civic: 1, 5, 6

## MUSIC DEPARTMENT

**THE PERFORMING ARTS DEPARTMENT (Music/Theatre)** desires to make it possible for every student to sing, play instruments, write and compose or listen to music intelligently; to learn about the foundations of theatre arts and acting; to become a more knowledgeable consumer and producer of music and theatre according to his/her individual interest and ability, and to make music and the performing arts pleasurable experiences as well as vital forces in daily lives. The development of self-expression, refinement of skills and exposure to significant musical and theatrical literature are important objectives in all performing arts classes. Students taking two performance classes per year must have the permission of each instructor, and are held responsible for all material covered on a daily basis. All students in performance ensembles are expected to put in the amount of practice time necessary to master the music. *All ensemble rehearsals and performances require mandatory attendance outside of the school day as part of the class grade.*

### **CONCERT BAND**

**(851) Every day**

**5 credits**

Band is open to students in grades 9 through 12 who demonstrate the ability to play music from intermediate to advanced levels on a wind or percussion instrument. Members of the band learn a wide range of skills through rehearsing and performing a variety of band and wind ensemble literature for school and community programs. This class requires an average of ten evening rehearsals/performances including pep-rallies, football games, concerts and festivals. Private lessons are strongly encouraged to promote individual growth. Musicians who wish to participate in the OA Tiger Marching Band and Jazz Ensembles must be scheduled for this class. Students have the opportunity to audition for participation in music festivals such as SEMSBA, Southeast District, and the Massachusetts All-State, as long as they are scheduled members of Concert Band.

This course will provide the student an opportunity to meet the following academic expectations:

Access: 1, 2, 5

Process: 1, 2, 3, 4, 6

Communicate: 1, 4

Develop: 2

Social/Civic: 1, 2, 3, 4, 5, 6

### **ORCHESTRA**

**(853) Every day**

**5 credits**

Orchestra is open to students in grades 9 through 12 who demonstrate the ability to play music from intermediate to advanced levels on a stringed instrument (violin, viola, cello, or string bass). Its members

continue to refine their technical and sight-reading skills and learn elements of music history and theory as they study string literature from various historical periods. Students are strongly encouraged to take private lessons to promote individual growth. The Orchestra has two major performances a year, in the winter and in the spring, and additional performances in the community on occasion. Extra rehearsals are called as needed, especially prior to concerts and or festivals. Students also have the opportunity to audition for participation in Chamber Orchestra and in music festivals such as SEMSBA, Southeast District, and the Massachusetts All State, as long as they are scheduled members of Orchestra.

This course will provide the student an opportunity to meet the following academic expectations:

Access: 1, 2, 5

Process: 1, 2, 3, 4, 6

Communicate: 1, 4

Develop: 2

Social/Civic: 1, 2, 3, 4, 5, 6

### **CONCERT CHOIR**

**(855) Every day**

**5 credits**

Concert Choir is open to students in grades 9 through 12 who have an interest in singing. Members learn vocal technique and elements of tone production, music theory, and sight-singing skills, through the active study and rehearsal of choral literature. A diverse selection of music is covered, spanning the historical periods. Students perform in school and community programs, and in competition at the regional, state and national levels. A musical production is presented annually, and choral members are encouraged to participate. Students also have the opportunity to audition for participation in music festivals such as Southeast District, Massachusetts All-State, and Senior SEMSBA, as long as they are scheduled members of Concert Band. This class requires an average of 10 after-school rehearsals and /or weekend performances per year. Students are strongly encouraged to take private lessons to promote individual growth.

This course will provide the student an opportunity to meet the following academic expectations:

Access: 1, 2, 5

Process: 1, 2, 3, 4, 6

Communicate: 1, 4

Develop: 2

Social/Civic: 1, 2, 3, 4, 5, 6

### **SHOW CHOIR**

**(857) Every day**

**5 credits**

Show Choir is an auditioned ensemble that requires the ability to sing and move with coordination. It is open

to all students in grades 9 -12 through auditions held in May of each year. The Show Choir not only performs in the community, but also competes at the regional, state and national levels. Students must demonstrate the ability to sing in tune, and move within the structure of music. Students must also demonstrate energy and enthusiasm, enjoy performing, and must be willing to make a serious commitment to the ensemble.

Members learn vocal and dance technique, elements of tone production, music theory, sight-singing skills, and performance. Students are exposed to various styles of movement and choreography appropriate for each selection. A variety of popular, vocal jazz, and show music is learned with performance being the culmination of class work.

Vocalists who become members of the Show Choir must make every attempt to schedule the Show Choir Class or Concert Choir.

This course will provide the student an opportunity to meet the following academic expectations:

- Access: 1, 2, 5
- Process: 1, 2, 3, 4, 6
- Communicate: 1, 4
- Develop: 2
- Social/Civic: 1, 2, 3, 4, 5, 6

### **GUITAR 1**

**(867A)**

**5 credits**

**Class Fee: 25.00 (guitar rental)**

Guitar I is an introductory course for students with no or little knowledge of the instrument. Students will learn many different styles and techniques of guitar playing such as open chords, power chords, strumming patterns, melody and accompaniment techniques. Students will also learn to read music, chord symbols, tablature, and lead sheets. Practice time outside the class is expected to achieve success. In addition, students will be encouraged to attend performances and perform themselves. This course is open to all students in grades 9-12.

This course will provide the students an opportunity to meet the following academic expectations:

- Access: 1, 2, 3, 4, 5
- Process: 1, 2, 3,
- Communicate: 1, 2, 4
- Develop: 2
- Social/Civic: 1, 2, 4, 5

### **GUITAR 2**

**(867B)**

**5 credits**

**Class Fee: 25.00 (guitar rental)**

Guitar II is a course for intermediate guitarists who have some experience on the instrument and are familiar with basic music notation. This course will allow students to perfect all music skills previously learned through development of better technique, good tone quality as well as further instruction on music fundamentals. Students will be introduced to guitar

music from different cultures and styles and learn to play guitar as part of a guitar ensemble. This course is open to all students in grades 9-12.

This course will provide the students an opportunity to meet the following academic expectations:

- Access: 1, 2, 3, 4, 5
- Process: 1, 2, 3,
- Communicate: 1, 2, 4
- Develop: 2
- Social/Civic: 1, 2, 4, 5

### **THEATRE ARTS**

**(868)**

**5 credits**

**Recommended to Juniors and Seniors**

The primary objective of this course is to introduce students to the main facets of theatre including history, dramatic structure, performance skills, the rehearsal process and theatrical production. The Theatre Arts class is designed to provide students with an understanding and appreciation of drama, play production, along with an understanding of self and others, while building confidence through a variety of theatrical experiences. Students will also examine theatre as a part of daily life, a way of enhancing performance skills with the ability to critically reflect and evaluate. Students will be required to participate in either the Drama Club play or annual Musical Production. A workbook is also required for this course.

This course will provide the students an opportunity to meet the following academic expectations:

- Access: 1, 2, 3, 4
- Process: 1, 2, 3, 4, 5
- Communicate: 1, 2, 4
- Social/Civic: 1, 2, 3, 4, 5, 6

### **MUSIC TECHNOLOGY/BEGINNING THEORY**

**(871)**

**5 credits**

What is Music? An introduction to the building blocks of music using cloud based music programs such as Noteflight, Soundcloud and MIDI keyboard instruction combined with Loop-based composition using the Garage Band Program. Instruction will be a combination of hands-on exploration and creating, guided individual and group projects. Students learn basic piano keyboarding skills and performance technique in addition to exploration of sound production, recording and transmission, electronic music composition and arranging, live audio reinforcement, multi-track studio recording, editing, mixing and mastering, basic harmonic structures and ear training. There will also be an examination of current legal and ethical issues regarding digital music and the recording industry.

This course will provide the students an opportunity to meet the following academic expectations:

- Access: 1, 2, 3, 4, 5
- Process: 1, 2, 3
- Communicate: 2, 3

Develop: 1, 2  
Social/Civic: 1, 5, 6

## AP MUSIC THEORY

**Prerequisite: Tech/Beg. Theory or Instructor**

### Approval

**(860) 5 credits**

The ultimate goal of the AP Music Theory course is to develop a student's ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score. The achievement of these goals may best be approached by initially addressing fundamental aural, analytical, and compositional skills using both listening and written exercises. Building on this foundation, the course should progress to include more creative tasks, such as the harmonization of a melody by selecting appropriate chords, composing a musical bass line to provide two-voice counterpoint, or the realization of a figured-bass notation. The course syllabus has been approved is representative of college courses in Music Theory. At the end of the year, students are required to take the AP test in order to maintain their AP status in the class. Students must purchase the AP Theory Workbook that accompanies the textbook used for class.

This course will provide the students an opportunity to meet the following academic expectations:

Access: 1, 2, 3, 4, 5  
Process: 1, 2, 3  
Communicate: 2, 3  
Develop: 1, 2  
Social/Civic: 1, 5, 6

## ROCK & POP MUSIC

**(876A) Every day (Full Year) 5 credits**

This course is a survey of popular and rock music. We will focus on hip-hop, rap, reggae, punk, heavy metal, rock and roll, alternative rock genres, rhythm and blues, film and art music. We will also discuss the roots of American music from the time of the Founding Fathers to gospel, jazz, country, and the blues. We will explore how these genres evolved, and influenced each other, the place of popular music in society, and its impact on daily life and culture. Students will gain knowledge of musical styles and terminology through weekly assignments that will include reading, listening to music, collaborative projects, and screening of films about popular music.

This course is open to all students in grades 9-12 and will provide the student with an opportunity to meet the following academic expectations:

Access: 1, 2, 3, 4, 5  
Process: 1, 2, 3  
Communicate: 2, 3, 4  
Social/Civic: 1, 2, 5, 6  
Develop: 1, 2

## INTRODUCTION TO PIANO

**(Dependent on Budget increase for personnel & materials)**

**(873) (Full Year)**

**5 credits**

The Introduction to Piano course is designed for students with little to no experience with playing piano. Students will learn to read music through exercising the fundamental technical skills of piano playing. Students will develop proper playing techniques and reading skills for playing the piano for personal enjoyment. Students who have completed Piano may elect the course again for further study with permission of the teacher.

This course will provide the students an opportunity to meet the following academic expectations:

Access: 1, 2, 3, 4, 5  
Process: 1, 2, 3  
Develop: 1, 2  
Social/Civic: 1, 5, 6

## CO-CURRICULAR INSTRUCTION

### PRIVATE MUSIC INSTRUCTION

Instrumental and vocal music instruction can be taken by all students, either to learn how to sing or play an instrument, or improve individual performance. All members of the band, choir and orchestra are encouraged to supplement their training either during or after school hours with the organization's director or a qualified private teacher.

### MARCHING BAND/COLOR GUARD

The Marching Band and Color Guard is open to students in grades 8-12. The ensembles rehearse regularly between August and November for a minimum of two times per week. Private lessons are strongly encouraged to promote individual growth. Each season, the Marching Band performs a minimum of four competitions, four parades, and all home football games, in addition to the Thanksgiving Day game. Performances are mandatory. ***Instrumentalists that elect to join the Marching Band must be scheduled in the band class.***

### JAZZ ENSEMBLE

The Jazz Ensemble is open to students in grades 9-12 by audition. This group rehearses a minimum of one afternoon and one evening each week during the months of October through May. A variety of big band jazz, blues, and jazz-rock is studied and played in order to learn the various styles of this American art form. ***Students that are accepted into Jazz Ensemble must be scheduled in Band Class.*** (Exceptions are made for bass, guitar and piano players) Students that are accepted into the ensemble must take a regularly scheduled private lesson on the instrument they play. This ensemble performs a minimum of three jazz festivals per year.

## **SHOW CHOIR PIT BAND**

The Show Choir Pit Band is the instrumental ensemble that provides the band accompaniment for the Show Choir. ***All Pit Band members must be scheduled for Band Class.*** Rehearsals are held once per week, with students also making a commitment to participate in weekend festivals and performances. Pit Band members have the opportunity to perform jazz repertoire in a small-group setting with work on improvisation. Students learn techniques and styles of show and jazz literature. The Pit Band consists of the following instruments: piano, synthesizer, drums, auxiliary percussion, bass guitar, lead guitar, trumpets (2), trombones (2) saxophones (alto, tenor, baritone) Students are selected by audition.

## **CHAMBER ORCHESTRA**

The Oliver Ames High School Chamber Orchestra is based on the requirements for the High School Orchestra but necessitates a more advanced playing ability. This is an auditioned group that rehearses one night a week for an average of two hours. The Chamber Orchestra's main performance of the year is the Annual Easton Messiah Sing. They also perform at the Spring Scholarship Concert and Chamber Orchestra members play at community events throughout the year. A variety of string techniques and styles will be studied and played. Students who audition for the OA Chamber Orchestra must be independent learners who are very self-motivated. Students are strongly encouraged to study their instrument privately to promote individual growth. **Students accepted into the Chamber Orchestra must be scheduled in the Orchestra Class.**

## **ENSEMBLES**

Vocal and instrumental ensembles of varying types and sizes such as Jazz Band Combo, Madrigal Singers, Trios, Quartets, OA Capella, etc., are organized in the fall of each school year. These groups function as units for the year, playing and singing appropriate music, listening to related recordings, and attending concerts. These ensembles are open by audition and may fluctuate due to student interest/participation.

## **PHYSICAL EDUCATION**

The physical education program is an integral part of the total high school experience and reflects local implementation of state and national standards. The curriculum is designed to promote lifetime skills that enhance the physical, social, emotional, and intellectual dimensions of wellness. Through participation in physical education students acquire health-related knowledge and are exposed to a variety of situations that refine motor skill performance and improve physical fitness. Classes provide opportunities that provide students to formulate and assess individual fitness goals.

The secondary program is a culmination of learning experiences that incorporate wellness, social interaction and movement skills. The courses facilitate critical thinking, problem solving, and responsible behavior in physical activity settings. Emphasis is on personal wellness, which occurs when one commits to the continuous process of developing a lifestyle based on healthy attitudes and actions. The Physical Education Department strives to teach students how to take control of their own personal health habits and choose options that result in growth and balance in their lives.

### **HEALTH-Grade 9**

**(925A) Every day (Term) 2.5 credits**

This course will introduce students to the understanding of the comprehensive health and wellness education. It will give students the knowledge and skills to critically analyze the effects of personal decisions on growth & development and to engage in positive behaviors. This will help students maintain a healthy lifestyle. Tobacco/vaping, alcohol, and marijuana education will be discussed by looking at brain research and the effects on the brain. Other topics will include nutrition, mental health/stress management, and disease prevention/safety.

This course will enable the student and opportunity to meet the following academic, social and civic expectations:

Access: 1, 2, 3, 4, 5  
Process: 1, 2, 3, 4, 5, 6  
Communicate: 1, 2, 3  
Develop: 1, 2  
Social/Civic: 1, 2, 4, 5, 6

### **HEALTH-Grade 10**

**(925B) Every day (Term) 2.5 credits**

This course will provide students with the opportunity to learn the main components of health education for a high school student: physical, social, emotional and psychological. Students will engage in differentiated instruction between healthful and harmful behaviors and to recognize the effects of the behaviors they choose. The units will address: addiction, Opioid & OTC drug abuse, human sexuality & pregnancy, sexually transmitted diseases, interpersonal relationship

& family life, dating & violence prevention, consumer health and community health resources.

This course will provide the student the opportunity to meet the following academic, social and civic expectations:

Access: 1, 2, 3, 4, 5  
Process: 1, 2, 3, 4, 5, 6  
Communicate: 1, 2, 3  
Develop: 1, 2  
Social/Civic: 1, 2, 4, 5, 6

### **FITNESS FUNDAMENTALS-Grade 9 Required**

**(911) Every day 5 credits**

This introductory course focuses on the skill related components of fitness, with emphasis on the various methods of training and conditioning. Components of a workout will be analyzed, including the importance of the warm-up and proper ways to stretch and cool down. Agility, balance, coordination, power, reaction time and speed, are combined and integrated into a series of progressive units that include plyometrics, pilates, medicine and stability ball training and circuit training. Students will develop an awareness of how to isolate and target various muscle groups to maximize the effectiveness of training. Traditional sports and lifetime games will also be offered throughout the year.

Fitness testing will be conducted twice a year to establish a baseline for improvement and chart progress.

Written assignments to supplement material presented in class and fulfill portfolio requirements will be completed each semester. The difference between aerobic and anaerobic exercise will be explained and applied through a variety of activities that promote physical fitness, decrease sedentary lifestyle, and relieve mental and emotional tension.

This course will enable the student and opportunity to meet the following academic, social and civic expectations:

Access: 1, 2, 3, 4, 5  
Process: 1, 2, 3, 4, 5, 6  
Communicate: 1, 2, 3  
Develop: 1, 2  
Social/Civic: 1, 2, 4, 5, 6

### **ELEMENTS OF WELLNESS-Grade 10 Required**

**(921) Every day 5 credits**

This course addresses the benefits of regular exercise and how to conduct a personal fitness program. A healthy lifestyle is a composite of choices, behaviors, and attitudes that incorporate the health related components of physical fitness. The focus of the course is on developing a framework for understanding the fundamentals of cardiovascular endurance, muscular strength and endurance and body composition. The importance of achieving and maintaining optimal levels

of fitness and preventing disease will be stressed with emphasis on the principles of training and application to individual workouts.

Fitness testing is administered in the fall and spring as a self-assessment. Fitness results are used for prescription and individual goal setting. Student scores are analyzed to identify strengths and weaknesses based on comparisons of national averages. Fitness profiles are compiled and recorded to monitor progress toward personal fitness goals. Profiles are included in student portfolios, which also contain written assignments. Independent research is conducted each quarter in conjunction with required term papers.

Heart rate monitors will be utilized during some units to demonstrate the importance of safe training practices and individual guidelines during workouts. The use of this innovative technology allows students to determine the intensity of each training session. The monitors provide feedback and authentic assessment relative to target heart rate and appropriate training zones.

Various sports and recreational games will be integrated into the lessons throughout the year. Participation in these team endeavors fosters good sportsmanship and cooperative efforts in accomplishing group success.

This course will provide the student an opportunity to meet the following academic, social and civic expectations:

- Access: 1, 2, 3, 4, 5
- Process: 1, 2, 3, 4, 5, 6
- Communicate: 1, 2, 3
- Develop: 1, 2
- Social/Civic: 1, 2, 4, 5, 6

## **UNIFIED PHYSICAL EDUCATION**

### **“Project Opportunity”**

**(936) Every day 5 credits**

Unified Physical Education focuses on the physical, intellectual and social growth of all participants. Engaging in physical activity and sports alongside peers with and without disabilities fosters important relationships. This class is designed to have each student gain an appreciation and understanding of each others abilities in a physical activity setting. This understanding will promote class participation, team building, tolerance of diversity and sportsmanship. Students will participate in their fullest capacity, in all of the activities, including warm-up and daily activities. they will adapt and adjust the activity as needed in order for all students to participate.

This course will provide the student the opportunity to meet the following academic, social and civic expectations:

- Access: 2
- Process: 4, 6
- Develop: 1
- Social/Civic: 1, 2, 4, 5

**TEAM SPORTS-Grade 11 and 12  
(916) Every day (Semester) 2.5 Credits**

This course will introduce students to a variety of team sports and the history of each sport. Using a variety of team sports and recreational games, students will learn technical and tactical aspects for each sport. Students will have the opportunity to learn the different roles for each sport: officiating, coaching, organization, game play, and sportsmanship. This course will address the following topics: The relationship of sportsmanship and cooperative behavior that leads to group success and the role of sports in society today; ex. youth sports, fan behavior and professional athletes as role models.

This course will provide the student the opportunity to meet the following academic, social and civic expectations:

- Access: 1, 2, 3, 4, 5
- Process: 1, 2, 3, 4, 5, 6
- Communicate: 1, 2, 3
- Develop: 1, 2
- Social/Civic: 1, 2, 4, 5, 6

**PERSONAL FITNESS/WEIGHT TRAINING -  
Grade 11 and 12**

**(917) Every day (Semester) 2.5 Credits**

In this course students will learn how to design, monitor, and follow a comprehensive personal fitness plan. The students will learn the importance of achieving and maintaining optimal levels of fitness. This course will be an extension of Elements of Wellness (921), where students will have the opportunity to take on the role of personal trainer. Personal fitness goals will be determined and assessed by both the student and the instructor.

This course will provide the student the opportunity to meet the following academic, social and civic expectations:

- Access: 1, 2, 3, 4, 5
- Process: 1, 2, 3, 4, 5, 6
- Communicate: 1, 2, 3
- Develop: 1, 2
- Social/Civic: 1, 2, 4, 5, 6

The science curriculum is structured to provide students of all abilities with the opportunity to gain knowledge and skills in the Life Sciences, Chemistry & Physics and includes electives; Forensics, Anatomy & Physiology and Science Team.

**HONORS SEQUENCE** - is designed to meet the needs of academically advanced science students. Students are placed in honors classes by teacher recommendation based upon previous success in science courses. Students enrolling in honors level science courses should be prepared to solve multi-step mathematical problems, work independently on assigned research, complete substantial supplemental reading and problem solving assignments, and understand, discuss and write about scientific concepts in detail.

**COLLEGE SEQUENCE** - is designed for those students who are preparing for post secondary education. Most courses are laboratory oriented. Students in college preparatory courses are expected to complete an independent research and/or building project, be prepared for nightly homework assignments, such as solving mathematical problems, and science related reading and writing assignments.

**OTHER COURSES** - are designed for those students not planning to pursue post secondary education. Daily lessons will incorporate technology education and life skills. Courses are activity centered and concepts are introduced through a variety of instructional strategies. Students enrolling in these courses should be prepared to complete nightly homework assignments and to actively participate in class projects and discussions.

### **CONCEPTUAL PHYSICS**

#### **CONCEPTUAL PHYSICS -Honors**

**(390) 5 credits**

Conceptual Physics is a required ninth grade subject. The topics covered in this course include motion and forces, energy and momentum, heat and heat transfer, waves, electricity and electromagnetic radiation. This course will introduce basic laboratory skills, emphasize multi-step problem solving and prepare students to take the Physics MCAS exam. Students must be self motivated and capable of independent research. Students in the honors level will be expected to complete an additional independent project.

This course will provide the student an opportunity to meet the following expectations:

- Access: 1, 2, 3, 4, 5
- Process: 1, 2, 3, 4, 5
- Communicate: 1, 2, 3, 4
- Develop: 1, 2

## **SCIENCE**

### **CP I CONCEPTUAL PHYSICS**

**(391) 5 credits**

Conceptual Physics is a required ninth grade subject. The topics covered in this course include motion and forces, energy and momentum, heat and heat transfer, waves, electricity and electromagnetic radiation. This course will introduce basic laboratory skills, emphasize problem solving and prepare students to take the Physics MCAS exam.

This course will provide the student an opportunity to meet the following expectations:

- Access: 1, 2, 3, 4
- Process: 1, 2, 3, 4, 5
- Communicate: 1, 2, 3, 4

### **CP II CONCEPTUAL PHYSICS**

**(393) 5 credits**

Conceptual Physics is a required ninth grade subject. The topics covered in this course include motion and forces, energy and momentum, heat and heat transfer, waves, electricity and electromagnetic radiation. This activity-based course will introduce basic laboratory skills as well as prepare students to take the Physics MCAS exam. This course is designed for students who do not plan to attend a four year college.

This course will provide the student an opportunity to meet the following expectations:

- Access: 1, 2, 4
- Process: 1
- Communicate: 1, 3

## **BIOLOGY**

### **BIOLOGY I-Honors**

**(300) 5 credits**

Biology is a required tenth grade subject for all students. The course will provide an in depth study of living things. Topics include cells, heredity, evolution, classification, ecology, and human structure and function. Students must be self-motivated and capable of independent research. Students in the honors level will be expected to complete an additional independent project. Students are required to take a final exam and are encouraged to take the SAT II Biology exam.

This course will provide the student an opportunity to meet the following academic expectations:

- Access: 1, 2, 3, 4, 5
- Process: 1, 2, 3, 4, 5
- Communicate: 1, 2, 3, 4
- Develop: 1, 2

### **CP I BIOLOGY**

**(301) 5 credits**

Biology is a required tenth grade subject for all students. It is the science of living things; and through laboratory experiences, the functions and processes of all living things are investigated. Topics include cells, heredity, evolution, classification, ecology, and human structure and function.

This course will provide the student an opportunity to meet the following academic expectations:

Access: 1, 2, 3, 4

Process: 1, 2, 3, 4, 5

Communicate: 1, 2, 3, 4

## **CP II BIOLOGY**

**(303)**

**5 credits**

Biology is a required tenth grade subject for all students. It is the science of living things and through activity based learning, the functions and processes of all living things are investigated. Topics include cells, heredity, evolution, classification, ecology, and human structure and function. This course is designed for students who do not plan to attend a four-year college.

This course will provide the student an opportunity to meet the following academic expectations:

Access: 1, 2, 3, 4

Process: 1

Communicate: 1, 2, 3

## **BIOLOGY II AP**

**Prerequisite: Biology I Honors and Chemistry I Honors**

**(310AP)**

**5 credits**

This course is designed to prepare students for the AP Biology exam. Each student is required to take the AP Biology exam. Course content consists of a comprehensive overview of general biology. Topics covered include cells, genetics, evolution, biological diversity, plant anatomy and physiology, animal anatomy and physiology, and ecology. The course is designed for students to achieve the following instructional goals.

- Biology Knowledge – gain an in-depth understanding of the fundamentals
- Problem Solving – demonstrate competence in analyzing and solving biological problems
- Student Attributes – enhance students' ability to think clearly and to express their ideas orally and in writing, with clarity and logic
- Connections – understand the connections of biology to other disciplines and to social issues

This course will provide students an opportunity to meet the following academic expectations:

Access: 1, 2, 3, 4, 5

Process: 1, 2, 3, 4, 5

Communicate: 1, 2, 3, 4

Develop: 1, 2

## **BIOLOGY II-Honors**

**Prerequisite: Honors Biology**

**(310)**

**5 credits**

Biology II honors, builds on the topics explored in Biology I honors. It seeks to instill an understanding of the underlying principles of biology with an emphasis on relating these topics to life in today's world. There is an in depth study of topics in Ecology and Evolution. Students will study advances in molecular biology and genetics and the bioethical concerns of these new technologies. Students will be required to conduct independent research and present their findings to the class.

This course will provide the student an opportunity to meet the following academic expectations:

Access: 1, 2, 3, 4, 5

Process: 1, 2, 3, 4

Communicate: 1, 2, 3, 4

Develop: 1, 2

## **BIOLOGY II-College**

**Prerequisite: College Biology**

**(311)**

**5 credits**

Biology II college seeks to instill an understanding of the underlying principles of biology with an emphasis on relating these topics to life in today's world. Current topics in the cell, genetics, molecular biology, plant and animal biology, and ecology are included. Students will have opportunities to research individual topics as they relate to the curriculum.

This course will provide the student an opportunity to meet the following academic expectations:

Access: 1, 2, 3, 4

Process: 1, 2, 3, 4, 5

Communicate: 1, 2, 3, 4

## **ENVIRONMENTAL SCIENCE AP**

**Prerequisite: Biology I**

**(370AP)**

**5 credits**

The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study. Students prepare for and are required to take the AP exam in May.

This course will provide the student an opportunity to meet the following academic expectations:

Access: 1, 2, 3, 4, 5

Process: 1, 2, 3, 4, 5  
Communicate: 1, 2, 3, 4  
Develop: 1, 2

## **CHEMISTRY**

### **CHEMISTRY-Honors**

**Prerequisite: Honors Algebra  
(320) 5 credits**

The laws and properties of matter are the major emphasis of this course. A strong emphasis is placed upon laboratory sessions that demonstrate these principles. Students are required to participate in the Intermediate Science Olympiad. Students are also required to take a final exam.

This course will provide the student an opportunity to meet the following academic expectations:

Access: 1, 2, 3, 4, 5  
Process: 1, 2, 3, 4, 5  
Communicate: 1, 2, 3, 4  
Develop: 1, 2

### **CP I CHEMISTRY**

**Prerequisite: College Algebra  
(321) 5 credits**

This course explores the chemical changes and properties of elements and compounds. Through laboratory sessions, the laws and properties of matter are studied.

This course will provide the student an opportunity to meet the following academic expectations:

Access: 1, 2, 3, 4  
Process: 1, 2, 3, 4, 5  
Communicate: 1, 2, 3, 4

### **CP II CHEMISTRY**

**(323) 5 credits**

This course is an activity centered laboratory class for those students not planning on continuing to higher education. Scientific knowledge and techniques are emphasized in career, consumer related, and technical activities.

This course will provide the student an opportunity to meet the following academic expectations:

Access: 1, 2, 3, 4  
Process: 1  
Communicate: 2

### **CHEMISTRY II Honors**

**Prerequisite: Chemistry Honors  
(330) 5 credits**

This course is designed to be the equivalent of a general chemistry taken during the first year of college. This course builds on topics explored in Chemistry I honors and gives students an in-depth understanding of the following topics: structure of

matter, chemical reactions, thermochemistry, kinetics, equilibrium, and nuclear chemistry.

This course will help the student to develop critical thinking skills that will allow them to solve various chemical problems. Students will be expected to express their ideas and understanding of chemical principles, orally and in writing, with clarity and logic.

This course will provide the student an opportunity to meet the following academic expectations:

Access: 1, 2, 3, 4, 5  
Process: 1, 2, 3, 4, 5  
Communicate: 1, 2, 3, 4  
Develop: 1, 2

### **CHEMISTRY II – AP**

**Prerequisite: Chemistry Honors  
(330AP) 5 credits**

This course is designed to prepare students for the required AP Chemistry examination. For some students, this will provide them to undertake, as freshmen, second-year work in the chemistry sequence at their institution or to register for courses in other fields where general chemistry is a prerequisite. Topics covered include atomic structure, bonding and molecular structure, and control of chemical reactions. The course is designed with the following instructional goals:

- Chemistry Knowledge – an in-depth understanding of the fundamentals;
- Problem Solving – reasonable competence in dealing with chemical problems;
- Student Attributes – fostering students' ability to think clearly and to express their ideas orally and in writing, with clarity and logic; and
- Connections – understanding the connections of chemistry to the other disciplines and to societal issues.

This course will provide the student an opportunity to meet the following academic expectations:

Access: 1, 2, 3, 4, 5  
Process: 1, 2, 3, 4, 5  
Communicate: 1, 2, 3, 4  
Develop: 1, 2

### **CHEMISTRY II - COLLEGE**

**Prerequisite: College Chemistry  
(331) 5 credits**

This course builds on the concepts explored in Chemistry I. Students will study advanced topics such as molecular structure, bonding theory, reaction mechanisms and kinetics, thermal chemistry, electrochemistry, and acid/base theories.

One-third of the class time is spent doing laboratory procedures and calculations.

This course will provide the student an opportunity to meet the following academic expectations:

- Access: 1, 2, 3, 4
- Process: 1, 2, 3, 4, 5
- Communicate: 1, 2, 3, 4

### **PHYSICS**

#### **PHYSICS - HONORS**

**Prerequisite: Honors PreCalc (340) 5 credits**

This course focuses on the interaction of matter and energy, both in the classical fields and introduction into the modern extensions. Laboratories are the major emphasis of this course. Students are required to complete an additional independent research project.

This course will provide the student an opportunity to meet the following academic expectations:

- Access: 1, 2, 3, 4, 5
- Process: 1, 2, 3, 4, 5
- Communicate: 1, 2, 3, 4
- Develop: 1, 2

#### **PHYSICS - COLLEGE**

**Prerequisite: College Algebra3/Trig (341) 5 credits**

This course presents a unified view of the field of classical physics. The study of the interaction of matter and energy is done in classroom and laboratory settings with emphasis on the inquiry and discovery techniques.

This course will provide the student an opportunity to meet the following academic expectations:

- Access: 1, 2, 3, 4
- Process: 1, 2, 3, 4, 5
- Communicate: 1, 2, 3, 4

#### **PHYSICS 1 AP**

**Prerequisite: Honors Pre-Calc (340AP-1) 5 credits**

This course is a rigorous, fast-paced program designed to prepare students for the AP Physics 1 examination, which is required of all students taking this course. Extensive outside study and homework are required. AP Physics 1 is the equivalent to a first semester college course in algebra based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy & power; mechanical waves & sound. It will also introduce electric circuits. Laboratory investigations make up 25% of the course and foster student engagement in the practice of science

through experimenting, analyzing, making conjectures and arguments and solving problems collaboratively.

This course will provide the student an opportunity to meet the following academic expectations:

- Access: 1, 2, 3, 4, 5
- Process: 1, 2, 3, 4, 5
- Communicate: 1, 2, 3, 4
- Develop: 1, 2

### **OTHER COURSES**

#### **SCIENCE DESIGN (Formerly Science Team)**

**(355) Every day (Full Year) 5 credits**

Grade 11 and 12 students who have demonstrated the ability to work independently or with partners may sign up for this course. Students will be expected to design, organize, prepare, and facilitate hands-on activities for the intermediate school Science Olympiad. Students will also be expected to design and facilitate a separate program for all grade 5 classes. Students will prepare a hands-on activity for the students and will assist students from each of the grade 5 classes throughout the school year. Students in Science Design class will gain much understanding of and experience with scientific design and problem solving as well as teaching and working with elementary students.

This course will provide the student an opportunity to meet the following academic expectations:

- Access: 1, 2, 3, 4, 5
- Process: 1, 2, 3, 4, 5
- Communicate: 1, 2, 3, 4
- Develop: 1, 2

#### **FORENSIC SCIENCE**

**(356) Every day (Semester) 2.5 credits**

Students in this course will study the techniques used by law enforcement officials, scientists, and technicians to analyze crime scenes. Topics studied will include DNA identification techniques, serology, document analysis and forgery, soil analysis, physical evidence, chemical identification, chromatography, toxicology, and fingerprinting. Course activities will include hands-on investigations, actual case studies, and a discussion of the history of forensic science. Students will be required to solve mock crimes as well as produce their own scientifically sound mystery writing samples. This course may not be used to meet the science graduation requirement.

This course will provide the student an opportunity to meet the following academic expectations:

- Access: 1, 2, 3, 4, 5

Process: 1, 2, 3, 4, 5  
Communicate: 1, 4  
Communicate: 1, 2, 3  
Develop: 1

## **ENVIRONMENTAL SCIENCE**

**Prerequisite: Biology I  
(371)**

**5 credits**

The goal of the Environmental Science course is to provide students with the scientific concepts to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative impact of these problems, and to examine alternative solutions. Science is interdisciplinary; it embraces a wide variety of topics from different areas of study. This course may not be used to meet the science graduation requirement.

This course will provide the student an opportunity to meet the following academic expectations:

Access: 1, 2, 3, 4, 5  
Process: 1, 2, 3, 4, 5  
Communicate: 1, 2, 3, 4  
Develop: 1, 2

## **INTRODUCTION TO HUMAN ANATOMY AND PHYSIOLOGY**

**Prerequisite: Biology - Honors or College  
(357)**

**5 credits**

This course is designed for students desiring a better understanding of the human body and how it operates. The anatomy and physiology of the major systems of the human body will be examined in detail. A virtual dissection of a vertebrate will be an essential component of the course. Dissection will provide a greater understanding of the physiological processes and a true comparison with the human system. Case studies allow students to apply their knowledge through real life situations. This course is especially helpful for students interested in medicine, nursing, or a health related field. This course may not be used to meet the science graduation requirement.

This course will provide the student an opportunity to meet the following academic expectations:

Access: 1, 2, 3, 4, 5  
Process: 1, 2, 3, 4, 5  
Communicate: 1, 2, 3  
Develop: 1

## SOCIAL STUDIES

Understanding the interrelationship of past, present and future in a rapidly changing world is the essence of social studies. To encourage effective participation in a society based on the free exchange of ideas, our courses foster critical thinking skills for analyzing information and making informed decisions. As Americans, an understanding of our democratic heritage with its complex political, economic and social systems is essential for effective citizenship, but we are also citizens of the world who must become aware of the connections, historical and contemporary, between America and other nations. Finally, our courses strive to promote a respect for individual and cultural differences to increase our understanding of ourselves.

### WORLD HISTORY II

#### **WORLD HISTORY II - Honors**

**(190)**

**5 credits**

World History II, the final year of a two year program, is a requirement for all 9<sup>th</sup> grade students. The course focuses on the events of 19<sup>th</sup> and 20<sup>th</sup> century history from a political, economic, and social viewpoint. Emphasis will be placed on analytical skill development, reading and writing, throughout the year as well as open response questions. Honors history features extensive homework.

This course will provide the student an opportunity to meet the following academic expectations:

Access: 1, 2, 3, 4, 5

Process: 1, 2, 3, 4

Communicate: 1, 2, 3, 4

Develop: 1

Social/Civic: 1, 2, 3, 4, 5, 6

#### **CPI WORLD HISTORY II**

**(191)**

**5 credits**

World History II, the final year of a two year program, is a requirement for all 9<sup>th</sup> grade students. The course focuses on the events of 19<sup>th</sup> and 20<sup>th</sup> century history from a political, economic, and social viewpoint. Emphasis will be placed on analytical skill development and open response questions.

This course will provide the student an opportunity to meet the following academic expectations:

Access: 1, 2, 3, 4, 5

Process: 1, 2, 3, 4

Communicate: 1, 2, 3, 4

Develop: 1

Social/Civic: 1, 2, 3, 4, 5, 6

#### **CPII WORLD HISTORY II**

**(193)**

**5 credits**

World History II, the final year of a two year program, is a requirement for all 9<sup>th</sup> grade students. The course focuses on the events of 19<sup>th</sup> and 20<sup>th</sup> century history from a political, economic, and social viewpoint. Emphasis will be placed on analytical skill development

and open response questions. In addition to the regular text, a supplemental text will be used to highlight difficult topics.

This course will provide the student an opportunity to meet the following academic expectations:

Access: 1, 2, 5

Process: 1, 2, 3

Communicate: 1, 2, 3, 4

Develop: 1

Social/Civic: 1, 2, 3, 4, 5, 6

### UNITED STATES HISTORY I

#### **UNITED STATES HISTORY I - Pre-AP**

**(100AP)**

**5 credits**

US History I is the first year in a two year program which is a requirement for all 10<sup>th</sup> grade students. By using numerous primary resources, students analyze the major concepts and trends underlying the growth and development of the United States from settlement of the New World through the Civil War. Emphasis is on political, social, economic and cultural factors and their interrelationships. This course is intended for students who are likely to pursue AP US History in 11<sup>th</sup> grade. It includes extensive readings and major essays often based on detailed analysis of primary sources, and homework each night. There will be an emphasis placed on the skills required to excel in the AP US History course offered junior year. The course has a mandatory summer assignment that is a key part of the course.

This course will provide the student an opportunity to meet the following academic expectations:

Access: 1, 2, 3, 4, 5

Process: 1, 2, 3, 4, 5

Communicate: 1, 2, 3, 4

Develop: 1, 2

Social/Civic: 1, 2, 3, 4, 5, 6

#### **UNITED STATES HISTORY I - Honors**

**(100)**

**5 credits**

US History I is the first year in a two year program which is a requirement for all 10<sup>th</sup> grade students. By using numerous primary resources, students analyze the major concepts and trends underlying the growth and development of the United States from settlement of the New World through the Civil War. Emphasis is on political, social, economic and cultural factors and their interrelationships. US History Honors is a demanding course with extensive reading and writing. Students who take US History Honors are expected to be able to work independently.

This course will provide the student an opportunity to meet the following academic expectations:

Access: 1, 2, 3, 4, 5

Process: 1, 2, 3, 4, 5

Communicate: 1, 2, 3, 4

Develop: 1, 2

Social/Civic: 1, 2, 3, 4, 5, 6

### **CPI UNITED STATES HISTORY I**

(101)

**5 credits**

US History I is the first year in a two year program which is a requirement for all 10<sup>th</sup> grade students. Students in US History analyze topics dealing with the political, social, economic and cultural developments of the United States from discovery to 1865. The causes for change in the governing process and their effects on the country are an integral part of the course. Development of critical thinking and writing skills needed for success in college will be emphasized.

This course will provide the student an opportunity to meet the following academic expectations:

Access: 1, 2, 3, 4, 5

Process: 1, 2, 3, 4, 5

Communicate: 1, 2, 3, 4

Develop: 1

Social/Civic: 1, 2, 3, 4, 5, 6

### **CPII UNITED STATES HISTORY I**

(103)

**5 credits**

US History I is the first year in a two year program which is a requirement for all 10<sup>th</sup> grade students. US History I is designed to meet the career, citizenship, and technological requirements for life in 21<sup>st</sup> Century America. It will also develop strong social studies skills. The course will stress the roles and services of the local, state, and federal government from 1763 to 1865. Topics dealing with the political, social, economic, and cultural development of the United States will be presented.

This course will provide the student an opportunity to meet the following academic expectations:

Access: 1, 2, 3, 4, 5

Process: 1, 2, 3

Communicate: 1, 2, 4

Develop: 1

Social/Civic: 1, 2, 3, 4, 5, 6

### **UNITED STATES HISTORY II**

### **AP UNITED STATES HISTORY**

(110AP)

**5 credits**

US History II is the second year in a two year program which is a requirement for all 11<sup>th</sup> grade students. It is encouraged that all students successfully complete US History I Pre-AP. The AP US History course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in US History. The course prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials — their relevance to a given interpretive problem, reliability, and importance — and to weigh the evidence and interpretations presented in

historical scholarship. The AP US History course thus develops the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format. The course has a mandatory summer assignment that is a key part of the course.

This course will provide the student an opportunity to meet the following academic expectations:

Access: 1, 2, 3, 4, 5

Process: 1, 2, 3, 4, 5

Communicate: 1, 2, 3, 4

Develop: 1, 2

Social/Civic: 1, 2, 3, 4, 5, 6

### **UNITED STATES HISTORY II - Honors**

(110)

**5 credits**

US History II is the second year in a two year program which is a requirement for all 11<sup>th</sup> grade students. Using primary and secondary sources, students analyze late nineteenth and twentieth century trends through a series of essays, simulations, and independent projects. Emphasis is placed on the ability to work independently and up to an hour of homework each night should be expected. Extensive outside primary source readings are used. A ten page research paper is a requirement of the course.

This course will provide the student an opportunity to meet the following academic expectations:

Access: 1, 2, 3, 4, 5

Process: 1, 2, 3, 4, 5

Communicate: 1, 2, 3, 4

Develop: 1, 2

Social/Civic: 1, 2, 3, 4, 5, 6

### **CPI UNITED STATES HISTORY II**

(111)

**5 credits**

US History II is the second year in a two year program which is a requirement for all 11<sup>th</sup> grade students. US History II deals exclusively with late nineteenth, twentieth, and early twenty-first century America. Growth of urbanization and other domestic problems are analyzed. Foreign affairs are studied to help the student understand the present United States relationships and how they have evolved. Outside reading and a research paper are required.

This course will provide the student an opportunity to meet the following academic expectations:

Access: 1, 2, 3, 4, 5

Process: 1, 2, 3, 4, 5

Communicate: 1, 2, 3, 4

Develop: 1

Social/Civic: 1, 2, 3, 4, 5, 6

### **CPII UNITED STATES HISTORY II**

(113)

**5 credits**

US History II is the second year in a two year program which is a requirement for all 11<sup>th</sup> grade students. Students study the United States by discussing

the relevant political, social, military, and economic issues and concerns of the twentieth century. Extensive use of hands-on material occurs.

This course will provide the student an opportunity to meet the following academic expectations:

Access: 1, 2, 3, 4, 5

Process: 1, 2, 3

Communicate: 1, 2, 4

Develop: 1

Social/Civic: 1, 2, 3, 4, 5, 6

### ELECTIVES

#### **COMMUNITY SERVICE**

**Prerequisite: C's or better in all courses**

**(125) - Full Year 5 credits**

**(126) – Semester 2.5 credits**

**Grade 12 only**

In order to provide practical experiences for students, a community service course is offered. The student has the opportunity to become more actively involved in the activities of the school community on a daily basis. All students must complete quarterly writing assignments as well as a midyear and final exam essay.

Process: 4, 5

Communicate: 4

Develop: 1, 2

Social/Civic: 1, 4, 5

#### **CONTEMPORARY ISSUES - College**

**(122) (Semester) 2.5 credits**

**Grade 12 only**

Contemporary Issues is a half year seminar that examines the current issues facing America and the world. Students will have daily discussions about the news of the day and important current events. Students will research and examine a variety of topics (examples: terrorism, race relations, foreign affairs) with the goal of helping students to create their own worldview. Students also have the opportunity to suggest topics they would like to discuss. At the end of the seminar students will have added depth and nuance to their political, economic, & social ideologies, while also learning to respect and understand opposing viewpoints.

This course will provide the student an opportunity to meet the following academic expectations:

Access: 1, 2, 3, 4, 5

Process: 1, 2, 3, 4, 5

Communicate: 1, 2, 3, 4

Develop: 1, 2

Social/Civic: 1, 2, 3, 4, 5, 6

#### **AP ECONOMICS**

**(135AP) 5 credits**

This is a full year course encompassing two AP programs in the field of economics, AP Macroeconomics and AP Microeconomics. Each program corresponds to one semester of a typical introductory college course in economics. The first half

of the year will focus on microeconomics, which applies to the functions of individual decision makers, both consumer and producers, within the larger economic system. It places emphasis on the nature and functions of product markets and includes the study of factor markets and the role of government in promoting greater efficiency and equity in the economy. The second half of the year will shift focus to macroeconomics, which applies to an economic system as a whole. It places emphases on the study of national income and price determination, and also develops students' familiarity with economic performance measures, economic growth, and international economics. The course prepares students for both the AP Microeconomics and AP Macroeconomics exams in May.

This course will provide the student an opportunity to meet the following academic expectations:

Access: 1, 2, 3, 4, 5

Process: 1, 2, 3, 4, 5, 6

Communicate: 1, 2, 3, 4

Develop: 1

Social/Civic: 1, 2, 3, 4, 5, 6

#### **AP MACROECONOMICS**

**Prerequisite: AP Microeconomics**

**(140AP) 5 credits**

The purpose of an AP course in Macroeconomics is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. The course places emphasis on the study of national income and price determination, and also develops students' familiarity with economic performance measures, economic growth, and international economics.

This course will provide the student an opportunity to meet the following academic expectations.

Access: 1, 2, 3, 4, 5

Process: 1, 2, 3, 4, 5, 6

Communicate: 1, 2, 3, 4

Develop: 1

Social/Civic: 1, 2, 3, 4, 5, 6

#### **PHILOSOPHY - Honors**

**(120) 5 credits**

**Grade 12 only**

Philosophy is designed as an introductory seminar. The course focuses on ethics and political philosophy, but it also explores issues in the philosophy of science and art. Current issues are often examined from a philosophical viewpoint. Major western philosophers such as Socrates, Plato, Aristotle, Machiavelli, Locke, Mill, and Marx are studied in detail. Extensive outside readings are required, and a major portion of the grade is based on response papers, term projects, presentations, and effective seminar preparation and participation. The course has a mandatory summer assignment that is a key part of the course.

This course will provide the student an opportunity to meet the following academic expectations:

- Access: 1, 2, 3, 4, 5
- Process: 1, 2, 3, 4, 5
- Communicate: 1, 3, 4
- Develop: 1, 2
- Social/Civic: 1, 2, 3, 4, 5, 6

### **PSYCHOLOGY - College**

**(123) (Semester)**

**2.5 credits**

**Grade 12 only**

College Psychology is a half year course usually paired with a half year of contemporary issues or community service. It is designed to give the student an introduction to the study of human behavior. Emphasis is placed upon the study of the three major viewpoints in psychology (psychoanalytic approach, behaviorism, and humanistic psychology). This course is designed to help students clarify their own values and give them a better understanding of the decision-making process, so they can learn how to make their own personal value judgments.

This course will provide the student an opportunity to meet the following academic expectations:

- Access: 1, 2, 3, 4, 5
- Process: 1, 2, 3, 4, 5, 6
- Communicate: 1, 2, 3, 4
- Develop: 1, 2
- Social/Civic: 1, 2, 3, 4, 5, 6

### **AP PSYCHOLOGY**

**Prerequisite: B- or better in Honors Social Studies and Science**

**(123AP)**

**5 credits**

The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. All Senior Project students are required to attend the fall Senior Project Community Night and the spring Senior Project Final Presentation.

This course will provide the student an opportunity to meet the following academic expectations:

- Access: 1, 2, 3, 4, 5
- Process: 1, 2, 3, 4, 5, 6
- Communicate: 1, 2, 3, 4
- Develop: 1, 2
- Social/Civic: 1, 2, 3, 4, 5, 6

### **AP WORLD HISTORY**

**(160AP)**

**5 credits**

**Grade 12 only**

The AP World History course content is structured around the investigation of five course themes and 19 key concepts in six different chronological periods, from

approximately 8000 B.C.E. to the present. The scope of the course will necessitate extensive reading in both the text, a university level book, as well as primary and secondary sources. Students should plan to devote an hour to the course each night and be able to work independently. All students must take the Advanced Placement exam in World History. The course has a mandatory summer assignment that is a key part of the course.

This course will provide the student an opportunity to meet the following academic expectations:

- Access: 1, 2, 3, 4, 5
- Process: 1, 2, 3, 4, 5
- Communicate: 1, 2, 3, 4
- Develop: 1, 2
- Social/Civic: 1, 2, 3, 4, 5, 6

### **SENIOR PROJECT - Honors**

**(132) 5 credits**

**Grade 12 only**

The Senior Project is an academic as well as a hands-on experience that allows students to demonstrate and display their mastery of the 21<sup>st</sup> century skills they acquire during their years at Oliver Ames High School. Students propose a topic or area of which they have a desire or passion to explore. Upon approval, students seek out a mentor from the community and in consultation with a Senior Project coordinator, develop challenging but achievable project goals that represent a "learning stretch." Students then complete minimum of 40 fieldwork hours developing and working toward achieving their project goals.

In addition to fieldwork, Senior Project students also complete an eight to ten page research paper on a topic related to their fieldwork and also create a digital portfolio. The Senior Project culminates in a final presentation before a Senior Project board that consists of faculty and community members. Students are guided through each aspect of the Senior Project program through a variety of assignments, class meetings, and individual conferences.

This course will provide the student an opportunity to meet the following academic expectations:

- Access: 1, 2, 3, 4, 5
- Process: 1, 2, 3, 4, 5, 6
- Communicate: 1, 2, 3, 4
- Develop: 1, 2

### **LAW AND THE LEGAL SYSTEM - College**

**(131) (Semester)**

**2.5 credits**

**Grade 12 only**

Law and the Legal System is a half year course that introduces students to the legal system in the United States. Students will examine how laws and legislation are created in the United States, while also learning criminal law, torts, and the justice system. Students will research case studies, participate in mock trials, debates,

and group activities to better understand how the law works in America. The class will also participate in the Governor of Oliver Ames campaign to fully understand the campaign process and the important issues facing the country.

This course will provide the student an opportunity to meet the following academic expectations:

Access: 1, 2, 3, 4, 5

Process: 1, 2, 3, 4, 5, 6

Communicate: 1, 2, 3, 4

Develop: 1, 2

### **LOCAL HISTORY - College**

**(135) (Semester)**

**2.5 credits**

**Grade 12 only**

Local History is a semester course that explores the history of the town and region that students are living in through research, discovery and hands on projects. Throughout the year students will participate in lessons and activities that will help them to understand the geological and geographical conditions that make Easton what it is; the effect of geography on human activity and the changing pattern of land use; the development, purpose, and achievements of town government; the development and diversity of economic activity and their interaction with other aspects of town life; the social interaction of the diverse citizens of Easton through history; and the impact of national and international events on Easton.

This course will provide the student an opportunity to meet the following academic expectations:

Access: 1, 2, 3, 4, 5

Process: 1, 2, 3, 4, 5, 6

Communicate: 1, 2, 3, 4

Develop: 1, 2

### **TRAVEL PROGRAMS**

#### **WASHINGTON D.C. CLOSE-UP**

**(198)**

**2 credits**

The Washington, D.C. Close-up Program is a week-long experience which takes students behind-the-scenes in Washington to learn how their government works and how they can become involved citizens. Students participate in seminars with political leaders, take part in study visits to such places as Capitol Hill and the Supreme Court, and share ideas on current issues with students from across the nation. There are mandatory preparatory and follow-up meetings. All expenses for this program are paid by the student. Credits issued in this program are not calculated in GPA.

This course will provide the student an opportunity to meet the following academic expectations:

Access: 1, 2, 5

Process: 1, 2, 3, 4

Communicate: 4

Develop: 1

Social/Civic: 1, 2, 3, 4, 5

## WORLD LANGUAGE

World language courses are sequential, each level dependent upon the preceding one. All have as goals the acquisition and development of four basic skills: listening, speaking, reading, and writing. In all levels a balanced approach is used, allowing students to express themselves at first in a controlled situation, and later providing opportunities for creativity and originality. As an integral part of each course, the culture and civilization of the countries are studied.

### **FRENCH 1**

(411)

**5 credits**

The fundamental skills of listening, speaking, reading and writing are developed by means of an oral proficiency based curriculum in line with both state and national curriculum frameworks. These skills are developed by imitation, repetition, variation and application of authentic speech patterns.

This course will provide the student an opportunity to meet the following academic expectations:

Access: 2, 3, 4

Process: 1, 2

Communicate: 1, 2, 3

Social/Civic: 1, 2, 4, 5, 6

### **FRENCH 2**

**Prerequisite-Successful completion of French 1A and 1B or French 1**

(412)

**5 credits**

The same principles set forth in French 1 are maintained, with a continuation of stressing the four language skills. All exercises have oral proficiency as a goal.

This course will provide the student an opportunity to meet the following academic expectations:

Access: 2, 3, 4

Process: 1, 2

Communicate: 1, 2, 3

Social/Civic: 1, 2, 4, 5, 6

### **FRENCH 3**

**Prerequisite-Successful completion of French 2**

(413)

**5 credits**

The four skills are continued. More emphasis is given to reading and writing. Readings include information about the Francophone world.

This course will provide the student an opportunity to meet the following academic expectations:

Access: 1, 2, 3, 4

Process: 1, 2, 3, 5, 6

Communicate: 1, 2, 3

Social/Civic: 1, 2, 4, 5, 6

### **FRENCH 4 Honors**

**Prerequisite-Successful completion of French 3**

(414)

**5 credits**

The student learns more sophisticated language structure. Oral expression is stressed. Literature is

introduced. The culture and civilization of the Francophone world is studied in depth. Themes are written in French.

This course will provide the student an opportunity to meet the following academic expectations:

Access: 1, 2, 3, 4, 5

Process: 1, 2, 3, 5, 6

Communicate: 1, 2, 3, 4

Develop: 1

Social/Civic: 1, 2, 3, 4, 5, 6

### **FRENCH 5 Honors**

**Prerequisite-French 4**

(420)

**5 credits**

The course is a culmination of the four previous years. High interest level literature is read. Culture and civilization of the Francophone world is studied. It is recommended that all students who take this level take the French SAT Subject Exam at the end of the course.

This course will provide the student an opportunity to meet the following academic expectations:

Access: 1, 2, 3, 4, 5

Process: 1, 2, 3, 5, 6

Communicate: 1, 2, 3, 4

Develop: 1

Social/Civic: 1, 2, 3, 4, 5, 6

### **FRENCH 5 AP**

(420AP)

**5 credits**

The course is conducted exclusively in French. Activities to achieve a level of proficiency equivalent to that of a third year college course in French include authentic audio and video recordings, authentic written texts, newspaper and magazine articles, literary texts, and frequent opportunities to write a variety of compositions, to develop speaking skills in a variety of settings and to integrate all areas of language skills. All students who take this level are expected to take the Advanced Placement Test at the end of the course.

This course will provide the student an opportunity to meet the following academic expectations:

Access: 1, 2, 3, 4, 5

Process: 1, 3, 4, 5, 6

Communicate: 1, 2, 3, 4

Develop: 1

Social/Civic: 1, 2, 3, 4, 5, 6

### **FRENCH EXCHANGE PROGRAM 2 credits**

Students have the opportunity to live and study in France. They spend three weeks attending a French school and living with a French family. Students must be in an advanced French course to participate.

This course will provide the student an opportunity to meet the following academic expectations:

Access: 1, 2

Process: 1, 3, 4, 5

Communicate: 1, 4

Develop: 1

Social/Civic: 1, 2, 3, 5

### **SPANISH 1**

**(431)**

**5 credits**

The fundamental skills of listening, speaking, reading and writing are developed by means of an oral proficiency based curriculum in line with both state and national curriculum frameworks. These skills are developed by imitation, repetition, variation and application of authentic speech patterns

This course will provide the student an opportunity to meet the following academic expectations:

Access: 2, 3, 4

Process: 1, 2

Communicate: 1, 2, 3

Social/Civic: 1, 2, 4, 5, 6

### **SPANISH 2**

**Prerequisite-Successful completion of Spanish 1A and 1B or Spanish 1**

**(432)**

**5 credits**

The same principles used in Spanish 1 are maintained, with continuation of stressing the four language skills. All exercises have oral proficiency as a goal.

This course will provide the student an opportunity to meet the following academic expectations:

Access: 2, 3, 4

Process: 1, 2, 6

Communicate: 1, 2, 3

Social/Civic: 1, 2, 4, 5, 6

### **SPANISH 3**

**Prerequisite-Spanish 2**

**(433)**

**5 credits**

At this level the student continues his/her acquaintance with Spanish-speaking countries, reviews the basics, and expands his/her knowledge of the language in advanced reading, writing, and conversation.

This course will provide the student an opportunity to meet the following academic expectations:

Access: 1, 2, 3, 4

Process: 1, 2, 3, 5, 6

Communicate: 1, 2, 3

Social/Civic: 1, 2, 4, 5, 6

### **SPANISH 3 HONORS**

**Prerequisite-Spanish 2**

**(443H)**

**5 credits**

Students who have performed highly at the Spanish 2 level and show an exceptional interest in the language may take this course. At this level the student continues his/her acquaintance with Spanish-speaking countries, reviews the basics, and expands his/her knowledge of the language in advanced reading, writing, and conversation in preparation for Spanish 4 the following year.

This course will provide the student an opportunity to meet the following academic expectations:

Access: 1, 2, 3, 4

Process: 1, 2, 3, 5, 6

Communicate: 1, 2, 3

Social/Civic: 1, 2, 4, 5, 6

### **SPANISH 4 - HONORS**

**Prerequisite-Spanish 3**

**(434)**

**5 credits**

The course stresses oral expression and conversation, correct usage and advanced grammatical structure. Literature is introduced along with readings of advanced difficulty as well as original writing.

This course will provide the student an opportunity to meet the following academic expectations:

Access: 1, 2, 3, 4, 5

Process: 1, 2, 3

Communicate: 1, 2, 3

Social/Civic: 1, 2, 3, 4, 5, 6

### **SPANISH 4 – Pre-AP**

**Prerequisite-Spanish 3 Honors**

**(434H)**

**5 credits**

This course is the first in a two year sequence designed for preparing students for the Spanish Language Advanced Placement Exam (given at the end of Spanish 5 AP). The course is conducted primarily in Spanish. Activities to achieve a level of proficiency equivalent to that of a third year college course in Spanish include authentic audio and video recordings, authentic written texts, newspaper and magazine articles, literary texts, frequent opportunities to write a variety of compositions, to develop speaking skills in a variety settings and to integrate all areas of language skills. This course includes extensive pre-AP practice activities, conducted both in the classroom and the language laboratory. All students who succeed at this level should continue on to Spanish V AP.

This course will provide the student an opportunity to meet the following academic expectations.

Access: 1, 2, 3, 4, 5

Process: 1, 3, 4, 5

Communicate: 1, 2, 3, 4

Develop: 1

Social/Civic: 1, 2, 3, 4, 5, 6

### **SPANISH 5 Honors**

**Prerequisite-Spanish 4**

**(440)**

**5 credits**

The course is conducted exclusively in Spanish. Activities to achieve proficiency in the language include aural-oral exercises, review of grammatical structure, the reading of literature, and theme writing. There is also an emphasis on global awareness through the study of Spanish-speaking cultures and history. Students will engage in a culminating project during 4th term. Career goals play an important role in this course. It is

recommended that all students who take this level take the Spanish SAT Subject Exam at the end of the course.

This course will provide the student an opportunity to meet the following academic expectations:

Access: 1, 2, 3, 4, 5

Process: 1, 3, 5, 6

Communicate: 1, 2, 3, 4

Develop: 1

Social/Civic: 1, 2, 3, 4, 5, 6

### **SPANISH 5 AP**

#### **Prerequisite-Spanish 4 – Pre-AP**

**(440AP)**

**5 credits**

The course is conducted exclusively in Spanish. Activities to achieve a level of proficiency equivalent to that of a third year college course in Spanish include authentic audio and video recordings, authentic written texts, newspaper and magazine articles, literary texts, frequent opportunities to write a variety of compositions, to develop speaking skills in a variety settings and to integrate all areas of language skills. All students who take this level are expected to take the Advanced Placement Test at the end of the course.

This course will provide the student an opportunity to meet the following academic expectations:

Access: 1, 2, 3, 4, 5

Process: 1, 3, 4, 5, 6

Communicate: 1, 2, 3, 4

Develop: 1

Social/Civic: 1, 2, 3, 4, 5, 6

### **SPANISH EXCHANGE PROGRAM 2 credits**

Students have the opportunity to live and to study in a Hispanic culture. They spend three weeks attending a Spanish school and living with a Spanish family. Students must be in an advanced course in Spanish to participate.

This course will provide the student an opportunity to meet the following academic expectations:

Access: 1, 2

Process: 1, 3, 4, 5

Communicate: 1, 4

Develop: 1

Social/Civic: 1, 2, 3, 5

### **LATIN 1**

**(451)**

**5 credits**

Through a variety of oral and written exercises, the course emphasizes acquisition of basic vocabulary and knowledge of language structure. The influence of Latin on English is stressed. Roman history and civilization are explored.

This course will provide the student an opportunity to meet the following academic expectations:

Access: 1, 2, 3, 4, 5

Process: 1, 2, 3

Communicate: 1, 2, 3

Social/Civic: 1, 2, 4, 5, 6

### **LATIN 2**

#### **Prerequisite-Latin 1**

**(452)**

**5 credits**

Basic forms and vocabulary are reviewed. More extensive readings concerning daily life in Rome and Roman history are explored.

This course will provide the student an opportunity to meet the following academic expectations:

Access: 1, 2, 3, 4, 5

Process: 1, 2, 3

Communicate: 1, 2, 3, 4

Develop: 1

Social/Civic: 1, 2, 4, 5, 6

### **LATIN 3 - Prose**

#### **Prerequisite-Latin 2**

**(453)**

**5 credits**

Readings include Cicero's orations against Catiline and Caesar's Gallic Wars. A review of grammatical structure is made and further works in Roman history and government are examined. A look at everyday life through readings of Cicero's letters and Caesar's commentaries are also included.

This course will provide the student an opportunity to meet the following academic expectations:

Access: 1, 2, 3, 4, 5

Process: 1, 3

Communicate: 1, 2, 3, 4

Develop: 1

Social/Civic: 1, 2, 4, 5, 6

### **LATIN 4 POETRY- HONORS**

#### **Prerequisite-Latin 3**

**(450)**

**5 credits**

Virgil's AENEID is the center of the course. Works in mythology and constructions common to poetry are studied. Readings from Ovid, Catullus and Horace are also included. Students who have demonstrated exceptional ability and have met the requirements of Latin 4 may elect to enroll in Latin 5-Honors as an independent study.

This course will provide the student an opportunity to meet the following academic expectations:

Access: 1, 2, 3, 4, 5

Process: 1, 3

Communicate: 1, 2, 3, 4

Develop: 1

Social/Civic: 1, 2, 4, 5, 6

### **LATIN TRAVEL/STUDY**

**2 credits**

Students have the opportunity to travel to Rome during April vacation. They spend one week visiting ancient monuments including a day trip to the ruins of Pompeii. All students who take Latin may participate.

Credits issued in this program are not calculated in GPA.

This course will provide the student an opportunity to meet the following academic expectations:

Access: 1, 2  
Communicate: 1, 3  
Develop: 1  
Social/Civic: 1, 2, 3, 5

## **MANDARIN**

**(456) (.2) (Full Year)**

**5 credits**

This course is an introduction to Mandarin, to its pronunciation and intonation, to its basic grammar and idioms, and to an elementary vocabulary. The aim is to develop the listening and speaking skills and to acquire a basic level of fluency. The course also includes the reading and writing of simple texts. The students will be introduced to the Chinese-speaking world.

This course will provide the student an opportunity to meet the following academic expectations:

Access: 1, 2, 3, 4, 5  
Process: 1, 2, 6  
Communicate: 1, 2, 3  
Develop: 1  
Social/Civic: 1, 2, 3, 4, 5, 6

## **GLOBAL SCHOLARS PROGRAM**

**(460)**

As economies and cultures become more interconnected, and technology creates instantaneous links across the globe, cooperation, success and peace in the 21st century will increasingly require knowledge and understanding of the world beyond our borders. Our goal is for students to gain cultural experience and knowledge of the world, and concurrently develop the communication and self-awareness skills to be flexible, respectful, and creative as participants in, and contributors to, a globalized society.

This course will provide the student an opportunity to meet the following academic expectations:

Access: 1, 2, 3, 4, 5  
Process: 1, 3, 4, 6  
Communicate: 1, 2, 3, 4  
Develop: 1, 2  
Social/Civic: 1, 2, 3, 4, 5, 6

## OTHER PROGRAMS

### SPECIAL EDUCATION

#### **ACADEMIC SUPPORT**

- |  |                    |
|--|--------------------|
| <b>(959) Full Year</b>                   | <b>5 credits</b>   |
| <b>(960) Every other day (Full Year)</b> | <b>2.5 credits</b> |

Student must have an Individualized Educational Plan (IEP) in order to participate in this program.

### FOUNDATIONS

- (936) UNIFIED PE**
- (962) COMMUNITY SERVICE**
- (965) PRE-VOCATIONAL SKILLS**
- (966) BASIC READING**
- (967) BASIC MATH**
- (970) HISTORY/SCIENCE**
- (979) SOCIAL SKILLS**
- (990) TRANSITION SKILLS**

### LIFE SKILLS

- (936) UNIFIED PE**
- (965) PRE-VOCATIONAL SKILLS**
- (968) INTRO TO ART**
- (966) BASIC READING**
- (967) BASIC MATH**
- (970) HISTORY/SCIENCE**
- (979) SOCIAL SKILLS**
- (990) TRANSITION SKILLS**

### TRANSITIONS

- (975) SOCIAL SKILLS**
- (984) VOCATIONAL SKILLS**
- (985) DAILY LIVING SKILLS**
- (986) WORK EXPERIENCE**
- (987) FUNCTIONAL ACADEMICS**
- (990) TRANSITION SKILLS**
- (998) HEALTH AND FITNESS**