

## Honors and Advanced Placement Courses

### Eligibility Criteria

Oak Hall Upper School offers College Preparatory (CP), Honors (H) and Advanced Placement (AP) courses. Honors and Advanced Placement courses are accelerated and/or college-level courses designed for the highly qualified and ambitious student. To qualify for Honors and Advanced Placement courses students must complete all required course prerequisites and meet minimum grade and placement criteria established by each department. Students who are enrolled in Advanced Placement courses are required to take the AP examination, which is administered by the College Board in May. Students who do not meet the grading criteria and are ineligible for a course may appeal to take their course(s) of interest. The Academic Appeals Committee considers each appeal individually and makes final course placements based upon the student's record of achievement in past courses, teacher recommendations, and student reflection and rationale.

General criteria for matriculation into College Preparatory (CP), Honors (H), and Advanced Placement (AP) courses are based upon final grades for the fall semester. Final grades for spring semester may also be taken into consideration when making final course placements. These grade criteria are as follows:

AP to AP = B+  
H to AP = A-  
CP to AP = Appeal Required  
H to H = B  
CP to H = A-  
CP to CP = D

Additional departmental requirements for specific courses are summarized below:

Department	Course Requiring Additional Placement Metric	Additional Placement Metric(s)
History	AP Microeconomics & AP Macroeconomics (Juniors and Seniors only)	B or higher in Algebra II Honors, Precalculus Honors, Statistics Honors, or an AP level Math course or an A in Algebra II or Precalculus
English	Pre-AP English 9	C+ or higher on English 8 Midterm Exam
	AP Language	C+ or higher on English I Midterm Exam
	AP Literature	C+ or higher on English II Midterm Exam
	Advanced Senior Seminar	C or higher on English III Midterm Exam
Science	Chemistry Honors	B or higher on Chemistry placement test
	Physics Honors	B+ in Algebra II Honors & Geometry B or higher on Physics Placement Test
	AP Physics I	B+ in Algebra II Honors & Geometry B+ or higher on Physics Placement Test



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# Upper School Curriculum Guide

## **ENGLISH**

### **English I: Introduction to Literature** (1.0 credit)

This course focuses on the various genres of literature and uses the selected readings as the topics for beginning analytical writing. Students read short stories, novels, plays, poems, and non-fiction prose to study the major elements and themes of literature, both classic and modern. A major emphasis of the course is writing; students start with a study of the structure of the sentence and how to create interesting writing through the manipulation of sentence patterns. The individual paragraph and the five-paragraph essay are the primary types of composition; however, students write at least one creative piece each quarter. Each student writes two research papers using the MLA format. Vocabulary acquisition is emphasized throughout the entire year.

### **English I: Language and Composition (Honors)** (1.0 credit)

This course focuses on teaching students how to identify and analyze rhetorical strategies through “close reading” of a variety of persuasive modes (editorials, speeches, historical documents, letters, etc.). Although students will, like their ENG I peers, be examining some plays, novels, poems, and short stories, this AP Language-precursor course will put a greater emphasis on non-fiction prose. Through such analysis, students will be asked to conduct various assignments to improve their ability to think analytically, dissect exemplary forms of rhetoric, and then apply such devices and strategies within their own persuasive prose.

### **English II: British Literature (College Prep or Honors)** (1.0 credit)

**Prerequisite:** English I

This course examines our literary heritage through the close study of significant British Literature. Students are encouraged to draw inferences and discover parallels among the writings of various periods, styles, and civilizations. Important literary and cultural periods are studied with representative works from English and continental cultures, starting with the Anglo-Saxons (“Beowulf”) and bringing us right to 21<sup>st</sup> Century contemporary British Lit (with the likes of Salman Rushdie or Tessa Hadley). The course focuses on helping students to better understand material at a college level of complexity. The chronological organization of the course should give the students a solid comprehension of the evolution of literature and human thought. Finally, students receive a thorough grounding in important literary terms and concepts.

### **Advanced Placement Language**

**Recommended:** English I Honors

This class also reads three to four additional novels and prepares for the AP examination by writing several AP-style essays each quarter and places a greater emphasis on non-fiction works, rhetorical strategies, research skills, and elements of persuasion. Beyond having a 9<sup>th</sup> grade English class, there are no prerequisites to AP Language, though we highly recommend students having had English I Honors in their 9<sup>th</sup> grade year.

### **English III: American Literature (College Prep or Honors)** (1.0 credit)

**Prerequisite:** English II

This course surveys American literature from the Puritan era to the present, tracing the religious, sociological, psychological, philosophical, and aesthetic concerns of American authors. Students examine the texts of these authors to gain insight into their imaginations, while also examining the societies from which each imagination springs. Because any examination of another person or society, whether fictional or historical, requires one to know him or herself, each person discovers what it is he or she thinks and feels about the various values presented by American authors. Students write several essays each quarter that demonstrate their analytical and research skills. The class focuses on literary analysis and argumentative writing. By the time students finish the class, each should be prepared to write a college-level composition.

### **Advanced Placement Literature**

**Recommended:** AP English Language

class follows the same approach as outlined above. In addition, the course includes several extra reading selections and a rigorous writing component designed to prepare the students for the AP examination. Beyond having two years of English prior to taking AP Lit, there are no prerequisites to this class, though we highly recommend students having had AP Language in their 10<sup>th</sup> grade year.

**NOTE: Since most other high schools in our community offer AP Language in 11<sup>th</sup> grade and AP Literature in 12<sup>th</sup> grade, new OHS enrollees who have taken one of those courses already, but in a different year, are welcome to take either AP Language or AP Literature in their junior and/or senior year—the classes are not necessarily sequential nor grade year-determined.**

## **English IV: Specialized Subject “Senior Seminar” Courses**

**(College Prep, Honors, or Advanced)** (0.5 credit per semester)

**Prerequisite:** AP Language or AP Literature

The Oak Hall Upper School English department is proud to offer the stylistically innovative and engaging “Senior Seminar” curricula. Seniors are given the opportunity to choose two classes (one per semester) out of a diverse sampling of course options taught by all of our Upper School English teachers. The courses will present different styles and scopes of Literature (delving into a wide array of genres and mediums), and thus expand for our students their realms of critical thinking and cultural analysis. This provides a more specific and in-depth approach than our 9th-11th grade English “surveys” can, in form and function, allow-- much like specialized collegiate courses do. Such course offerings will allow Seniors to choose topical matter more akin to their personal interests, and, we believe, through such specialization, this will enhance their understanding and appreciation for the elements of literary and cultural critical appraisal in general. Within each course, students will be: examining varieties of media from films to music to 2-D art; studying written works of literature that range throughout eras and genres from 19<sup>th</sup> Century Russian writers to early 20<sup>th</sup> century British dystopian authors to contemporary American rock journalists and bloggers; conducting multi-media projects of their own, using the internet, audio and video programs, blogs, social media, etc.; and writing formal analysis and research papers derived from various media, which call for self-directed gathering of new knowledge and keen critical breakdowns (of style and theme) within the different literary and cultural specializations. Depending on the focus of the course, students will also be given the opportunity to produce creative works of their own inspired by the media and genre stylings, so that they may put the techniques to action—recording and editing their own short film, producing a musical genre “mash-up”, drawing a comic, writing a short story in the Gothic or Mystery conventions, etc. ENG IV students are required to have three prior years of English classes. For our Advanced classes, students are required to have had either AP Language or AP Literature in their Junior year.

**Journalism I, II, III, IV(Honors)** (1.0 credit)

The main objective of this course is to create an online school newspaper that reflects our school community and equally reflects each student in the student body, Preschool 3-Grade 12. Our goal as a class is to continuously update the online newspaper with features, sports articles, editorials, and other forms of journalism such as audio and video clips.

**Speech & Debate (College Prep or Honors)** (0.5 credit)

This course explores a wide variety and range of public speaking skills, including: Extemporaneous Speaking, Declamation, Original Oratory, Oral Interpretation (prose and poetry), and Storytelling. Through such public speaking modes, students are introduced to basic research-gathering, questioning, and rebuttal skills, as well as general modes/philosophies of formal argumentation. Students are versed in the primary formats of competitive debate, including Congressional Debate, Public Forum Debate, and Lincoln-Douglas Debate. Skill focus includes the development of techniques in diction, articulation, enunciation, and projection. As they advance through the ranks of coursework and experience, students are provided the opportunity to participate in local and state level Speech and Debate (Forensic) competitions.

## **MATHEMATICS**

**Algebra I** (1.0 credit)

**Prerequisite:** Pre-Algebra

This first-year course in Algebra is intended to introduce many of the basic concepts that will be expanded upon as the student proceeds through the mathematics curriculum. Among the topics encountered are number systems, functions and relations, graphs, solving equations and inequalities, systems of equations, polynomials and factoring, and exponents and radicals. In addition, students may be exposed to various other areas, including matrix algebra and probability. The emphasis at this level is upon a thorough grounding in the methods and algorithms of equation and problem solving.

### **Geometry** (1.0 credit)

#### **Prerequisite:** Algebra I

This is a first-year course in plane Euclidean Geometry. The course focuses on various logically based approaches to problem solving. Much time is spent doing proofs using a classic two-column format. Students are taught to use sketches to brainstorm potential strategies before writing proofs. They are also taught to keep their eyes open for counter-example situations which limit the applicability of some statement(s). Two central concepts are congruency and similarity. We study extensively the properties associated with various types of triangles, quadrilaterals, other polygons, and circles. The course ends with a unit on area and volume. Along the way students are introduced to constructions using a straight edge and compass. Basic algebra skills are reinforced through the application of concepts.

### **Geometry (Honors)** (1.0 credit)

#### **Prerequisite:** Algebra I

This is a first-year Honors course in plane Euclidean Geometry with excursions into finite and Non-Euclidean geometries, as well as a look into some topics from topology. For most students this will be the first course in which any rigor in proofs is required of them. Various approaches to proof (not just the traditional two-column proof of high school geometry) will be explored. Math as an axiomatic system is a unifying theme this year: implicit sometimes, while explicit at others. It is one of the intentions of this honors course to make the student aware that there is much more to geometry than just Euclid. In an attempt to explore the often-neglected inductive side of mathematics education, many of these additional topics will be introduced as discovery exercises that are investigated by students operating individually or in small groups.

### **Algebra II** (1.0 credit)

#### **Prerequisite:** Geometry

This course is an extension of the student's first year exposure to algebra, as well as a solid preparation for precalculus mathematics. Students' equation solving skills are expanded to examine second degree and higher order, equations more completely. Graphing skills are emphasized for first- and second-degree equations and inequalities, and these skills are used to further emphasize the relationship between functions and the graphical representation of these functions. Students are introduced to elementary statistical ideas as well as extending their elementary matrix skills and introductory probability theory. Exponential and radical expressions are dealt with, and the field of complex numbers is introduced through these expressions. Students are also introduced to exponential and logarithmic functions and examine their uses in problems of growth and decay.

### **Algebra II (Honors)** (1.0 credit)

#### **Prerequisite:** Algebra I and Geometry

The topics and goals of this course include those of the Algebra II course, along with an in-depth analysis of trigonometric ratios, functions, and equations. Topics are studied at a greater depth than in the non-honors section, and students are expected to more completely demonstrate the ability to incorporate a variety of skills in their problem-solving approaches. Students in this course are expected to be on track for AP Calculus, and there is greater emphasis on the analytic skills that will be necessary for that level of work.

### **Precalculus** (1.0 credit)

#### **Prerequisite:** Algebra II

Precalculus builds on the foundations mastered in Algebra I and II, as well as ideas incorporated from Geometry. Topics include algebraic functions, transcendental functions (exponential, logarithmic, and trigonometric), complex numbers, trigonometry, limits, and continuity. The graphing calculator is utilized extensively in this course as a means of arriving at a solution to a variety of different scenarios including solving systems of equations and graphical analysis. An emphasis is placed on strengthening and refining those skills necessary for Calculus and other higher-level mathematics and science courses. A secondary intention of this course is to develop in students a sense of the interdependence of various branches of mathematics.

### **Precalculus (Honors)** (1.0 credit)

#### **Prerequisite:** Algebra II

The purpose of this course is to provide students with an introduction to a wide variety of advanced mathematical topics. At the end of this course, the student is well prepared for AP Calculus. The topics covered in this course include but are not limited to: an introduction to sequences and series, analysis and graphing of functions (both algebraic and transcendental), polar coordinates and complex numbers, vector and matrix mathematics, and an introduction to probability and combinatorics. In addition, readings from various sources are used as the basis of discussion and essays that attempt to widen the students' mathematical horizons.

**Discrete Math (Honors)** (1.0 credit)**Prerequisite:** Precalculus

This course surveys various topics from discrete (finite) mathematics, as well as offering an in-depth study of graph theory. Among the purposes of this course is a desire to offer students who may not feel ready for the rigors of a Calculus course an alternative during their Junior or Senior year. It is further expected to reinforce and sharpen their current algebraic skills. Discrete math is also available for students in Calculus who wish to become familiar with some non-Analysis mathematical fields. The topics covered in this course include but are not limited to: an introduction to alternate base systems, matrices, vectors, quaternions, combinatorics, permutations, isomorphic groups, probability, statistics, fractals, and a semester unit on graph theory. As much as possible, this course is structured to allow the students a chance to discover various and sundry mathematical connections, relationships, and formulas.

**Probability & Statistics** (1.0 credit)**Prerequisite:** Algebra II

Probability and Statistics may be taken upon successful completion of Algebra 2. This is a great option for students who have completed Algebra 2 or Precalculus who prefer a statistics approach to higher level math. This course can also be taken in conjunction with the Calculus sequence. Unlike AP Statistics, this course will allow for ample data collection and analysis with a hands-on field approach. Topics will include but are not limited to: random variables, data organization, averages and variation, elementary probability theory, binomial distributions, normal distributions, sampling distributions, confidence intervals and hypothesis testing.

**Calculus (Honors)** (1.0 credit)**Prerequisite:** Precalculus

Although offered as an alternative to AP Calculus AB, this course is also intended to offer the student the breadth and rigor of a first semester university course. As it is not tied to the College Board curriculum and does not require preparation for a specific testing format (no multiple-choice question emphasis), the pacing of this course has some flexibility allowing more time for the reinforcement of essential ideas. The topics presented in this course include, but are not limited to: limits, the derivative as the rate of change of a function, applications of the derivative, the integral as a sum of an infinite series, applications of the definite integral, and elementary methods of integration.

**Advanced Placement Statistics** (1.0 credit)**Prerequisite:** Precalculus

Advanced Placement Statistics is a college-level statistics course. Students will be challenged at a high level to complete problems that require deep analysis of the situation. Topics covered in AP Statistics include exploring data, modeling distributions of data, describing relationships, designing studies, probability, random variables, sampling distributions, confidence intervals, and hypothesis testing.

**Advanced Placement Calculus AB** (1.0 credit)**Prerequisite:** Precalculus Honors

This course is a standard first semester university course in Calculus as prescribed by the Advanced Placement Program of the College Board. The topics presented in this course include but are not limited to: limits, the derivative as the rate of change of a function, applications of the derivative, the integral as a sum of an infinite series, applications of the definite integral, and elementary methods of integration.

**Advanced Placement Calculus BC** (1.0 credit)**Prerequisite:** AP Calculus AB

This course is a standard second semester university course in Calculus as prescribed by the Advanced Placement Program of the College Board. This course includes an intensive review of AB topics with an added emphasis on the theoretical foundations of those topics, as well as the following additional topics: vector and parametric functions, polar coordinates, equations of motion on a planar curve, integration by trigonometric substitution and partial fractions, numerical techniques for applications of derivatives and integrals, extensions of area and volume, improper integrals, infinite sequences and series, tests of convergence and divergence, power series (including Taylor and Maclaurin), and an elementary introduction to differential equations.

**College Algebra** (1.0 credit)**Prerequisite:** Algebra II (Requires permission for Department Chair)

This course is designed to reinforce and strengthen concepts introduced in Algebra I and II. Additional concepts include a comprehensive unit on Trigonometry including the Law of Sines and Law of Cosines. This class is primarily suited for Seniors who need to strengthen their math skills in preparation for their first collegiate level math class.

# **HISTORY**

## **American Government** (College Prep or Honors) (1.0 credit)

This course is designed to be a detailed survey of the United States Governmental structure and the political environment in which it functions. We will look at the history behind the emergence and establishment of our Democratic Republic, and explore in depth the thinkers, ideas, and dynamics that shaped our system, with special attention to social context in which it was crafted. We will take a special interest in three distinct themes from our text: Politics is conflictual, Politics is ultimately seek to find a synthetic solution. We will be writing a major thesis paper in the second semester that should be founded on empirical evidence well-constructed and relevant. Finally, we will be reading extensively from our text and supplemental resources.

## **Pre-AP American Government / AP Government & Politics** (1.0 credit)

Since its inception in the 18<sup>th</sup> century, the experiment in American democracy has stood as one of the greatest contributions to political organization in the history of the world. Knowledge of the American political system, in both its historical and philosophical substrata, as well as the contemporary issues which permeate our modern discourse, is essential to becoming an educated citizen in our country. Therefore, this government course is designed to be a detailed survey of the United States governmental structure and the political environment in which it functions. We will examine the history behind the emergence and establishment of our constitutional republic and explore in depth, the thinkers, ideas, and dynamics that have shaped our system, with special attention to social and economic contexts in which it was crafted and now resides.

## **World History (College Prep)** (1.0 credit)

This year-long course introduces students to world history with an emphasis on the time period from 1200 C.E.-present. All regions are covered, including Africa, Asia, Europe, the Americas, and Oceania. Students are encouraged to think about history thematically and write essays that engage with economic, cultural, social, political, and environmental questions. Examinations and essays make up the primary components of student grades.

## **World History (Honors)** (1.0 credit)

This year-long course introduces students to world history with an emphasis on the time period from 1200 C.E.-present. All regions are covered, including Africa, Asia, Europe, the Americas, and Oceania. Students are encouraged to think about history thematically and write essays that engage with economic, cultural, social, political, and environmental questions. Examinations and essays make up the primary components of student grades. Entry into Honors World History is determined by prior History Department coursework and grades.

## **U.S. History (College Prep or Honors)** (1.0 credit)

United States History is a survey course that begins with the European inhabitation of the North American mainland and ends with an examination of contemporary American society in the 21st century. The course is modeled after a freshman college-level course, predominantly lecture in style with examinations every two to three weeks. Emphasis is placed upon the developing students' abilities to think conceptually about U.S. history, as well as prose skills. Seven themes of equal importance provide the students with areas of historical inquiry for investigation throughout the course: America and National Identity; Politics and Power; Work, Exchange, and Technology; Culture and Society; Migration and Settlement; Geography and the Environment; America and the World. These themes require students to reason historically about continuities, changes over time, and making comparisons among various historical developments in different times and places. The course is designed to encourage students to become apprentice historians who can use historical facts and evidence in the service of creating deeper conceptual understandings of critical developments in U.S. history. Students develop their historical thinking skills through the legends, controversies, people, mistakes, and stories of our intricate past.

## **Advanced Placement United States History** (1.0 credit)

Please note that as an AP class, this course is designed to prepare students for the AP World History examination, and thus the requirements are notably time- and labor intensive for students. The reading assignments expected to be completed and the caliber of necessary essay writing are both quite rigorous. This year-long course introduces students to world history, with an emphasis on the time period from 1200 C.E.-present. All regions are covered, including Africa, Asia, Europe, the Americas, and Oceania. Students are encouraged to think about history thematically and write essays that engage with economic, cultural, social, political, and environmental and technology-related questions. Examinations and essays make up the primary components of student grades. Entry into AP World History is determined by prior History Department coursework and grades.

### **Civil Rights 1900-1970 (Honors) (0.5 credit)**

The course is developed from graduate research personal experiences in oral history interview collaboration with the Department of Communications at Florida State University (2003-2005), the University of Florida Samuel Proctor Oral History Program (SPOHP)-(2008 to present), and veterans of the Civil Rights Movement. Special emphasis is placed on the exploration of Florida Civil Rights history in adding to an understanding of how oral history collection and its associated scholarship help bridge the gaps of knowledge between the Civil Rights Movement and social movements of the present. Students will be instructed in the collection of oral history and encouraged to speak with and conduct oral history with family members, neighbors, teachers, and staff in the Oak Hall community, community members in Alachua county, and guests of the Spring semester Civil Rights course at Oak Hall. The course will include a guided introduction to The **Joel Buchanan Archive of African American Oral History** at the University of Florida. This archive contains over 700 oral history interviews with African American elders throughout Florida and the wider Gulf South.

### **Civil Rights 1971-Pres. (Honors) (0.5 credit)**

The course is centrally focused on an understanding of the History of Civil Rights in the United States and the role Florida played and continues to play in “The Movement.” This is a course with major emphasis on exploration of the continuation of Black High School Reunions in the post-segregated education era (1971 to present). The exploration will include underreported historic actions of previously unknown known foot-soldiers of “The Movement.”

### **Advanced Placement World History (1.0 credit)**

Please note that as an AP class, this course is designed to prepare students for the AP World History examination, and thus the requirements are notably time- and labor-intensive for students. The reading assignments expected to be completed and the caliber of necessary essay writing are both quite rigorous. This year-long course introduces students to world history with an emphasis on the time period from 1200 C.E.-present. All regions are covered, including Africa, Asia, Europe, the Americas, and Oceania. Students are encouraged to think about history thematically and write essays that engage with economic, cultural, social, political, and environmental questions. Multiple choice tests and essays make up the primary components of student grades. Entry into AP World History is determined by prior History Department coursework and grades.

### **Advanced Placement Macro Economics (0.5 credit)**

Please note that as an AP class, this course is designed to prepare students for the AP Macroeconomics examination, and thus the requirements are notably time- and labor-intensive for students. The reading, homework, and examinations that must be completed are quite rigorous. This semester-length course introduces students to the fundamentals of national economic policies, aggregate supply and aggregate demand, and core macroeconomic concepts. Entry into AP Macroeconomics is determined by prior History Department coursework and grades, as well as Mathematics-based requirements.

### **Advanced Placement Micro Economics (0.5 credit)**

Please note that as an AP class, this course is designed to prepare students for the AP Microeconomics examination, and thus the requirements are notably time- and labor-intensive for students. The reading, homework, and examinations that must be completed are quite rigorous. This semester-length course introduces students to the fundamentals of markets, supply and demand, and core microeconomic concepts. Entry into AP Microeconomics is determined by prior History Department coursework and grades, as well as a Mathematics-based requirement.

### **Advanced Placement Psychology (1 credit)**

In this course, we will explore the ideas, theories, and methods of the scientific study of human behavior and mental processes. We will examine the concepts of psychology through reading and discussion and will have the opportunity to analyze data from psychological research studies. Although one objective is to prepare you for the AP exam and provide a general overview of the field of psychology, another objective is to help you have a better understanding of human behavior in order to help you understand yourself and others in a way that will improve your quality of life.

## **SCIENCE**

### **Biology (College Prep) (1.0 credit)**

Biology is designed to be a broad-based course to introduce students to the diverse curriculum which comprises the biological sciences, but the course has narrowed the breadth of curriculum in favor of a thorough examination of core concepts and processes in biology. The course covers the basic organization of matter, cells, use of energy and metabolism, genetics, evolution, biological diversity, ecology, animal behavior and animal systems. Scientific vocabulary and lab skills are very important in this course, and their mastery is fundamental to success in the course, and the development of scientific literacy. This course also identifies the many contributions of biological science to the way in which we live and the quality of our lives. Science process skills (observation, measurement, graphing, interpretation, prediction, and writing) are emphasized through laboratory and field experience.

**Biology (Honors) (1.0 credit)****Prerequisite:** Precalculus or Advanced Physical Science

Biology Honors, like the college prep course, is a course designed to acquaint our students with the broad areas of interest that comprise modern biology. Biology is a huge field, ranging from the molecular and cellular fields, through genetics and evolution, energy and metabolic systems, and on to biodiversity, anatomy and physiology, and the medical sciences. There is no way that a single course can adequately address these diverse fields, so we must try to introduce much of the field of biology, while presenting enough of the details to challenge, excite, and prepare our students for the topics that their college biology courses, including AP Biology, will likely focus upon. The Honors Biology course will challenge students with more demanding outside reading and writing assignments, more difficult testing, and a classroom environment which recognizes the students' inherent abilities.

Upon completion of Honors Biology, students will have a greatly improved biological vocabulary; they will have a real appreciation for the scientific method; they will have had considerable laboratory experience; they will gain valuable experience in analyzing and interpreting a data set; they will have considered very many of the applications of biology to everyday life; and they will hopefully have developed a keen appreciation for the beauty and complexity of organisms and biological processes.

**Chemistry (College Prep) (1.0 credit)****Corequisite:** Algebra II or higher

This course is a foundational study of the principles of chemistry. The course utilizes and builds the students' mathematics and communications skills through a discussion of chemistry that is relevant to the students' everyday experiences. The course covers the following topics in sequential order: classification of matter & change processes, scientific measurement & dimensional analysis, atomic structure and electrons, understanding and using the periodic table as a tool, chemical bonding, nomenclature, mole calculations, chemical reactions, stoichiometry, gas behavior, solutions and acid/base chemistry. The significant laboratory component of the course emphasizes safety, cooperative learning, hands-on laboratory skills and data manipulation through both experiential discovery and reinforcement of classroom topics.

**Chemistry (Honors) (1.0 credit)****Prerequisite:** Biology**Corequisite:** Algebra II or higher

Chemistry Honors is an introductory chemistry course designed to challenge the hard-working and high-achieving science student in the underlying principles of chemistry. This modern approach to chemistry is significant to everyday life experiences and calls upon the students' mathematics and critical thinking skills. The Chemistry Honors course is structured to be a solid foundation for more advanced study including, but not limited to, AP Chemistry. The scope and sequence are similar in content to Chemistry but, unlike Chemistry, is broader and deeper in its treatment of topics, includes more aspects of the science, and generally expects greater performance and independence from the student. Students in Chemistry Honors may move through content at an accelerated pace, cover additional concepts, execute higher-level mathematical manipulations, and be required to complete more complex assignments and assessments.

**Physics (College Prep) (1.0 credit)****Prerequisite:** Chemistry or Geometry & Scientific Methods**Corequisite:** Algebra II or higher

Conceptual Physics is a first-year inquiry-based awakening to the universe around us and how we interact with it in our daily lives. This class explores the ideas of mechanics, sound, and electricity using hands-on experiences, labs, examples, and discussions. Students taking Conceptual Physics will be able to interpret, observe, measure, and explain some of the most common examples of physics as viewed in the real world after completing the course. Through opportunities to work cooperatively in the lab, students will learn how to engage with physics through creating and testing hypotheses. In addition, students will have opportunities to effectively communicate the results of their investigations to their peers while taking this course. A strong math background is not required; however, a basic knowledge of algebra will greatly aid a student in being successful in conceptual physics. Pre-Requisite: Successful completion of Geometry and Scientific Methods or Chemistry. Co-Requisite: Successful completion of Algebra II (Recommended) or concurrent enrollment in Algebra II.

### **Physics (Honors)** (1.0 credit)

**Prerequisite:** Algebra II Honors and Geometry

**Corequisite Recommendation:** Precalculus or Precalculus Honors

Physics Honors is first-year inquiry-based study of our universe and our physical relationship with the matter and energy within. In this course, students will explore concepts of motion, energy, and electricity with an introduction to magnetism and optics. Throughout the course students will develop and test hypotheses, communicating and inferring from collected data to prove some of the most important theories and ideas in Physics. They'll learn how to analyze sources of error, solve problems, and how to report their results to communicate what they've learned in class to their peers. A student of Honors Physics will use critical thinking and problem-solving skills to analyze and solve problems associated with the physical universe they experience every day. In addition to learning in the classroom, this course features a comprehensive lab component that introduces students to the protocols of lab safety, practical laboratory skills, and data analysis. Pre-Requisites: B+ or better in Algebra II Honors & Geometry and B or better in current Upper School science course and B+ in Algebra II Honors & Geometry with a B or higher on Physics placement test. Co-Requisite: Recommended: concurrently enrolled in or successful completion of Pre-Calculus or Pre-Calculus Honors.

### **Physical Science 10**(1.0 credit)

Scientific Methods is a lab-based course that will prepare students to enter Chemistry and Physics classes with confidence in their lab skills, lab safety knowledge, lab equipment knowledge, math skills needed to perform and analyze chemistry and physics concepts, as well as teach students to read and write in science. The course will cover pre-lab setup and content knowledge of special topics as well as post lab graphing, analyzing data, and writing conclusions.

### **Anatomy and Physiology (Honors)** (1.0 credit)

**Prerequisite:** Biology or Biology Honors

This is an upper level, honors science elective for students interested in the structure and function of the human organism. It follows an organ-systems approach to the study of anatomy and physiology. This course requires mastery of a great deal of terminology and detail and should be intrinsically interesting to all students with a desire to understand how the human body functions. Students learn the structural features of tissues and organs and how these structures collaborate in the diverse functions associated with our systems. Homeostatic imbalances are an integral component of this course, as well as we consider the consequences of aging, genetics, environmental causes, etc. to the breakdown of normal organ-system functions.

### **Advanced Placement Biology** (1.0 credit)

**Prerequisite:** Biology Honors and Chemistry or Chemistry Honors

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes – energy and communication, genetics, information transfer, ecology, and interactions. AP Biology is based on “The 4 Big Ideas”: 1. The process of evolution explains the diversity and unity of life, 2. Biological systems utilize free energy and molecular building blocks to grow, to reproduce, and to maintain dynamic homeostasis, 3. Living systems store, retrieve, transmit, and respond to information essential to life processes, and 4. Biological systems interact, and these systems and their interactions possess complex properties. This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices. Pre-Requisite: A- or better in Honors Biology. Successful completion of Chemistry or Honors Chemistry.

### **Advanced Placement Chemistry** (1.0 credit)

**Prerequisite:** Chemistry Honors, Algebra II Honors or higher, and completion of AP Chemistry Summer Review Packet

**Corequisite:** Precalculus Honors or higher

AP Chemistry, similar in design to a first-year college course for chemistry majors, is a second-year high school course in which students use their extensive science and math background to decipher problems involving chemistry and critical thinking. The course assumes enrolled students are entering with strong foundations in knowledge presented in which can be understood in terms of the arrangements of atoms. 2) Chemical and physical properties of materials can be explained by the structure and the arrangement of atoms, ions, or molecules and the forces between them. 3) Changes in matter involve the rearrangement and/or reorganization of atoms and/or the transfer of electrons. 4) Rates of chemical reactions are determined by details of the molecular collisions. 5) The laws of thermodynamics describe the essential role of energy and explain and predict the direction of changes in matter. 6) Bonds or attractions that can be formed, can be broken. These two processes are in constant competition, sensitive to initial conditions and external forces or changes. Twenty-five percent of instructional time is devoted to inquiry-based laboratory investigations which empower students to design experiments, analyze data and form conclusions in a collaborative, hands-on environment. Pre-requisites: Completion of Chemistry Honors with A- or better; Completion of Algebra II Honors or higher math with B+ or better. Completion of AP Chemistry Summer Review Packet. Co-requisite: Concurrent enrollment in Pre-Calculus Honors or higher math course.

### **Advanced Placement Physics I** (1.0 credit)

**Prerequisite:** Algebra II Honors and Geometry and Physics placement test

**Corequisite:** Precalculus or Precalculus Honors

AP Physics 1 is a first-year, algebra-based, introductory college-level physics course that explores topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills. The course is based on six Big Ideas which encompass core scientific principles, theories, and processes that cut across traditional boundaries and provide a broad way of thinking about the physical world.

This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices. Students establish lines of evidence and use them to develop and refine testable explanations and predictions of natural phenomena. Pre-requisites: A- or better in current Upper School science course and B+ or better in Algebra II Honors & Geometry and B+ or higher on Physics placement test. Co-requisite: Concurrently enrolled in or successful completion of (completion recommended) Pre-Calculus or Pre-Calculus Honors

### **Advanced Placement Physics C** (1.0 credit)

**Prerequisite:** Algebra II Honors, Geometry, and Physics placement test

**Corequisite:** Precalculus or Precalculus Honors

The AP Physics C course is a calculus-based, second-year college-level physics course. Students will strengthen their knowledge of physics through this course and develop an understanding of the relationship between calculus and physics. In the first semester, students will study Mechanics covering topics such as kinematics; Newton's laws of motion; work, energy and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. Following that, a second-semester study of Electricity and Magnetism will cover topics such as electrostatics; conductors, capacitors, and dielectrics; electric circuits; magnetic fields; and electromagnetism. A high percentage of class time will be utilized completing inquiry-based labs where students use critical thinking skills and the scientific method to complete. Additionally, students will be required to engage with the community through meaningful service when taking this course. Pre-requisites: B+ or better in AP Calculus AB or concurrent enrollment in AP Calculus AB and B+ or better in AP Physics 1 or A- or better in Physics Honors.

### **Advanced Placement Environmental Science** (1.0 credit)

**Prerequisite:** Biology Honors and Chemistry Honors

AP Environmental Science is a year-long interdisciplinary course designed to provide students with the fundamental concepts and critical tools needed to understand the interrelationships of the natural world, to describe and explain both man-made and natural environmental problems, to determine the kinds of risks that are associated with these problems, and to examine different solutions for solving and preventing these problems. The course is intended to be equivalent to a one-semester introductory college course and is geared toward preparing the student for the Advanced Placement examination. Some of the key environmental themes that are woven throughout the course are human population growth, sustainability, global perspective, urbanization, human beings and nature, science and values. The course includes laboratories, projects, field investigations, and outside readings.

### **STEM (Honors Only)** (0.5 credit) *First Semester Only*

**Design and Build**

In this subject, students will take part in a series of design and build activities at the intersection of STEAM disciplines. Focal points for the semester will include selecting projects of personal or team interest, effectively researching existing solutions, brainstorming alternatives, creating prototypes, and testing and revising prototypes for final builds. Students will be trained in how to use both hand tools and software based tools to aid in the realization of their ideas. Design aesthetics and finishes will be covered with input from the art department.

### **STEM (Honors Only)** (0.5 credit) *Second Semester Only*

**Introduction to Engineering Design and Programming**

In this subject we will introduce computer programming with Python, geometric sketching and tolerancing, computer aided design and additive manufacturing with design applications. This class will be structured around students interested in pursuing engineering and applied science endeavors in their future.

**Marine Biology** (0.5) Florida is home to many unique aquatic environments, both marine and freshwater. This course will involve the study and exploration of many of these amazing areas and organisms that make up our state. The semester course covers aquatic vertebrates and invertebrates with an emphasis on marine organisms. Field activities will be performed to mimic real world field work being done by fishery biologists.

The focus of the field work will center around the collection of fishes along the gulf coast of Florida. In addition, a unit on the Florida Springs along with a field trip focusing on the aquatic organisms of the springs will be included. Much of the field and lab work is done in groups to imitate real world studies. The student will get wet and muddy during our three field trips in order to study and learn about the marine environment. The goal of the course is to learn by being exposed to the environment.

## **WORLD LANGUAGES**

### **Chinese I** (1.0 credit)

Chinese 1 is a year-long course for Oak Hall School Upper School students who have no previous experience with Mandarin Chinese. In this class, students will learn to use Modern Standard Chinese (Putonghua), also known as Mandarin, to achieve some basic communication goals of expressing information related to their daily lives. The year will start with some basic greeting, classroom phrases, and pronunciation. Then, we will continue with basic writing strokes, typing, sentence structures, and end the first semester with talking about families in basic conversations. In the second semester, student will extend their basic self-introduction from basic demographic information to other personal preferences such as clothing and color preferences and description of appearance and certain daily activities using Chinese language.

### **Chinese II** (1.0 credit)

Chinese 2 College Prep is a year-long course for Oak Hall School Upper School students who have completed Chinese I, or Middle School Chinese A & B, in the previous school year. In this class, students will learn to use Modern Standard Chinese (Putonghua), also known as Mandarin Chinese, to achieve the communication goal of exchanging information around their daily activities. For example, school and afterschool activities are among the common conversation topics, students will learn to exchange and inquire information, describe situation, and negotiate the time and preferences using Chinese language.

### **Chinese II (Honors)** (1.0 credit)

Chinese 2 Honors is a year-long course for Oak Hall School Upper School students who have completed Chinese I, or Middle School Chinese A & B, in the previous school year and have met the Honors course recommendation criteria. Chinese 2 Honors and Chinese 2 College prep. are typically taught in the same class period, using the same textbook. However, the tasks could be different. The expectations on the depth and amount of participation, assignments, and assessments are different.

### **Chinese III** (1.0 credit)

Chinese 3 College Prep is a year-long course for Oak Hall School Upper School students who have completed Chinese 2 College Prep or Chinese 2 Honors in the previous school year. In this class, students will learn to use Modern Standard Chinese (Putonghua), also known as Mandarin Chinese, to achieve their basic communication goals of exchanging information around topics regarding significant events. For example, friend's birthday celebration, shopping for gifts, and taking sick leaves are some of the important events students will advance their language skills to learn about, inquire, and discuss about these topics using Chinese language.

### **Chinese III (Honors)** (1.0 credit)

Chinese 3 Honors is a year-long course for Oak Hall School Upper School students who have completed Chinese 2 College Prep or Chinese 2 Honors in the previous school year and met the Honors course recommendation criteria. Chinese 3 Honors and Chinese 3 College prep. are typically taught in the same class period, using the same textbook. However, the tasks could be different. The expectations on the depth and amount of participation, assignments, and assessments are different.

### **Chinese IV (Honors)** (1.0 credit)

Chinese 4 Honors is a year-long course for Oak Hall School Upper School students who have completed Chinese 3 College Prep or Chinese 3 Honors in the previous school year and met the Honors course recommendation criteria. In this class, students will learn to use Modern Standard Chinese (Putonghua), also known as Mandarin Chinese, to achieve their communication goals of exchanging information around topics of their interests or concerns. For example, food and shopping preferences, living environment, future plans are some of the important events students will advance their language skills to discuss, compare, and advocate using Chinese language.

**Advanced Placement Chinese Language & Culture** (1.0 credit)

AP Chinese Language & Culture is a year-long course for Oak Hall School Upper School students who have completed Chinese 4 Honors in the previous school year and met the AP course recommendation criteria. In this class, students will learn to use Modern Standard Chinese (Putonghua), also known as Mandarin Chinese, to achieve their communication goals of advocating the topics of their interests or concerns. For example, Chinese holiday traditions, society changes happen over time, healthy lifestyle, and environmental issues are some of the important events students will advance their language skills to discuss, compare, advocate, and debate using Chinese language.

**Latin I (College Prep or Honors)** (1.0 credit)

This course will serve as the introduction to the Latin program. Our primary goals for the year are 1) to develop in students a concrete, working knowledge of the basic principles of the Latin language, 2) to analyze how those principles relate to English grammar and syntax, and 3) to facilitate the growth of the student's ability to read Latin. In addition to functions of grammar, syntax, and reading comprehension, we will pay significant attention to the study of Latin vocabulary and its English derivatives, both of which are extremely important intellectual building blocks. As well as grammar, vocabulary, and etymology studies, this course will delve into various themes concerning the classical civilizations of Greece and Rome, both of which are important in fostering a love and appreciation of the Latin language.

**Latin II (College Prep or Honors)** (1.0 credit)

In this course, you will continue to learn the grammar and syntax of the Latin language. Your studies will focus on memorizing forms and vocabulary, analyzing forms, and translating sentences and passages from the textbook, *Liber Digitalis*. Daily quizzes will be based on vocabulary and forms, while class work and homework will come from the textbooks.

**Latin III (College Prep or Honors)** (1.0 credit)

In this course, students will continue to learn the grammar and syntax of the Latin language. The class will focus on memorizing forms and vocabulary, analyzing forms, and translating sentences and passages from the textbook, *Liber Digitalis*, as well as other adapted texts. Daily quizzes will be based on vocabulary and forms; class work and homework will come from textbook. The second half of the course will be spent reading real Latin (Catullus, Horace, Ovid, Cicero) using the Ovid Reader, Cicero and Sallust, and other supplements. Daily quizzes will be based on vocabulary and forms, while class work and homework will come from the textbooks.

**Advanced Placement Latin** (1.0 credit)

In this course, students will read the AP Latin syllabus of Caesar's Gallic Wars and Vergil's Aeneid. Students will also read the selections of both works in English, as familiarity with the entire text is expected. We will review and discuss grammar and context as questions arise. Daily work before class is expected; translating in class & rereading are the only ways to achieve fluency.

### **Spanish I (College Prep or Honors) (1.0 credit)**

This course is the first step for language acquisition offered at the Upper School level. It aims to provide students with sound fundamental skills in the areas of listening, speaking, reading, and writing. This includes a considerable emphasis on grammar and vocabulary. An additional and not less important goal is for students to appreciate cultural differences and to distinguish the diversity of the Spanish-speaking world. Every effort will be made to create a comfortable environment, in order to give students sufficient confidence to participate actively in class, be unafraid of making mistakes, and develop individual strategies to learn. Pair or group conversation, role-playing, and special oral presentations will be regularly practiced in the class.

### **Spanish II (College Prep or Honors) (1.0 credit)**

In this class, we will establish the foundations necessary to achieve higher-level language proficiency by expanding upon students' understanding of Spanish language structure, grammar, and vocabulary. We will use a wide range of vocabulary, emphasizing usable phrases, to communicate on a variety of topics. In addition to grammar and vocabulary, our text, *Avancemos*, will explore the geography and culture of the Spanish-speaking world. Students will: Attain a novice-mid level of proficiency in the four skills of listening, speaking, reading, and writing; develop an extensive vocabulary of usable words, phrases, and grammatical structure through appropriate reading and listening activities; use the present, present-progressive, past, imperfect, and future tenses as well as command forms (subjunctive) of common verbs; and engage in conversation and develop a degree of fluency in communication through extensive practice with prepared and unprepared speaking and writing activities.

### **Spanish III (College Prep or Honors) (1.0 credit)**

The foundations established in Levels I and II are consolidated and expanded to enable the student to achieve a higher level of fluency and proficiency by using more complex structures and a wider range of vocabulary to communicate on a variety of topics. Students will attain a higher level of proficiency in the four skills of listening, speaking, reading and writing; develop a broader vocabulary through extensive reading and listening activities; and use more complex grammatical structures, as well as demonstrate greater initiative and creativity in prepared and unprepared speaking and writing activities.

### **Pre-AP Spanish (Honors) (1.0 credit)**

This course represents the first level of the advanced stage in language acquisition. It has been designed exclusively for students who are planning either to enroll in our AP Spanish Language & Culture course or to take Spanish in college the following year. It is assumed that students have developed an interest in learning a foreign language, regardless of the profession that they ultimately choose. Consequently, the primary objectives of this class are to nurture lifelong learning strategies and to sharpen communicative skills. A general but not less important goal of the class is to create students who feel comfortable with people and cultures different from their own and who are willing to embrace a global perspective in their personal, as well as professional lives. This class is conducted exclusively in the target language. Students will be asked to speak in the target language as much as possible. Every effort is made, however, to create a comfortable and non-threatening environment in order to give students sufficient confidence to express personal opinions without fear of extreme correction or criticism. Students are expected to take an active role in the daily activities of the class. Pair or group conversation is regularly practiced in the class, and students are required to do an increased amount of writing.

### **Advanced Placement Spanish Language (1.0 credit)**

The AP Spanish Language and Culture course is a rigorous course taught exclusively in Spanish that requires students to improve their proficiency across the three modes of communication (interpretive, interpersonal, and presentational). It has been designed for students who wish to continue their language studies beyond school requirements and who are planning to take Spanish in college the following year. The course focuses on the integration of authentic resources including audio recordings, literature, essays, and magazine and newspaper articles with the goal of providing a rich, diverse learning experience.

## ***FINE ARTS***

\*Members of the Arts Conservatory Program will be enrolled in the Honors course of their core discipline during their Freshman & Sophomore year. During the Junior and Senior year, students will be enrolled in the ACP course of their core discipline. Students completing their first crossover requirement will be enrolled in the Honors Fine Arts course of their choosing.

### **Art I (0.5 credit)**

This course is a foundational art course designed to expose students to a wide variety of creative mediums, including drawing, painting, printmaking. Understanding how the human eye sees the world and how artists developed a series of techniques and concepts to aid in creating the illusion of form, space and light on a two-dimensional surface are major topic of this class. Students also study paintings, drawings, and other works of art that emphasize ideas and concepts

related to various studio projects. This activity facilitates an understanding and appreciation of art and art history. Art I is a prerequisite for Drawing and Painting and AP Studio Art.

### **Art II (0.5 credit)**

**Prerequisite:** Art I

Using contemporary art techniques as the basis, students will produce meaningful and detailed work throughout the semester. As the course progresses, students will be inspired by various types of art from around the world and will use that knowledge to build their final project using a variety of media types.

### **Ceramics I (0.5 credit)**

Earth, Air, Fire and Water combine in ceramics to create one of a kind objects by learning step-by-step techniques! We will focus on developing the skills we need to prepare clay, form it, and understand the stages of its development towards making useful ceramic treasures. Students will feel the accomplishment of using their hands to turn raw clay into objects of beauty and function. This project-based course begins with hand-building skills and moves along with progressively more challenging structures using these techniques. Wheel throwing, forming and glazing techniques will be explored and developed. Activities will be supported by appropriate planning skills for building or throwing. Looking at style, form, and function in ceramics will support development of student creativity.

### **Ceramics II (0.5 credit)**

**Prerequisite:** Ceramics I

Students will review and extend their skills from Ceramics 1 and explore more advanced building methods and techniques. Planning and design will aid to produce more complex forms in Ceramics 2. Increased exposure to examples of style and techniques will support student learning and creativity. Ceramic-makers will produce functional items that are appealing, with a form that is strong and durable. Craftsmanship and mastery of skills will move students towards a higher quality of finished work through building, throwing, texturing and glazing experimentation. Students will create a body of ceramic objects to be proud of. Students will develop of a greater variety of ceramic objects to proudly take home.

### **Sculpture (0.5 credit)**

Students will be exploring through creative projects and making one-of-a-kind objects, both functional and for art appreciation. New skills will be learned step-by-step and students will become familiar with the process of artmaking through a hands-on guided studio approach. A variety of sculptures and artists that use different media will be discussed. We will also look at everyday objects and ways to design them to be beautiful and functional. Helping students become more familiar with the use of the elements and principles of design will be the basis for exploring 3-dimensional ways to create objects that combine beautiful form and useful function. Innovation and application to industrial design will be a topic of conversation throughout the course to make students more familiar with successful everyday art and design.

### **Engineering and Design (0.5 credit)**

This course will explore the creation of 3D art within a studio setting. Students will use clay and other materials to create unique objects, such as functional lights and sculptures. Students will work on individual and group projects as they deepen their artistic skill set. Any student who has previously completed Ceramics I or Art I is encouraged to enroll in this course.

### **Drawing & Painting (Honors Only) (1.0 credit)**

**Prerequisite:** Art I or Ceramics I

This course builds upon techniques and concepts learned in Art 1. This course introduces students to the methods and techniques used in the creation of 3D art within a studio setting. Students will use clay and other materials to create unique objects, such as functional lights and sculptures. Students will work on individual and group projects as they deepen their artistic skill set. Any student who has previously completed Ceramics I or Art I is encouraged to enroll in this course.

At the outset of this course, students will work primarily from life, though as the course progresses, students will begin to develop their creative vision through a series of creative projects focusing on conceptual ideas.

### **Photography (0.5 credit)**

Photography is a studio portfolio class. All work generated by this class is intended to build the quality of each student's portfolio, either directly or indirectly, to showcase his or her unique strengths. We will work throughout the semester to develop a clear artistic voice for each student. Skills development takes precedence in this course, and a thorough and rigorous workflow through the technical aspects of the journey of an image from reality to a print will be a core theme throughout the term.

### **Advanced Photography** (0.5 credit)

#### **Prerequisite: Photography**

Advanced Photography is a studio portfolio class. All work generated by this class is intended to build the quality of each student's portfolio, either directly or indirectly, to showcase his or her unique strengths. We will work throughout the semester to develop a clear artistic voice for each student. Artistic development takes precedence in this course, as a thorough and rigorous familiarity with the technical aspects of the journey of an image from reality to a print is assumed from the prerequisite of Photography 1. Students in Advanced Photography will drive the curriculum and project-based learning, as the exceptional teacher to student ratio will allow for much more personalized instruction. While many projects are already designed, students will work with their instructor and each other to mold these projects to specifically

### **Film Appreciation & Survey (Honors Only)** (0.5 credit)

This course will dive deep into the understanding of how films have impacted society and the world around us. Students will view films from two perspectives: the influence on viewers and the production aspects that create a final product. Students will engage in deep discussion and analysis of both cinematography and box office ratings. At the conclusion of the semester, students will create their own short film to demonstrate their knowledge of filmmaking.

### **Publications** (1.0 credit)

The main objective of this course is to create a yearbook that reflects our school community and equally reflects each student in the student body, Preschool 3-Grade 12. Our goal as a class is to present a yearbook in May to the faculty, staff, and student body that reflects the experiences of this school year and is an accurate representation of everyone.

### **Intro to Theater / Theater I** (0.5 credit or 1.0 credit)

High School students are offered Theater as a year-long elective. Drama in education allows students to hone life skills through a variety of activities facilitated by a teacher; among those skills are public speaking, teamwork, confidence, memorization, empathy, rejection, and working towards deadlines. This course will heavily focus on acting and making choices that are rooted in the text. Students will gain insight into the artistry as an ensemble, working closely with their classmates. In addition to their development as actors, students will also develop musical theater skills. Students will gain a greater understanding of acting and singing through learning about composers and lyricists and how their contributions affect the structure of the show. Students will also develop a deep understanding of collaboration and communication, essential skills in theater. Each year, students will build on the acquired skills from the previous years in order to better develop physical and emotional characters in addition to honing nuanced moments throughout dialogue and performance. Students will have the opportunity to compete at the Florida Thespian Festival at the end of Semester 1.

### **Theater II-IV** (1.0 credit)

These upper division theater courses will focus heavily on acting and making choices that are rooted in the text. Students will gain insight into the artistry as an ensemble, working closely with their classmates. In addition to their development as actors, students will also develop musical theater skills. Students will gain a greater understanding of acting and singing through learning about composers and lyricists and how their contributions affect the structure of the show. Students will also develop a deep understanding of collaboration and communication, essential skills in theater. Students accepted into the theater discipline of the Arts Conservatory Program will join students in the Upper School theater classes, on a more rigorous track focused on character development and concept understanding as laid out by the work of Robert Cohen and Uta Hagen. In addition to their roles as actors and creative thinkers, students in this class will act as mentors for underclassmen and help guide the development of those seeking to better their theater skillset. Students will also serve a leadership role, representing Performing Arts cross divisionally and acting as departmental ambassadors for the program. Students compete at the Florida Thespian Festival at the end of Semester 1 and will receive honors or AP weighting on their final grade and special designation on their diploma and college transcripts.

### **Adv. Music Ensemble** (1.0 credit)

#### **Audition Required**

Advanced Music Ensemble consists of Upper School students, grades 9-12, playing a wide array of diverse and progressive music. The ensemble is open to all instrumentation including winds, voice, percussion, strings, guitars, piano, etc. Membership is subject to approval by the directors through interview or audition. There are many performance opportunities for students involved in this ensemble; last year our students performed over 200 pieces of music during the school year including a trip and performance in Orlando. Participants in this ensemble must be enthusiastic, hard-working, open-minded, and mature. Self-directed projects are an important part of this class and opportunities for composition and arranging are offered frequently. Members are afforded the use of all studio equipment for recording and software for music composition. ACP music is a rigorous subset of the regular Upper School music Ensemble. All ACP members are enmeshed with non-ACP members in the class. The focus of this section is to give advanced students the opportunity to expand their technical facility on their instrument/voice, work on performance production, study composition/arranging, and become immersed in leadership. All ACP music students are required to co-produce one recital a semester, senior members must produce a full-length recital by themselves by the end of the year. Membership in ACP is through audition only. Students' grades receive honors.

### **Piano Techniques & Performance** (College Prep or Honors) (0.5 credit)

Beginner: In this course, students will learn a basic musical foundation at the piano that can also be applied to other areas outside of this course. Students will learn beginner theory and musical skills through performance and exercises on the piano. Students will learn fundamentals at the piano such as scales, arpeggios, and note reading. By the end of each semester, students will be able to independently perform on a recital to include one solo work and one duet or ensemble performance. Intermediate to Advanced: The goal is for students to learn and play a varied repertoire from solo to collaborative pieces at the piano in a variety of genres. Students will perform each semester and play for a jury at the end of each semester. Students will use the piano and their voice to demonstrate dynamics, musical expressions, articulation, and transfer their knowledge to other areas in music.

### **Art History** (Honors Only) (0.5 credit)

Art History Honors will provide a study of the history and development of various concepts in art. Students will examine various themes and purposes of art and gain an understanding of various styles and philosophies of both western and non-western art history. Students will also gain exposure through museum and gallery visits, while gaining a working knowledge of various media through hands on creation.

### **Music History** (0.5 credit)

Music History is a one-semester course encompassing a historical survey of genres and composers of Western music from its early beginnings through to the 21st century. Through the study of great literature and learning about composers' lives, the course will focus on the development of Western European music from its early roots in Medieval times, and move through a timeline of Renaissance, Baroque, Classical, Romantic and Modern musical stylistic periods. Students will listen to and analyze music & musical performances, and will explore the relationship between music, history, and culture.

### **Advanced Placement Music Theory** (1.0 credit)

AP Music Theory is a rigorous course designed for students who need it for career study as well as those who desire it for enrichment. The course includes, but is not limited to, study of a wide variety of vocal and instrumental music from the standard Western tonal repertoires. This course is designed to develop musical skills that will lead to a thorough understanding of music composition and music theory. Students are prepared to take the AP Music Theory Exam when they have completed the course. Students planning to major in music in college may be able to enroll in an advanced music theory course, depending on individual colleges' AP policies.

### **Advanced Placement Studio Art** (1.0 credit)

#### **Permission from Department Chair required**

AP Studio Art is a studio portfolio class. This represents the highest level of art that can be taken at Oak Hall School. The students selected for this class must sustain a high quality of work and motivation to complete the rigorous program. The class encompasses three AP possibilities within its scope: AP 3D Design, AP 2D Design, and AP Drawing. All work generated by this class is intended to build the quality of the portfolio either directly or indirectly so as to showcase each student's unique strengths. We will work throughout the year to develop a clear artistic voice for each student. The AP portfolio should demonstrate an understanding of the elements of art and principles of design in two or three dimensions. Students use the elements of value, light and shade, line quality, rendering of form, composition, surface manipulation, and illusion of depth. They will use various media to achieve effective expression of form. This class will actively encourage experimentation in both media and form.

## **PHYSICAL EDUCATION**

### **Health (Life Management Skills)** (0.5 credit)

In this course, we will explore various topics related to health and well-being, as well as practical life skills. The objective is to help prepare you to make responsible choices for yourself and create functional patterns of behavior to carry with you throughout your life. This course will be created for and tailored to the students' interests and needs. Topics may include, but are not limited to, financial management, nutrition, fitness, substance abuse, sex and reproduction, social media, and relationships.

### **Weight Training** (0.5 credit)

Weight Training is designed to help the student identify the areas of fitness, health and/or athletic development that they desire to enhance through training. The purpose of the course is to provide the students the opportunity to assess and develop areas of fitness to help each reach their personal goals. Areas may include: Power lifting, speed and agility training, jump training, general fitness, aerobic training, Metabolic Training, HIT or various other health or performance related programming.