Oregon Episcopal School

UPPER SCHOOL CURRICULUM GUIDE

2025-26

Oregon Episcopal School

Table of Contents

Graduation Requirements

OES's graduation requirements are rooted in our mission: "Oregon Episcopal School educates students to realize their power for good as engaged citizens of the world." We believe that the diverse offering of classes and experiences is essential in, as our school's Identity Statement says, "educating toward a larger purpose—toward inclusion and respect, understanding and compassion, service and social justice, and toward meaning and commitment beyond ourselves."

An OES diploma signifies the completion of the course and other requirements below (minimum total of 21 credits) and is awarded to qualifying students.

Minimum Course Requirements

English	4 credits	English 9, 10, 11, and two senior courses
History and Social Studies	2 credits	World History, US History
Mathematics	3 credits	Must complete through Advanced Algebra
Health and Wellness	1 credit health	Required for all students in grade 9
Religion and Philosophy	1 credit	Two semester courses
Science	3 credits	Physics, Chemistry, Biology
Visual, Performing, and Musical Arts	1.5 credits	Three semesters: performing arts, visual art, and/or music. The credits can be in one field or across all three areas.
World Languages	2 credits	A minimum of two consecutive years of the same language.
Additional credits to graduate	3.5 credits	Acquired through the successful completion of a class in any subject for which the requirements have been met.

Academic Program

Fall Semester: August 27, 2025 through January 23, 2026
Spring Semester: January 28, 2026 through June 11, 2026

Individualized student schedules are designed to ensure full engagement with each academic discipline as well as opportunities to explore subjects of personal interest. Student learning is corroborated and enriched through co-curricular programs, including Community Engagement, Winterim, and Activities, which educate through involvement in both the school and the greater Portland community.

Homework

Out-of-class work is designed to reinforce student understanding of content, provide opportunities for students to practice the skills introduced in class, and prepare for the next class. The amount of time that students spend on homework varies from night to night and week to week, but on average, the load will be between 1.5 and 2.5 hours per night. During busy times of the year (especially near the end of semesters), students might experience a heavier-than-normal load. The time needed to thoroughly engage with out-of-class work will depend on a student's schedule, understanding of the material, learning and time management strategies, and developed skills. With a goal of crafting a schedule that supports a healthy, balanced, and manageable courseload, students work with their advisors during Registration in April to consider how they spend their time both in and out of school.

Activity Program

Activity enriches the OES student experience through participation in semester-long immersive experiences. To meet OES graduation requirements, students select one Activity each semester from a range of co-curricular offerings like Student Government, Yearbook, Rocketry, and Speech and Debate. Through a wide variety of offerings, students develop their interest-based passions by diving deeper into new areas, learning skills and trying new things, exploring the EC3 Design Center, collaborating in multi-grade programming, and more.

OES Extracurricular Requirement

To meet the OES Extracurricular requirement, students must be involved in one or more of the opportunities below. Students in grades 9 and 10 must be involved in two extracurriculars each year. Students in grades 11 and 12 must be involved in at least one each year.

Performing in a Mainstage Production: fall, winter, and/or spring production

Fall Sports: Cross County, Fencing, Soccer, Volleyball

Winter Sports: Basketball, Fencing, Skiing

Spring Sports: Golf, Fencing, Lacrosse, Tennis, Track and Field

Other opportunities include: Advanced Strings, Aerospace Team (TARC), Chess Team (competing team), Mock Trial, Oregon Game Project (competing team), Pep Band, Robotics, Science Bowl, and Speech and Debate (competing team)

Students may apply for a waiver for <u>one</u> of their extracurricular requirements in grades 9 and 10. The Assistant Head of Upper School for Community oversees all waiver applications. Generally, waivers might be granted for 1) participation in an OSAA sport that is not offered by OES (i.e. if you play baseball with Tigard High); 2) non-OSAA sports/activities that are highly involved and prevent an OES student from being involved in a sport or program at OES (i.e. equestrian); or 3) programs or activities that have structure through an external organizing body or governance (i.e. Teen Council).

Community Engagement

As its mission states, the Community Engagement program at OES "inspires students to explore their individual and collective power for good, connect to the world around them, create ways to help others, and commit to lifelong community activism and engagement. We aspire to a program that fills the heart and changes lives."

In order to graduate, Upper School students are required to complete 60 hours of service to the school, 20 hours of work in the greater community*, and two substantial projects that demonstrate commitment and leadership. The work in Upper School classes designated as Social Impact counts towards the completion of one of these projects or a designated number of hours determined by the teacher of the course. As part of developing responsibility, citizenry, and empathy, Community Engagement work must be unpaid, and it must support a nonprofit organization and/or those who are truly in need. Community Engagement is an element of many academic classes, Activities, and school trips.

*Or 40 hours of service to the school and 40 hours of work in the greater community.

Social Impact Courses
These courses fulfill the OES mission statement, which states that the highest aspiration we have for our students is to prepare students to "realize their power for good as engaged citizens of the world." Social Impact Courses cultivate a deepened sense of purpose in students through experiential learning opportunities that have real-world impacts. In these courses, students apply the skills and content they are learning to relevant projects with local community partners. Social Impact Courses count as one Community Engagement project.

Winterim

OES Winterim is an intentional time set aside in the OES Upper School for experiential and immersive education during the six class days before spring break each year. Our courses explore an array of topics, experiences, and ideas in and around our local Portland area, domestically across the United States, and internationally in varying locations each school year.

Faculty and students collaborate to plan a broad variety of experiences that provide opportunities for them to work and learn together as part of our shared community. As a cornerstone of our inquiry-based learning, participation in and completion of a Winterim course each year is a graduation requirement for all students.

Experiential and Outdoor Education

OES offers a variety of experiential education opportunities as we believe in broadening students' horizons beyond the traditional classroom setting by fostering hands-on learning, personal growth, cultural competency, and exploration of the Pacific Northwest.

By integrating these experiences into our curriculum, we can ensure that students are not only academically proficient, but also well rounded individuals prepared for success in diverse environments. All Upper School students are required to participate in their grade-level trip at the beginning of the school year. In addition, seniors are expected to attend their end of year class trip. Students are also encouraged to participate in the experiential learning opportunities throughout the school year.

OES Upper School Four Year Plan

Name: _____ **Advisor**: _____

		Grade 9	Grade 10	Grade 11	Grade 12
English (4 credits) English 9, 10, 11, and two senior courses		English 9	English 10	English 11	
History (2 credits) History 9: World History, US History		History 9: World History	US History		
World Languages (2 credits) Two consecutive years in the same language					
Mathematics (3 credits) Must complete through Advanced Algebra					
Science (3 credits) Physics, Chemistry, Biology		Physics	Chemistry	Biology	
Arts (1.5 credits) Three semesters: Performing Arts, Visual Art, and/or Music. The credits can be one field or taken across all three areas.	1st				
	2nd				
Religion (1 credit) Two semester courses	1st				
	2nd				
Health (1 credit) Health and Wellness taken in 9th grade		Health			
Additional Credits (3.5 credits) Seven additional semester courses from any subjects	1st				
	2nd				
Extracurricular requirement Students in grades 9 and 10 must be involved in two extracurriculars each year. Students in grades 11 and 12 must be involved in at least one each year.	1st				
	2nd				
Activities One activity per semester.	1st				
	2nd				
Community Engagement Sixty hours on campus, 20 hours off campus (or 40 on and 40 off), and two projects					
Winterim Winterim is required every year.					

Academic Policy and Procedures

Course Placement

All students entering the Upper School who are new to OES take skills assessments in math, science, and world language (unless starting a new language), which, along with teacher recommendations and transcripts, identify the level of math and language that best meets each individual student's current learning needs.

Courses that require prerequisites, a teacher recommendation, and/or departmental approval are designed for students whose academic records show success in working at an accelerated pace. In addition to a successful academic record, placement in these courses is based on students' demonstrated interest in the subject, as well as on their ability to master material on their own, learn from their mistakes, handle set-backs, and consistently apply strategies for improvement.

Academic Load

Students in grades 10-12 must be enrolled in six courses each semester. Students in 9th grade take seven courses. Dropping below a full course load is occasionally approved for students on medical leave or other special circumstances to be determined by the Assistant Head of Upper School for Academics and approved by the Head of Upper School. Students in grades 10-12 may request to take a music or inquiry in arts course or be a Teaching Assistant as a 7th course, to be approved by the Assistant Head of Upper School for Academics.

Honors Courses

OES offers honors courses in various subjects such as math, science, the arts, and humanities. These courses are indicated by an "(H)" after the course title. Honors courses are designed to provide additional challenges to students with a keen interest and aptitude for a particular subject. In these accelerated courses, teachers assume students have proficiency in the fundamentals of the subject area, and thus students are expected to deeply engage with material independently and learn from their mistakes quickly.

To be eligible for honors classes, students must have a demonstrated history of success in their previous classes, the ability to keep up with the accelerated pace, and the ability to work independently, as reflected in their grades and comments. Instructors will assess whether students consistently meet deadlines, a crucial skill for success in these fast-paced courses.

Students taking honors classes can expect additional coursework and a deeper level of study. They should plan on homework assignments that require 45 minutes per class session. Consultation with and approval from the student's current teacher and advisor at the time of registration is always required to take honors-level courses.

Teaching Assistant (TA) Program

The OES Teaching Assistant (TA) Program is a signature opportunity for students to step into leadership roles while deepening their understanding of academic subjects. As TAs, students provide peer support by participating in classes, leading discussions, and offering one-on-one or small-group tutoring during office hours. They assist teachers by grading assignments, preparing materials, and modifying lessons to meet diverse student needs while modeling academic habits and fostering a collaborative learning environment. TAs serve as mentors, helping build a culture of exploration and independence while enhancing their communication and teaching skills. The program spans many subjects and requires a full-semester commitment from dedicated, responsible students eager to support their peers and deepen their learning.

TAs meet weekly in a cohort facilitated by the Assistant Head of Upper School for Academics and the All School Director of Faculty Growth and Development. Through this collaborative work, TAs practice being approachable mentors who actively listen and build relationships, encourage students to advocate for themselves, differentiate their approaches to meet individual needs, and share successful strategies and common challenges. Regular communication within the collaborative framework strengthens TAs' understanding of their roles, deepening their teaching strategies while ensuring every student feels included and supported.

Interested students in grades 11 and 12 should contact the course teacher and, if given approval, complete the TA application. TAs are required to attend every class and will receive a grade on their transcript. With approval, being a TA can also count as a 7th class.

Add/Drop Policy

To initiate either dropping or adding a class, students first consult with their advisor. The next step is procuring the required signatures on the Add/Drop Form and submitting it to the Registrar. Students must continue to attend and do the work for the class they are planning to drop until officially notified by the Registrar that the change has been made. Students in semester-long courses have until October 1 (fall) and February 15 (spring) to drop a course without it appearing on their transcript; students in year-long classes have until Thanksgiving break. It is unlikely that a student will be allowed to enroll in a new course after the first two weeks of the semester. Withdrawal from a course after these deadlines will, in most cases, be noted on the transcript as a WP (withdraw pass) or WF (withdraw fail) and no credit will be given. In the event that a teacher recommends a change in placement based on a student's learning needs ***before*** Thanksgiving, the grade and credit for only the new course are recorded on the transcript. If a placement change in a year-long course is made ***after*** Thanksgiving, the transcript will record separately the grade and credit for each course as if they were semester classes (e.g., Fall - Honors Biology: C+; Spring - Biology: B+).

Student Requests for a Change in Teacher
As a policy, the school does not accept requests for specific teachers. To ensure effective education, teachers and students must have productive relationships that often take time to develop. Therefore, students are expected to remain in the assigned courses for at least one semester.

If after one semester in a year-long course a student feels they would benefit from a different teaching style or approach, we will consider these requests under the following conditions:

- They have met with their advisor and the department chair (or Assistant Head of Upper School for Academics) to discuss the situation.
- They have made a good-faith effort to develop effective communication and relationship with their teacher.
- The Assistant Head of Upper School for Academics has final approval.

If a change is granted, students should be advised that permission to change teachers does not guarantee that the student will be assigned to any particular section or teacher. Additionally, such changes may require that other elements of their schedule be altered. Teacher changes are sometimes not possible, for example, if there are no other sections of a course or if all other sections are full.

Incompletes

In the event that a student is unable to complete coursework by the end of the term due to a medical leave or other approved accommodation, a teacher may record an Incomplete grade (Inc) at the end of a semester and assign a completion date for work outstanding. The missing work and expectations for completion will be communicated in an Interim that is sent to the student, parents, Advisor, Registrar, Assistant Head of Upper School for Academics, and Department Chair. An Incomplete is not an official grade and will not be included on a transcript that is sent to future schools/colleges; therefore, if a student fails to complete work by an agreed-upon deadline, the student will receive a grade for the term based on the work that has been completed.

Non-OES Academic Courses

Courses completed at institutions other than OES (such as a summer program, a community college, an online course, etc.) do not count toward OES graduation requirements. These courses will not appear on the OES transcript and no OES credit will be given. The College Counseling office will send additional transcripts to colleges if requested by the student or college.

If a student attended another high school, repeated a grade, or took a semester/year away, the other institution is referenced on the OES transcript and the additional transcript is forwarded to colleges as requested. In such situations, the Registrar and the Assistant Head of Upper School for Academics may waive OES graduation requirements (courses and credits) even though such courses will not appear on the OES transcript.

Advanced Placement Courses and Testing Policy

Colleges in the United States do not require AP exam scores as part of the admission process, and AP scores students choose to report in the application process play a relatively small role (sometimes, no role) in admission decisions. Although a number of colleges grant course credit for AP scores, not all colleges grant credit for AP scores, and some grant credit or placement on a limited basis.

OES offers AP exams for our AP courses: **French Language, Spanish Language, Statistics, Calculus AB, Calculus BC**. Students must be in the OES class to take the corresponding AP exam.

In addition to the exams listed above, OES offers the following AP exams: Biology (juniors and seniors only), Chemistry, Physics C: Mechanics, Physics C: Electricity and Magnetism, English Literature and Composition (juniors and seniors only), Chinese Language, and Computer Science A.

Grade 9: No exams
Students are not allowed to take AP exams unless enrolled in an OES AP course.
Grade 10: One exam
Students can take one AP exam in 10th grade. Students can request approval to take a second exam if they are in excellent academic standing and wish to take an additional exam besides their one OES AP course. Sophomores are *not* allowed to take the Biology exam, since that is a junior-year class.
Grades 11& 12: Two exams (for those not in any OES AP courses)
Students can request approval to take one additional exam along with their one or two OES AP courses.

Academic Semester/Year Away from OES

Students and families interested in a semester away from OES for study abroad or a domestic program should coordinate with the Assistant Head of Upper School for Academics by January of the year prior to the intended absence. OES does not give credit for semester programs offered by other institutions but will include a transcript of coursework completed along with the OES transcript. Coursework completed at an accredited program may be applied toward OES graduation requirements pending approval by OES administration.

OES remains committed to students even when studying away domestically or abroad and continues to provide services including academic advising, college counseling, and scheduling. Families with students away for one semester will be responsible for two-thirds of tuition for the year. Upon acceptance into a semester-away program, families will need to communicate directly with the Enrollment Management Office.

Attendance

Students are expected to attend all classes and school-day events. In the event of an absence, a parent or guardian must notify OES by completing the attendance form on

the homepage of the parent portal by 8:00 a.m. If you have questions, please email usattend@oes.edu. The attendance coordinator reports all absences to the student's teachers, advisor, and the Assistant Head of Upper School for Community. Medical and dental appointments should be scheduled during a student's open block, vacation periods, or after-school hours.

Arrive on Time
Upper School classes begin promptly at 8:25 a.m. on all days except late start days, when classes begin at 9:10 a.m. Arriving a few minutes early to greet friends and put away belongings is considered a respectful practice, as late arrivals disrupt the learning of others. Students arriving late to school are expected to sign in with the attendance coordinator and get a tardy slip. Please see the excessive tardy policy.

Stay on Campus
Students may not leave campus during the school day, which ends at 3:10 p.m. If a student has an unavoidable appointment during the school day, a parent must notify the Attendance Office in advance via the Veracross Parent Portal. Students who leave campus for appointments must sign out at the reception desk at the main entrance before leaving campus and sign back in when they return. Students are not permitted to arrive late or leave early due to Open Blocks. Seniors are allowed to leave campus during lunch (12:45-1:50 p.m.).

Planned Student Absences
Although students are best served by being present in class during the entire duration of the term, there are situations when students may experience an extended absence from school. In circumstances when a student is unable to be present at school, students are responsible for the classwork they miss and the assignments that are due. Students are expected to meet with all their teachers at least one week ahead of the planned absence as well as with their advisor to create a plan for managing the workload in each class. Upon return to school, students are expected to be ready to take any assessments they might have missed.

Excessive Absences
OES students are expected to attend every class, except when they have made prior arrangements, or when they have an emergency or health-related problems.

Students who are absent more than 10 classes/semester in a single course, regardless of the reason except for an approved medical leave, will not receive credit for the course and will receive a Withdraw Fail (WF) on their transcript.

Absences in excess of 10 school days that are not due to a medical leave may warrant a full review of a student's attendance and overall academic record to determine appropriate next steps, up to and including probationary status, loss of course credit, or withholding of the re-enrollment contract for the following year.

Excessive Tardies
OES students are expected to be punctual, recognizing that arriving late to school or

to an individual class can be disruptive to the student's learning and to others. Persistent and unexcused tardiness may result in a formal review of a student's attendance and academic record and could include probationary status, loss of course credit, or withholding of a re-enrollment contract for the following year.

Phone Policy

The Upper School **"Off and Away for the Day"** phone policy reflects OES' commitment to fostering a learning environment focused on academics, social engagement, and community and was created with input from parents, faculty, students, and research.

Students may keep their phones with them but will not be permitted to use them during the school day, from 8:00 a.m. - 3:10 p.m. If they need to use their phone they can come to the Upper School office to make a call or send a text home. Students may also ask to use a desk phone at the front desk. If a student needs privacy for that phone call, we can offer a private space. We understand that this might be a shift in your personal habits of communication with your student. Please refer to the Frequently Asked Questions document for more information.

Comments, Conferences, Interims, and Transcripts

Student progress reports are generated four times a year (November, February, April, and June). Cumulative GPAs will be calculated at the end of each semester. Final transcripts are sent to colleges within three weeks of a student's graduation from OES.

For the fall semester, all 9th graders are graded on a P/F basis in order to promote intentional experimentation of learning strategies in a low-stakes environment. This policy is also designed to help 9th graders develop OES grade-literacy, which means understanding grades as a form of feedback from which they receive valuable and actionable information; 9th grade teachers will therefore help students understand how their demonstrated growth can be represented by a letter grade range.

To ensure transparent communication and opportunity for growth, teachers write Interim Reports when a student earns a grade of C- or below on a major assessment, has a cumulative grade lower than a C, and/or is not making adequate progress on long-term projects. Interims are designed to support a student who is stuck and cannot easily move forward on their own and will benefit from re-adjustment and collaboration. In addition to the parents and student, Interim Reports are received by the student's advisor as well as by the Upper School Student Support Team to identify areas for improvement.

Student-parent-teacher conferences are held in November. At these conferences, students—in collaboration with parents and the advisor—set goals, identify obstacles, celebrate successes, and devise strategies for continued learning. Families are given advance notice of the conference schedule in order to plan other commitments around the conference and families are **expected** to be in town and present. Exceptions will be made for families of boarding students, for whom video conferencing is arranged.

Parents can access transcripts and comment reports, view attendance records and student schedules, update family information, and view the online directory in the Parent Portal.

Grading Practices

OES does not rank students or weight GPAs.

GPA Calculation

A: 4.00	B: 3.00	C: 2.00	D: 1.00
A-: 3.67	B-: 2.67	C-: 1.67	D-: 0.67
B+: 3.33	C+: 2.33	D+: 1.33	F: 0.00

Grade Descriptors

A, A-	B+, B, B-	C+, C, C-	D+, D, D-
Consistently demonstrates understanding of content and resources and can transfer skills to new tasks.	Demonstrates partial understanding and has room for comprehension and/or skills application growth.	Does not demonstrate understanding, has significant room for growth in comprehension and skills application.	Inadequate production, understanding, and application.

Course Offerings by Department

Interdisciplinary Electives

Interdisciplinary courses explore topics, ideas, and themes that extend beyond the boundaries of a single discipline. By recognizing how ideas and skills connect, students in interdisciplinary courses develop a deeper understanding of specific topics and content, practice recognizing patterns beyond the scope of an area of study, and explore the complexity and interconnectedness of the real world.

Course Descriptions

Encounters: Literature of Transformation and Transcendence (H)

The twentieth-century Jewish philosopher Martin Buber famously noted, "All real living is encounter." In this course, weaving together the disciplines of philosophy, literature, and theology, students explore this existential assertion through the study of selections from literature. Students will employ and develop skills in close reading, comparative analysis, critical scholarship, personal reflection, writing reading-response journals, analytical essays, and a concluding project. The Encounters course introduces opportunities to develop new techniques of exegetical analysis and literary criticism. The work of Encounters is not only analytical and critical, it is also reflective and relational. Readings include selections from John Milton's *Paradise Lost*, Herman Hesse's *Siddhartha*, the Hebrew Bible, and Christian New Testament, and short stories by Flannery O'Connor, Raymond Carver, Annie Dillard, and others.

Semester Course (spring)
Prerequisite: open to students in grades 11 and 12

Social Innovation and Entrepreneurship Course

This second-semester senior class will engage students in the dynamic and growing field of social innovation and entrepreneurship. In the first half of the class (third quarter), we will learn about entrepreneurship. Students will choose a social or environmental problem from the UN Sustainable Goals and will design a social venture project. Here is an example of a social entrepreneurial venture. The fourth quarter will be spent working on carrying out an entrepreneurial venture. Students will be "in the field" implementing their project.

Semester Course (spring)
Prerequisite: open to students in grade 12
★Social Impact class

English

The English Department's approach to literature and writing leads students both farther into the world and deeper within themselves. We explore the range and complexity of human experience captured in literature, while fostering interior worlds, too (the life of the imagination, the self). Learning to read deeply, closely, with heightened attention to the ways individual and cultural identities take shape through literature, students grow in their empathy for and understanding of other ways of being human. They also receive intensive training as writers: students learn to write clearly and powerfully in a variety of modes, whether gathering their thoughts into a coherent argument, accounting for their research, or developing their voice in a specific genre or form. Emerging with greater understanding, resourcefulness, and self-awareness, students are prepared to engage confidently and creatively with the world around them.

Course Descriptions

English 9

The 9th grade class initiates students into the world of literature and writing at the high school level, building skills and understandings that will serve them in their English classes and beyond. At its core, the class is about stories, the communities those stories emerge from, and the identities and relationships that form through individual or collective change. Students learn to read closely, taking their own observations and inferences as starting points for interpretations of stories, plays, graphic narratives, or modern novels. Students will find opportunities to respond to literature by writing personal reflections, composing creative texts, and practicing the skills of analytical essay composition. The writing process will be carefully scaffolded and guided with an eye towards becoming more aware of the building blocks of sentences and how to construct meaningful arguments that address specific audiences. A cornerstone of the English curriculum in the Upper School is also a self-reflection process on the strengths and challenges students face as learners, centered around individual learning conferences. This process will help students begin setting their own learning goals for future semesters.

Yearlong Course
Required for students in Grade 9

English Language Learning Academic Skills

In this course, students for whom English is a second (or third!) language practice and develop the skills essential to academic success at OES. In order to provide a bridge between academic language growth and the work they do in other classes, students in this course glean strategies and practice skills while engaging with relevant topics and texts. Skills that students might practice include: reading and vocabulary comprehension strategies, analyzing "writing moves" and practicing the writing process with different types of writing, recognizing grammar and sentence structure topics in context, and responding to peers in discussions. Through this class, students become confident, self-aware learners who can apply what they learn to other parts of their academic lives at OES.

Yearlong Course
Required for all new non-native English speaking students

English 10
Reinforcing skills learned in 9th grade, English 10 pushes students to grow in the clarity of their thought, writing, speech, and imagination. The course begins in the first semester with the paired study of analyzing the craft of writing and developing creative writing skills in the genres of poetry and short stories; students will write their own poetry and short prose, rooted in personal narrative. In the second semester, students examine the genres of the novel (most recently, Yaa Gyasi's *Homegoing*) and drama (most recently, William Shakespeare's *Macbeth*), focusing on closely analyzing character and theme. The course centers around character and voice—how people become who they are, and how they find expression for their experience and insights. Power relations and other social dynamics (especially around race, class, and gender) inform the study of literature in English 10, helping students become more conscious of their own growth and emergence into a complicated world.

Yearlong Course
Required for students in Grade 10

English 11
This class focuses on reading, process, collaboration, writing, and presenting. Students can expect to write and work with classmates frequently, both formally and informally, and to become a more skilled researcher and presenter. We will read literature from several genres connected to diverse identities that interact in the United States—primarily drama, poetry, fiction, and creative nonfiction—attempting to understand how authors process identity in the great diversity of peoples who interact in the United States.

Yearlong Course
Required for students in Grade 11

Senior English Electives
The Senior English electives at OES offer students the opportunity to cultivate the intellectual agility needed for college and beyond while focusing on a genre or topic of special interest for a full semester. Through close reading, research, debate, creative expression, and analytical writing, seniors gain a deep appreciation for literature and language and are equipped with the confidence to shape narratives, advocate for change, and navigate the complexities of the world around them.

Fall	Spring
• Dramatic Literature • Ethical Persuasion (H) • Memoir • Short Story • Social Justice in Literature	• Banned Books • Coming of Age • Fairytales and Legends • Feminist Literature • Historical Fiction (H) • The Practice of Poetry

Fall Courses

Dramatic Literature

This English course offers something for all kinds of students: aspiring actors, directors or budding playwrights; dramaturgs or techies; theater and movie buffs, or anyone keen to understand what makes a universal and enduring art form. We will explore plays as both literature and performance, reading, watching and analyzing powerful dramatic works from different eras and from all around the world - such as Euripides' *Medea*, Shakespeare's *Twelfth Night*, and Lynn Nottage's Pulitzer Prize-winning *Sweat*. We will also explore some modern film interpretations of famous plays and investigate how theater has been transforming itself in the 21st century, by seeing a live production and scenes from filmed plays or adaptations. Students will strengthen their own skills through analytical writing and informal performance and will also have regular creative opportunities - from scene performance and creative response to imaginative design work and dramaturgy. No theater experience is required.
Prerequisite: open to students in grade 12

Ethical Persuasion (H)

In this honors course, which focuses on persuasive speaking and writing, students will learn how rhetoric can be used to forward their own well-being and the issues they are passionate about, promote useful knowledge and policy, and defend groups and causes against unfounded attacks. In an age of misinformation and challenges to democracy, being able to influence someone with facts, negotiate win-win deals, and speak necessary truths has never been more important. To develop a tool-kit for equitable and truthful communication, students in this class will learn oral persuasion through speeches, debates and negotiations; hone persuasive nonfiction writing; and investigate effective modes for self-promotion and advertising. In addition to reading texts like *The Trial and Death of Socrates*, Jane Austen's *Persuasion*, and George Orwell's *1984*, students also will explore forms of manipulative persuasion, such as logical fallacies, propaganda, and deceptive marketing—not to use them, but to understand how they work and how to protect against them. For rising seniors who like nonfiction, enjoy psychology or politics, are passionate about justice or debating, or who would love the opportunity to sharpen their practical public speaking and writing skills, Ethical Persuasion might be just the ticket.
Prerequisite: open to students in grade 12 with department chair approval

Memoir

You are the most interesting subject you are likely to encounter, but telling your story can be a real challenge. This course is about capturing memories and distilling them into stories, making the most of the rich material that you are. How do humans turn the collected bits of their lives and themselves into compelling narratives? How do they take the jumble of fascinating moments, vivid impressions, and deeply seated ideas and craft them into art? Students will practice doing everything from writing the dreaded bios that introduce them to audiences to crafting the long essays that allow them to turn themselves into protagonists. Students will also read a variety of works by a global array of authors to consider how memoirs reflect cultures as much as they tell the stories of individual lives.
Prerequisite: open to students in grade 12

Short Story
Students in this class will read and talk about great short stories, they will learn to use the foundational elements of short fiction to write their own stories, and they will become astute and impactful writing partners for each other. Above all, by exploring the power of stories, they will learn to give shape and meaning to the world around them and understand that big things are happening around them all the time, even in the small moments. Through steady experimentation, revision, peer editing, and workshopping, students develop a body of original work they can feel proud of, all the while learning to puzzle out and account for what they find in the works of a wide variety of diverse contemporary writers.
Prerequisite: open to students in grade 12

Social Justice in Literature
In this course, students will examine how social justice issues such as race, class, gender, sexuality, political rights, and the environment are depicted and examined in literature. From the divided and volatile world of contemporary India in Megha Majumdar's intense and sharp novel *A Burning* to the scifi/fantasy desolate continent The Stillness in *The Fifth Season* by N.K. Jemisin, we will situate ourselves within literary spaces that also invite contemplations about power dynamics, systemic oppression, and interpersonal relationships. As a social impact course, students will have the opportunity to work closely throughout the semester with a local organization that is involved in social justice work in order to connect what they're learning in the course to their own community here in Portland.
Prerequisite: open to students in grade 12
★Social Impact class

Spring Courses

Banned Books
Why do books get banned? What does banning books reveal about a society's cultural mores? In this course, we will examine the historical and current practice of banning and contesting books, particularly in educational settings. By reading historically and currently banned books like Toni Morrison's classic *The Bluest Eye*, Maia Kobabe's graphic novel *Gender Queer*, and Margaret Atwood's novel turned TV show *The Handmaid's Tale*, we will surface the primary topics and depictions in literature that have provoked, offended, and intrigued a society of readers. Students can expect to discuss and write about race, gender, sexuality, religion, and other complex literary themes in the course.
Prerequisite: open to students in grade 12

Coming of Age
The journey from childhood to adulthood is a challenging one, indeed, which is why so many writers have explored the complexities of growing up. This class offers students a chance to navigate their own journeys of trying to find their place, their identity, and the answers to questions like "How will I belong?", "Who will accept me?", and "Will I be OK?" Through close and critical reading of novels and film, reflective and analytical writing, and collaborative discussions, as well as through the construction of their own

coming of age narratives, students will recognize themselves in the literature and the mirror it holds up to the real world. Texts might include *The Catcher in The Rye* by JD Salinger, *Salvage the Bones* by Jesmyn Ward, and *Fun Home* by Alison Bedchel.
Prerequisite: open to students in grade 12

Fairytales and Legends

We've all grown up with the stories–children lost in the woods, witches shoved into ovens, soldiers driven mad in wars that can't be won. What are those stories meant to teach us? Why have they survived? Did they help us or harm us? Who created those stories in the first place, and why do we trust them? In this course, we will read our way around the world and examine the variations in stories so old they've lost their authors. We'll consider culture and politics, psychology and history. We will look at how contemporary authors have reimagined these tales and how we might do the same for the 21st Century. This course will involve analytical writing, creative writing, and presentations, most of which will begin with, "In a castle, a long time ago and far, far away…"
Prerequisite: open to students in grade 12

Feminist Literature

Feminism and feminist literature is for everyone! bell hooks, one of the most accomplished feminist scholars of the 20th and 21st centuries writes, "Simply put, feminism is a movement to end sexism, sexist exploitation, and oppression." In this course, we will read a combination of feminist theory (nonfiction) and literature (fiction) with the aim of understanding a diversity of feminist thought and writing through the years. We will learn how feminist writers engage with topics like sexism, reproductive rights, gender identity, intersectionality, and sisterhood in their writing. Course texts include *Red Clocks* by Portland based author Leni Zumas and Ntzoke Shange's award winning *For Colored Girls Who Have Considered Suicide/ When the Rainbow is Enuf*, which has been produced on Broadway.
Prerequisite: open to students in grade 12

Historical Fiction (H)

This honors course offers students an opportunity to read and discuss engaging historical fiction novels and explore their literary creation, in preparation for developing students' own creative writing work in the genre. We will read historical fiction novels set a range of eras and regions – possibly Naguib Mahfouz's *Akhenaten: Dweller in Truth* (ancient Egypt), Jo Baker's *Longbourn* (Regency England) and Charles Johnson's *The Middle Passage* (19th century United States and the Atlantic Ocean). Each student will also have the opportunity to pick a fourth novel to read on their own and introduce to the class. Students will be guided in weekly sessions to research a historical era and region, or a key historical event of their choice, in order to create the characters, setting, outline and a full written chapter of their own historical fiction novel.
Prerequisite: open to students in grade 12 with department chair approval

The Practice of Poetry

Whether you have an established practice or have only written poetry when required by your English teachers, this course offers valuable motivation, strategies, and

opportunities to develop as a poet. We will explore the work of professional poets every day and learn techniques for deeper reading and more productive writing, editing, and feedback. The course identifies the connections between poetry and visual and performance media, investigates fixed forms from different eras and traditions, and digs into some different sub-genres of poetry (e.g.: music-linked, witness poetry, spoken word). At every stage, you will practice writing and refining poems, particularly through weekly “field trips” to inspiring on-campus locations. Be prepared for a workshop environment, in which you help each other grow more adept at writing and reading. The course culminates in a carefully-chosen personal portfolio of your best work.

Prerequisite: open to students in grade 12

History and Social Studies

The History and Social Studies Department empowers students to see history not as a distant record, but as a dynamic force that continues to shape the world today. Our curriculum fosters curiosity, critical thinking, and prepares students to engage thoughtfully with global challenges. We highlight diverse perspectives, helping students recognize how different experiences shape history. By examining multiple viewpoints, they not only develop empathy but also gain a deeper, more accurate understanding of both the past and present.

Course Descriptions

History 9: World History

This course is not about covering all of world history. Who can do that in one school year? It is about understanding some of the major forces that have helped shape our world over time.

Four key themes guide this course: **A**uthority, **B**eliefs, **C**onflict, and **D**iaspora (ABCD). Students examine these themes through a number of historical periods that focus on political systems, revolution, genocide and war, and forced migration. Through the study of the world both past and present, students will also learn the tools necessary to be effective historians, including how to read, analyze and discuss primary and secondary sources, develop a meaningful inquiry-based research question, make an argument and choose relevant evidence, and communicate effectively in a variety of modes including writing, discussion, artifact production, and presentations.

Yearlong Course
Required for all students in Grade 9

US History

How has the United States come to be what it is today? The answer lies in its past. The story of America has often been described as an unfinished journey - one in which we are constantly striving to live up to our founding principles. This course investigates the most significant social and political themes that have colored our country's past. As such, gender, class, and race constitute fundamental reference points for understanding how resources and power were divided in our society and to what degree change occurred. The first semester focuses on the Civil War as the central drama of 19th-century America. We examine its causes as well as its effects. The second semester's main focus is social reformers, who fought for civil liberties and rights, from the turn of the century to the 1960s. Like the school's mission to use our power for good, we explore the theme of how one becomes a good agitator. Assessments may include tests, essays, and research projects.

Yearlong Course
Required for all students in Grade 10

11th and 12th Grade Electives

Fall	Spring
• Advanced Debate • The Cold War (H) • Cult of Personality (H) • Global Issues • Introduction to Psychology	• Anthropology • Economics (H) • Introduction to Psychology • Media Studies

Fall Courses

Advanced Debate

Advanced Debate is a one-semester course for students who have previously been involved in the Speech and Debate activity or extracurricular offering or received approval from the instructor. This course is designed for students deeply committed to the academic and competitive dimensions of debate. Students expand on the fundamentals by engaging in more complex topics across Lincoln Douglas, Public Forum, Policy, and World Schools formats. The curriculum emphasizes advanced argumentation, deeper research strategies, topic analysis, and rhetorical technique.

Students are required to attend four interscholastic competitions, reinforcing the course's real-world applications. Each student will also complete an independent study project focusing on a critical or philosophical issue in debate. These projects are expected to demonstrate intellectual maturity and are designed to support the student's growth as a scholar and advocate. Students in this course serve as role models and leaders within the OES Debate program, setting a high standard of academic excellence and engagement.

Semester Course (fall)

Prerequisites: open to students who have previously been involved in the Speech and Debate activity or extracurricular offering

The Cold War (H)

Peace did not arrive when World War II finally came to an end; instead, the Cold War began. For the second half of the 20th century, from 1945 to 1991, the clash between two ideologically and philosophically opposed systems - the capitalism of the United States and the communism of the Soviet Union - shaped international relations as proxy conflicts and political interventions left enduring legacies across the globe. This course will investigate how the Cold War started and why, how it was waged and by whom, why it lasted as long as it did, and finally, how it ended. Although not simply a chronological survey of the key events, we will also study the many ways in which the Cold War found expression in the social and cultural life of the United States and how that influence affected American politics and foreign policy. Furthermore, only by understanding how the Cold War shaped our world can we make sense of what it has left behind. The course incorporates primary sources, secondary readings, films, and simulations to encourage critical exploration and debate about the diverse and often conflicting interpretations of the period. A central aim is to strengthen students' critical

reading and analytical skills by comparing historians' arguments, identifying different perspectives, and developing a nuanced approach to understanding the past.

Semester Course (fall)
Prerequisites: open to students in grades 11 and 12 who have completed US History

Cult of Personality (H)

With a case-study approach, this class will look at a few of the most notorious dictators of the last century to understand why their power was not hindered by place, ideology, and circumstance. Through an examination of three leaders—Fidel Castro, Adolf Hitler, and a dictator of your choice—students will analyze the context of the dictator's rise, the tools used to consolidate power, systems of control used to maintain power, and the role and suppression of opposition groups. Students will also explore the impact of these leaders on health care, education, gender issues, and the economy. The class will ask questions like, What is the significance of charisma? Is crisis the key to the rise of a dictator? Are these leaders successful in improving society, as their rhetoric claims? and What can lead to a leader's downfall under the weight of this level of oppression? Students will research a leader of their choice and craft a comparative analysis to explore the significance of dictators in the course of national or global history.
Semester Course (fall)
Prerequisites: open to students in grades 11 and 12

Global Issues

How does the current conflict in the Middle East impact international relations outside of that region? Can we compare what is happening with trans rights in Texas to LGBTQ rights in Uganda? What does an international treaty about cutting CO2 emissions have to do with you? The best way to live in an interconnected world is to understand what is going on and analyze how events in one region can impact another. In this class you will be studying current global issues related to human rights, international relations and environmental sustainability. Using readings, videos and discussions we will analyze the root causes, implications, and potential solutions to these pressing global challenges. By the end of the semester, you will be equipped with the knowledge, skills, and perspectives necessary to actively engage with and address the challenges facing our interconnected world.
Semester Course (fall)
Prerequisite: open to students in grades 11 and 12
★Social Impact class

Introduction to Psychology

Why are smartphones so addictive? What is unique about the teenage brain? And what's the secret to happiness? This course will introduce students to the fundamental concepts of psychology, or the scientific study of human behavior and mental processes. Particular focus will be placed on the biological basis of behavior, human development, cognition, and social psychology. Students will learn to connect key psychological theories and concepts to their own lives through case studies, discussions, and hands-on activities. By the end of the course students will gain a deeper understanding of themselves and the world around them, preparing them to

think critically about human behavior.
Semester Course (fall and spring)
Prerequisites: open to students in grades 11 and 12

Spring Courses

Anthropology
A dynamic subject, which pulls from the study of culture, science, and the humanities, Anthropology is focused on understanding culture, challenging assumptions, and finding similarities in seemingly different societies. The goal is to better understand what factors influence human behavior and reflect on the impact of our own social constructs. Students in this class will explore what it means to be human through a comparative approach using ethnographic research to understand key elements of the human experience such as illness, identity, power, and belonging. Students in this class will use what they've learned to further develop an understanding of contemporary social, cultural, and environmental problems. Through research in traditional and non-traditional methods, students will write their own ethnography, which will reveal unwritten rules, expectations, and values about a cultural practice of their choice.
Semester Course (spring)
Prerequisites: open to students in grades 11 and 12

Economics (H)
This advanced course introduces the language and core principles of economics. Students will learn how economists study the decisions people and firms make as well as the implications of those decisions. Students will think analytically about the economic forces at work in modern society and apply them to controversial policy debates. In addition to interpreting and analyzing graphs, students will seek to understand key concepts through copious examples from the contemporary world in order to develop an economic way of thinking about issues they will confront in the years ahead. This course has a challenging reading load, and assessments include several independent projects.
Semester Course (spring)
Prerequisites: open to students in grades 11 and 12

Introduction to Psychology
Why are smartphones so addictive? What is unique about the teenage brain? And what's the secret to happiness? This course will introduce students to the fundamental concepts of psychology, or the scientific study of human behavior and mental processes. Particular focus will be placed on the biological basis of behavior, human development, cognition, and social psychology. Students will learn to connect key psychological theories and concepts to their own lives through case studies, discussions, and hands-on activities. By the end of the course students will gain a deeper understanding of themselves and the world around them, preparing them to think critically about human behavior.
Semester Course (fall and spring)
Prerequisites: open to students in grades 11 and 12

Media Studies

From newspapers to TikTok, the term "media" covers a gamut of forms. But all forms share a single common denominator: they are powerful sources of information … and disinformation. Media is how we learn about politics, economics and social events in our everyday lives. The goal of this course is to help you understand the who, how, and why behind the media we consume. Our first unit will focus on the history of journalism and its impact on American society. The second unit will be centered on “representation” both historically and in contemporary film, television, and music. In the third unit, you will learn about the techniques, strategies, and cultural impact of advertising in different time periods and mediums. In all units we will explore the democratization of media through analyzing content on the internet and social media. Media literacy will help you think critically about the role you play as both producer and consumer of our media centric culture.

Semester Course (spring)

Prerequisites: open to students in grades 11 and 12

Mathematics and Computer Science

The OES math and computer science curriculum asks students to think critically about concepts and applications. Our courses emphasize reasoning, computation, collaboration, and communication through a lens of inquiry. The goal of the Mathematics and Computer Science Department is to equip students to grow as problem solvers who appreciate mathematics as a creative pursuit and have the reasoning skills necessary to navigate new and complex challenges.

Course Sequence: Our core math courses are Algebra, Geometry, Advanced Algebra, and Precalculus. After Geometry, we also offer the two course sequence of Advanced Algebra with Proofs and Precalculus with Proofs, which emphasize the more theoretical aspects of the subjects. In addition to these core classes, we also offer a variety of math and computer science electives, which include AP Calculus, AP Statistics, and several Computer Science courses that use the Python programming language. The math graduation requirement is three credits through Advanced Algebra.

Placement: As a department, we strive to place each student in a learning environment where they can find success while engaging deeply with the curriculum. To do this, we consider a student's work in previous courses, communicate with past teachers, and require incoming students to take a STEM diagnostic test. All these factors are taken into consideration when determining a student's math placement. In addition, student placement is reviewed each year and movement between courses is determined by teacher recommendation and student performance in their current math class. Students must earn a C- or higher to progress to the next class in the sequence.

Course Descriptions

Algebra

This course lays the groundwork for future math courses by exploring various topics from Algebra while reviewing Arithmetic and Pre-Algebra skills along the way. A variety of approaches to learning and assessing math will be used, including note taking, homework, quizzes, exams, problem sets, projects, presentations, and collaborative problem solving. In addition, students will practice skills for effectively communicating mathematics through their mathematical writing and their presentation of solutions to problems. The main topics covered in this course are rates of change, linear equations in one and two variables, systems of linear equations in two variables, quadratic equations, and an introduction to functions and function notation.

Yearlong Course

Geometry

In this course, students explore the geometric assumptions needed for the logical development of Euclidean geometry, beginning with compass and straightedge constructions and developing angle relationships. Through hands-on activities, comparisons, proofs, theorems, and applications, students develop an understanding

of planar figures in terms of congruence and similarity. Using two-column proof methods, students will learn to prove several important theorems about triangles, parallelograms, parallel lines cut by transversals, and circles; students use the concept of similar triangles to prove the Pythagorean Theorem and to define trigonometric functions. Throughout the course, students will deepen their understanding of algebraic concepts, including composition of functions.
Yearlong Course
Prerequisite: Algebra

Advanced Algebra
In Advanced Algebra, students build on work from previous algebra and geometry courses to study a variety of functions and their transformations. This course focuses on both the theory and applications of functions, ensuring that students are able to connect their algebraic, numerical, and graphical representations. Piecewise linear functions are used to review and reinforce the definitions of function, graph, domain, and range. Students extensively study quadratic functions and explore the mathematics behind polynomials, including operations applied to polynomials and rational functions. Exponential properties are revisited and extended to study nth roots and exponentials. Function composition and the concept of inverse functions are also introduced and reinforced with an introduction to logarithms. Applications involving optimization, compound interest, and exponential growth and decay models are included.
Yearlong Course
Prerequisites: Geometry

Advanced Algebra with Proofs (H)
Advanced Algebra with Proofs is the study of linear, quadratic, polynomial, rational, exponential, and logarithmic functions. An emphasis is placed on using precise mathematical language and learning and understanding proofs of several relevant theorems. In this course, students prove laws of exponents and learn how to solve quadratic equations. Using the geometric definitions of circles and parabolas, students derive their equations. Students apply transformations of the plane, congruence, and similarity to understand the vertex form of the parabola. Students learn the definition of a function and apply it to study linear and quadratic functions. Exponential functions are introduced via interpolation while logarithmic functions are introduced as inverses of exponential functions. Using technology, students explore polynomial and rational functions and then move on to solving radical and rational equations. Throughout the course, students use application problems to reinforce and deepen their understanding as they explore optimization, projectile motion, compound interest, population growth models, and radioactive decay models. This is an honors-level course.
Yearlong Course
Prerequisites: Geometry (A average) and teacher recommendation

Precalculus
In this course, students continue their work from previous algebra and geometry courses by studying functions through graphical, numerical, and written representations. The goal of this course is to help students polish their algebraic skills and their fluency in communicating mathematics before advancing to more advanced math courses. An

emphasis is placed on the following function types: polynomials, exponentials, logarithmic, rational, trigonometric, and inverse trigonometric. As time permits, additional topics to be investigated include sequences, series, and an introduction to limits. To enhance the understanding of these topics, data analysis and mathematical modeling of real world situations will be introduced. Technology is integrated throughout.
Yearlong Course
Prerequisite: Advanced Algebra

Precalculus with Proofs (H)
Precalculus with Proofs is the study of trigonometric functions and the foundations of differential calculus. Students review the definitions of sine and cosine functions using right triangles and then use the unit circle to extend the domain of those functions to all real numbers. Students use transformations of the plane to prove several trigonometric identities involving sine and cosine functions. Applications include proving de Moivre's formula and finding nth roots of unity. Students also prove and apply the law of sines, the law of cosines, and Heron's area formula. The concept of inverse functions is used to study inverse trigonometric functions and to solve trigonometric equations. Students are also introduced to sequences and the notion of the limit of a sequence from both an intuitive and rigorous approach. Students apply these ideas to explore concepts such as the limit of a series and the limit of a function, as well as, continuity and differentiability. This is an honors-level course.
Yearlong Course
Prerequisite: Advanced Algebra with Proofs (B average or higher); or Advanced Algebra (A average) and teacher recommendation

Math Electives

Fall	Spring	Yearlong
• Advanced Statistics with R (H) • Linear Algebra (H)	• Differential Equations (H) • Vector Calculus (H) • Advanced Statistics Seminar (H)	• Calculus with Applications • AP Calculus AB • AP Calculus BC • AP Statistics

Calculus with Applications
This course introduces students to the big ideas of calculus with the goal of preparing them for more in-depth study in the future. Amid a reinforcement of precalculus concepts and skills, students begin an exploration of Differential Calculus and its applications to social and environmental contexts. Topics include limits, continuity, rates of change, tangent lines, derivatives, implicit differentiation, linear approximation, related rates, and optimization. Emphasis is placed on actively practicing problem solving, reasoning, and communication.
Yearlong Course
Prerequisite: Precalculus

AP Calculus AB

This is a college-level introductory calculus course designed to cover Differential Calculus (functions, limits, continuity, Intermediate Value Theorem, tangent lines, velocity, derivatives, rates of change, implicit differentiation, linear approximation, Mean Value Theorem, related rates, curve sketching, l'Hospital's rule, and optimization problems); Integral Calculus (area, distance, Riemann sums, the Fundamental Theorem of Calculus, antiderivatives, integration techniques, and volume); and Differential Equations (slope fields, separation of variables, Newton's Law of Cooling, and population growth). The goal of this course is to introduce students to the fundamental ideas of single-variable calculus while preparing them for success on the AP Calculus AB Exam. An emphasis will be placed on conceptual understanding, cultivating problem solving skills, implementing technology, and developing mathematical intuition.

Yearlong Course

Prerequisite: Precalculus with Proofs (B average or higher); or Precalculus (A average) and teacher recommendation

AP Calculus BC

This is a college-level introductory calculus course designed to cover all the topics in Advanced Placement Calculus AB (see above) as well as Parametric Equations and Polar Coordinates (motion in the plane, speed and velocity, tangent lines, area, and arc length) and Sequences and Series (recursive sequences, convergence of sequences, geometric series, convergence of series, convergence tests, power series, Taylor polynomials, Taylor series, and Lagrange's error bound). The goal of this course is to introduce students to the fundamental ideas of single-variable calculus while preparing them for success on the AP Calculus BC Exam. An emphasis will be placed on conceptual understanding, cultivating problem solving skills, implementing technology, and developing mathematical intuition. Applications to geometry, science, economics, and numerical methods will be included.

Yearlong Course

Prerequisite: Precalculus with Proofs (B average or higher) and teacher recommendation; or AP Calculus AB (B average or higher)

AP Statistics

AP Statistics involves descriptive statistics (interpreting, organizing, and visualizing data), research design (designing survey, observational studies, and experiments), probability theory, simulation (modeling real-world situations with calculators and computers), and statistical inference. Class activities include data collection and analysis, small group activities, and graphing calculator analysis. Projects involve data collection from the Internet and information collected from student-designed surveys. This course is equivalent to one semester of college-level Statistics and prepares students to take the AP Statistics exam.

Yearlong Course

Prerequisite: Precalculus; or Advanced Algebra and teacher recommendation

Advanced Statistics with R (H)

Statistics is the study of how best to collect, analyze, and draw conclusions from data. In this semester-long course, you'll learn the concepts, topics, and techniques used by data scientists and statisticians—including observational studies and experiments,

correlation, regression, exploratory data analysis, and inference. You will learn the basics of statistical inference to understand and compute p-values and confidence intervals, all while analyzing data with R code. We will use visualization techniques to explore authentic data sets and determine the most appropriate approach. Finally, we will describe robust statistical techniques as alternatives when data do not fit the assumptions required by the standard approaches. This is an honors-level course.
Semester Course (fall)
Prerequisite: AP Calculus AB; AP Calculus BC; or permission from instructor

Linear Algebra (H)
This course provides an introduction to vectors, vector spaces, and matrices. These topics are fundamental in the subjects of mathematics, science, engineering, and computer science. (Vectors show up in physics as velocities and forces, and in mathematics they can be used to describe hyperplanes in Euclidean space. Matrices can be used to rotate objects, transform coordinate systems, and even compress data). The goal of this course is for students to learn and explore the fundamentals of vectors and vector spaces through proof writing and applications. Topics include dot product, cross product, orthogonality, matrix multiplication, determinants, inverses, subspaces, span, linear independence, basis, and linear transformations. More advanced topics of study may include eigenvalues and eigenvectors, change of coordinates, and method of least squares. This is an honors-level course.
Semester Course (fall)
Prerequisite: Precalculus with Proofs or Calculus AB or BC; or permission from instructor

Differential Equations (H)
This course is a problem-based introduction to differential equations for students who have completed AP Calculus AB or the first semester of AP Calculus BC. The course begins with separable differential equations and Euler's method and introduces the method of integrating factors. Then, to begin to address the question of why differential equations are important, students pick a differential equation to explore and report back to the class on their findings. The remainder of the course consists of individual or collaborative projects on various topics that use differential equations such as orbital mechanics, Laplace transform, Fourier series, and power series solutions. (While no coding experience is necessary for this course, numerical methods and coding may be incorporated into some of the projects). This is an honors-level course.
Semester Course (spring)
Prerequisite: AP Calculus AB or the first semester of AP Calculus BC

Vector Calculus (H)
This course is an introduction to the calculus of functions of several variables. Building on the main ideas of single variable calculus, students will study limits and continuity, partial derivatives, and multiple integrals for functions of two or more variables. Students will also work with vector-valued functions and learn how to compute directional derivatives, line integrals, and surface integrals. The gradient, divergence, and curl operators will be introduced, and then the integral theorems of Green, Stokes, and Gauss will be explored. Additional topics for this course include Taylor

Series for functions of one, two, or more variables; the max/min theory for functions of two or more variables with constraints; change of coordinates; and curvature of curves and surfaces. There will be an emphasis on computations and applications. This is an honors-level course.
Semester Course (spring)
Prerequisite: AP Calculus AB or the first semester of AP Calculus BC

Computer Science Electives

The Computer Science program at OES is a dynamic and advanced curriculum designed to challenge students at every level, from foundational programming to cutting-edge machine learning. With an emphasis on computational thinking, algorithmic problem-solving, and real-world applications, students gain the skills to tackle complex challenges using code. Through project-based learning, they engage with data science, artificial intelligence, and algorithm development, honing their ability to analyze information, optimize solutions, and build innovative programs. Collaboration and creativity are at the heart of the program, encouraging students to think critically and apply their knowledge to fields as diverse as social networks, cybersecurity, and scientific research. By integrating mathematical reasoning, logic, and hands-on coding experience, the program prepares students not just for further study in computer science but for leadership in a world where technology drives progress. These courses are complemented by many co-curricular offerings including the Oregon Game Project Activity, the George Fox Coding Competitions, computer science club, and others.

Fall	Spring
• Python I: Foundations of Programming • Python II: Advanced Programming and Problem Solving (H) • Algorithms (H)	• Python I: Foundations of Programming • Python II: Advanced Programming and Problem Solving (H) • Python III: Data Science (H) • Machine Learning (H)

Python I: Foundations of Programming

Writing programs is a very creative and rewarding activity. This course was developed under the assumption that everyone needs to and is capable of learning how to program. In this introduction to coding course, students will learn how to think computationally and how to write programs using the Python language. Students will develop the skills to look at a data/information analysis problem and develop a program to solve the problem. Once you know the basics of programming you will find many applications for your newly developed skills—some of which you will explore towards the end of the semester. Students in the past have put their programming skills to use to build a currency converter, a battleship inspired game, a game of 24, and a message coder and decoder.
Semester Course (fall and spring)
Prerequisites: Algebra; or permission from the instructor

Python II: Advanced Programming and Problem Solving (H)

This course is for students who have completed Advanced Algebra or those who have already taken Python I. Through a project-based approach that focuses on creating efficient, readable algorithms, students will extend their knowledge of the fundamentals of computational thinking and problem-solving. Students will learn to write efficient code, in smaller chunks, utilizing functions and debugging when necessary, and learn to think and create like computer scientists. Topics include programming language syntax, data types, control structures, functions, classes, and file input/output. This is an honors-level course.

Semester Course (fall and spring)

Prerequisites: Python I; or students in grades 11 and 12 who have completed Precalculus and have permission from the instructor

Python III: Data Science (H)

This one-term course builds on the skills and concepts learned in Advanced Programming in Python. The topics challenge students to explore how computing and technology can impact the world, with a unique focus on creative problem solving and real-world applications. This course covers topics such as data manipulation and analysis using the Pandas package, data visualization using the Matplotlib package, web scraping, and more advanced data structures. Project-oriented group assignments will be a large component of the course. This is an honors-level course.

Semester Course (spring)

Prerequisite: Python II

Algorithms (H)

Algorithms provide the true power and beauty behind computer science, and the ones studied in this course have significant intellectual depth as well as numerous practical applications. This course provides an introduction to algorithms for students who have completed Advanced Programming in Python and Data Science and would like to take their CS skills to the next level. This course is rigorous but emphasizes the big picture and conceptual understanding over low-level implementation and mathematical details. Some of the topics covered in this course include: asymptotic ("Big-oh") notation, sorting and searching, recursion, divide and conquer, randomized algorithms (QuickSort, contraction algorithm for min cuts), applications of breadth-first and depth-first search over graphs (including shortest paths and social network analysis), greedy algorithms, and dynamic programming. Final projects involve extending our new powers to build applications and programs which make use of and extend the algorithms we've studied. This is an honors-level course.

Semester Course (fall)

Prerequisite: Python III; or permission from the instructor

Machine Learning (H)

This course provides a broad introduction to machine learning. This course will cover topics such as gradient descent used in regression algorithms that will allow for an exposure to multivariable calculus content as well as independent learning topics such as dimensionality reduction that will allow for a discussion of linear algebra topics. The Python programming language will be used daily and prior coding

experience is required. At every opportunity, real world data sets and problems will be discussed, such as the Netflix Prize awarded for the best movie recommender system. This is an honors-level course.

Semester Course (spring)

Prerequisite: Python II and AP Calculus AB or AP Calculus BC; or permission from the instructor

Physical Education & Health and Wellness

Course Descriptions

Health and Wellness

Health and Wellness empowers students with the knowledge and skills needed to promote personal, peer, and community well-being. Within a supportive classroom, students will learn how to reduce their risk of harm while staying attuned to an internal compass that guides responsible decision-making. As a shared learning experience for all 9th graders, this course extends beyond our health curriculum as students strengthen their social-emotional learning, deepen their community connections, and build their independence skills.

Our inclusive **health curriculum** aligns with state and national learning standards, guiding students through four units of study: comprehensive sexuality education; safe and healthy relationships; alcohol and other drug prevention; and mental health awareness. Beyond the personal, we will engage in public health inquiry that challenges students to think critically and collaboratively about the complex social issues that impact their generation. Learning will occur through: facilitated workshop lessons; journaling reflection; inquiry and creative projects; film and discussion; Socratic seminars' collaborative discussions; and circle sharing. Student voice will be centered and peer-to-peer communication prioritized.

Students will be supported in their transition to the Upper School, building a strong foundation of connections and skills. In the fall we are guided through experiential education on the low and high ropes courses. In the winter we engage in service to the Lower School. Our independent inquiry project builds proficiency in academic skills and student mindsets that are key to success in the US. In May students begin a supported Open Block.
Yearlong Course: students earn 1.0 credits, fulfilling the Oregon and OES health requirement for high school graduation.
Required for students in Grade 9

Weightlifting

This course is designed to offer students a comprehensive understanding of the fundamentals of weightlifting and strength training, emphasizing proper form on foundational movements, safety, and developing strong mental habits. Students will also learn the basics of human anatomy, kinesiology, nutrition, and muscle development. Students will have the opportunity to create, execute, and track their own weightlifting programs catered to their specific fitness goals under the guidance of certified trainers and coaches. This course is suitable for any student looking to improve their muscular strength, develop strong mental habits, overall fitness, or just to move throughout the day. Assessments include movement evaluations, reflections, and other written work.
Semester Course (fall and spring)
Prerequisites: open to students in grades 10, 11, and 12

Religion and Philosophy

Using our Episcopal values of justice, inclusion, and beloved community as a starting point, the Religion and Philosophy Department at OES empowers students to engage critically with the world around them through curiosity, wonder, and experiential education. By exploring some of life's most profound questions, students will reflect on and discern their own values and develop an appreciation for the diversity of human experience. In emphasizing a holistic approach to educating the whole person, the Religion and Philosophy department at OES inspires students to become more compassionate, reflective, and informed lifelong learners who use their power for good.

Religion and Philosophy classes are open to students in grades 11 and 12.

Course Descriptions

Fall	Spring
• Buddhism (H) • Christianity and Social Justice • Ethical Intelligence • Exploring Cultural Diversity through World Religions • Saints, Sinners, and Sorcery: Religious Roots of the European Witch Hunts	• Buddhism (H) • Encounters: Literature of Transformation and Transcendence (H) • Ethical Intelligence • Rebel, Ruler, Savior, Spy: Women's Stories in the Hebrew Bible • Superheroes and Spirituality • The Philosophy of Love

Fall Courses

Buddhism (H)

This course takes as its focus the teachings essential to understanding Buddhist philosophy and religion. Using the three turnings of the wheel of dharma as a guide, students will study the Four Noble Truths as both the Buddhist view of reality and the system of practice to be followed in light of this reality, and they will study the results of engaging in such a practice. Other topics of study will supplement a student's understanding of the Four Noble Truths; these include emptiness, dependent arising, compassion, cyclic existence, and karma. Throughout the course, students will read sutras and commentaries, explore the relevance of these teachings to their own lives, and engage experientially with a key aspect of Buddhist practice, meditation.
Semester Course (fall and spring)

Christianity and Social Justice

As of 2025, 62% of Americans identify as Christian, indicating that Christianity remains a significant and deeply influential force in American culture, politics, and values.[1] This enduring influence raises important questions, then, about *how* Christian beliefs, institutions, and interpretations shape–and are shaped by–contemporary struggles for

[1] https://www.pewresearch.org/religious-landscape-study/

justice and equality. In this course, we'll wrestle with the ways Christianity intersects with some of today's most pressing social justice issues, including gender, sexuality, abortion, the environment, and economic inequality, to name just a few. Students will analyze the various factors that shape Christian perspectives on social justice–and why Christians so often disagree with each other.

Whether you see Christianity as a force for liberation, a tool of oppression, or something in between, this course won't be about learning *what* to think, but rather, *how* to think. No matter where students fall on the religious spectrum, this course will challenge assumptions and equip students with the tools necessary to engage with the debates shaping our world today.

Semester Course (fall)
★Social Impact class

Ethical Intelligence

For centuries, humans have derived their morality and ethics from their faith traditions. Today, of course, this holds true for many, but in an increasingly technological world where exposure to and communication with others has well exceeded anything our ancestors could have imagined, the information many of us receive, the beliefs and values we hold to, originate from much more varied sources. This course is an opportunity to discern where our morality and our ethics come from, to consider whether - when we define them more fully - they are morals and ethics we want to keep and if our actions and behaviors reflect the level of integrity we aspire to. This course is also an opportunity to learn about the ethical intelligence expressed in various faith traditions and to explore different ethical theories and how they might inform decision-making on a personal and global scale.

Semester Course (fall and spring)

Exploring Cultural Diversity through World Religions

Religions have influenced political, social, and cultural aspects of societies around the world. In this course, students will explore world religions that have played a role in human history including Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Shintoism, and Taoism. Students will explore the questions: "What is religion?" and "What is the purpose of religion?" while receiving an overview of the histories, principles, beliefs, and rituals held in various world religions.
Students will be tasked to consider the commonalities among the world religions, the various ways people and cultures approach and practice religion, and the influence that religion has made on societies throughout time by engaging in discussions, reading a combination of primary and secondary sources, research, written work, and other projects throughout the course.

Semester Course (fall)

Saints, Sinners, and Sorcery: Religious Roots of the European Witch Hunts

You have been accused of witchcraft. You have two choices: You can either deny the claims, risking conviction, torture, and even execution. Or, you can confess to crimes you didn't commit and accuse others to try and save yourself. What do you do?

These were the choices many people faced during the late Medieval period (~1400-1700) when Europe was engulfed by a wave of mass hysteria and groupthink. Thousands were accused, tried, and executed for making pacts with the Devil and practicing witchcraft. In this course, we'll analyze the various religious, psychological, cultural, and historical factors that contributed to the hunts, including the Church's role in fueling the panic and the gendered nature of the trials which frequently targeted women, often for their knowledge, age, and social standing.

By examining these factors, students will uncover how fear and control have been used to manipulate societies, and how people resisted and worked to bring about change. Through this lens, students will see that the European Witch Hunts were not just an isolated historical and religious event but a reflection of the ongoing human struggle for security, justice, and meaning.
Semester Course (fall)

Spring Courses

Buddhism (H)
This course takes as its focus the teachings essential to understanding Buddhist philosophy and religion. Using the three turnings of the wheel of dharma as a guide, students will study the Four Noble Truths as both the Buddhist view of reality and the system of practice to be followed in light of this reality, and they will study the results of engaging in such a practice. Other topics of study will supplement a student's understanding of the Four Noble Truths; these include emptiness, dependent arising, compassion, cyclic existence, and karma. Throughout the course, students will read sutras and commentaries, explore the relevance of these teachings to their own lives, and engage experientially with a key aspect of Buddhist practice, meditation.
Semester Course (fall and spring)

Encounters: Literature of Transformation and Transcendence (H)
The twentieth-century Jewish philosopher Martin Buber famously noted, "All real living is encounter." In this course, weaving together the disciplines of philosophy, literature, and theology, students explore this existential assertion through the study of selections from literature. Students will employ and develop skills in close reading, comparative analysis, critical scholarship, personal reflection, writing reading-response journals, analytical essays, and a concluding project. The Encounters course introduces opportunities to develop new techniques of exegetical analysis and literary criticism. The work of Encounters is not only analytical and critical, it is also reflective and relational. Readings include selections from John Milton's *Paradise Lost*, Herman Hesse's *Siddhartha*, the Hebrew Bible, and Christian New Testament, and short stories by Flannery O'Connor, Raymond Carver, Annie Dillard, and others.
Semester Course (spring)

Ethical Intelligence
For centuries, humans have derived their morality and ethics from their faith traditions. Today, of course, this holds true for many, but in an increasingly technological world where exposure to and communication with others has well

exceeded anything our ancestors could have imagined, the information many of us receive, the beliefs and values we hold to, originate from much more varied sources. This course is an opportunity to discern where our morality and our ethics come from, to consider whether - when we define them more fully - they are morals and ethics we want to keep and if our actions and behaviors reflect the level of integrity we aspire to. This course is also an opportunity to learn about the ethical intelligence expressed in various faith traditions and to explore different ethical theories and how they might inform decision-making on a personal and global scale.
Semester Course (fall and spring)

Rebel, Ruler, Savior, Spy: Women's Stories in the Hebrew Bible

Elizabeth Cady Stanton once said that "the best protection a woman can have . . . is courage." For thousands of years, women have displayed courage by playing pivotal roles in shaping their communities, despite the widespread gender oppression that sought to silence their voices. In this course, students will analyze the diverse range of women's experiences in the Hebrew Bible and how their roles as mothers, daughters, friends, warriors, assassins, prophets, and queens have shaped their stories and our current realities. Special attention will be paid to the religious, cultural, and historical contexts in which these stories were written as well as how these stories continue to shape our modern discussions of power, freedom, and identity.
Semester Course (spring)

Superheroes and Spirituality

In 1936, *The Phantom,* was the first superhero to debut in their own newspaper comic strip. After this moment, *Superman*, *Batman*, *Captain Marvel* and many other heroes captivated audiences both in print and film. In this course, students will ask the questions: "What can superheroes teach us about religion and spirituality?" and "How have these narratives shared principles that are taught in religions around the world?"

Students will explore the *DC* and *Marvel Universes* and will assess how Joseph Campbell's archetype of 'the hero's journey' can be found in religious and cultural narratives shared around the world. Through classroom discussion, reading of primary and secondary sources, research, written work and other projects students will critically assess popular culture narratives including *Spider-Man*, *X-Men*, *Wonder Woman*, *Black Panther* and many other sci-fi heroes, pulp heroes, and antiheroes while concurrently engaging with religious and cultural text.
Semester Course (spring)

The Philosophy of Love

In his final pastoral poem between the years 42 and 37 BCE, the Roman poet Virgil declared, *"Amor vincit omnia"*—love conquers all, a sentiment that has shaped much of human history, from Plato's *Symposium* to Martin Luther King Jr.'s vision of love as the foundation of justice. Wherever you look, love has prompted some of the most profound philosophical, ethical, and theological questions about human existence.

In this course, students will practice being philosophers by asking *a lot* of questions, diving into the nature of love and, through a variety of media (including written text, film, music, and more), explore how various thinkers from diverse backgrounds,

cultures, and time periods have understood love. We will also consider love's seeming contradictions and paradoxes, including its capacity for both healing and harm, its relationship to power and justice, and how our perceptions of love continue to evolve in response to cultural shifts, technological advancements, and new ways of understanding the human condition.

Semester Course (spring)

Science

The science program at OES nurtures student curiosity, interest, and excitement about phenomena in the natural world. The core classes of the required three-year program are anchored in an inquiry-based approach through which students learn science by doing science and become scientifically literate citizens who analytically evaluate information and make informed decisions as members of the local and global community. All science courses develop students' skills in independent research, collaboration, critical thinking, problem solving, and clear communication.

Students meeting prerequisites can choose from a diverse offering of semester-long electives to expand knowledge and skills that prepare them for the academic exploration they will experience in their college studies.

Every student completes a **Science Inquiry Project (SIP)** as a cornerstone of their core science classes. These projects challenge students to apply their scientific skills, engage deeply with course content, and explore questions sparked by their own curiosity. The culmination of this work is a public showcase at the annual Upper School Science Night, where students present their discoveries to the community. Additionally, students are strongly encouraged to take their research even further by submitting their SIP to the prestigious Aardvark Science Expo the following year.

Course Descriptions

Foundations of Science Courses

These year-long courses will focus on developing the skills and tools necessary for students to excel as scientists. The curriculum will combine theoretical knowledge with hands-on activities that allow students to explore specific scientific concepts. Throughout these courses, students will learn how to develop questions, design experiments, collect and analyze data, create and use models, and present their findings. Completion of a Science Inquiry Project (SIP), which is central to the OES Science program, will be a mandatory component of both courses, which will be one way students will be able to hone and exhibit the science and engineering practices. Students are placed into the appropriate course based on transcripts, teacher recommendations, and a STEM diagnostic test.

Yearlong Courses

One-dimensional Physics

This Foundations of Science course will focus on using algebraic tools to analyze and make predictions about mechanical physical systems and phenomena. This will include motion, forces, and energy. Through the science inquiry project, students may also choose to dive deeper into additional topics such as thermodynamics, waves, electricity, or sports science.

Two-dimensional Physics

In this Foundations of Science course, students will delve into the application of trigonometric, algebraic, and systems of equations tools to analyze and predict various phenomena in physics. This will include motion, forces, energy, and conservation laws. Through the science inquiry project, students may also choose

to dive deeper into additional topics such as thermodynamics, waves, and electricity, or sports science.

Chemistry
This year-long course introduces students to the foundational concepts of chemical principles as they apply to everyday life. Through guided inquiry, students construct and use scientific models to describe, explain, predict, and control phenomena. The goal is to connect the observed macroscopic properties with the unobservable submicroscopic structures. Physical interactions are represented in diagrammatic, graphical, and algebraic representations. Students practice data collection in labs and use evidence-based reasoning to modify earlier constructs of understanding. The course emphasizes the iterative nature of discovery and the importance of collaboration in scientific pursuits. Completion of the Science Inquiry Project (SIP) is required.
Yearlong Course

Accelerated Chemistry (H)
In this class, a quantitatively rigorous survey of chemical principles, students engage in lab-activities to explore atomic structure, bonding, chemical nomenclature, periodic properties, stoichiometry, solution phenomena, behavior of gasses, and investigative techniques. Demonstrations and experiments introduce students to descriptive chemistry. Completion of the Science Inquiry Project (SIP) is required. As the pace in this course is faster than that of standard chemistry and the breadth and depth of the material greater, a student is placed in this course by faculty based on the combination of the student's academic record in previous science classes and their student skills. Effective student skills include the ability to independently: learn through a variety of modes, apply learning to new contexts, learn from mistakes, manage time effectively, seek help when needed, take accountability for set-backs, and consistently apply strategies for improvement. This is considered an honors-level course.
Yearlong Course
Prerequisites: placement by department

Biology
This year-long course immerses students in the study of biology through interactive activities, laboratory investigations, and real-world applications. Emphasizing the relevance of biology in everyday life and emerging research and careers, students will explore the foundations of life sciences while integrating concepts from freshman physics and chemistry. Key topics include biochemistry, cell biology, genetics, DNA/RNA/protein synthesis, cell division, energy in life, evolution, and ecology. Critical thinking and inquiry skills will be developed through experimental design, data analysis, and collaborative problem-solving. In addition to classroom curriculum, students will complete an independent Science Inquiry Project (SIP), applying scientific methods to investigate a biological question of interest.
Yearlong Course

Accelerated Biology (H)
Students in this course explore the breadth and scope of biology, with an emphasis on the connection between science disciplines. Students are introduced to foundational topics in biology, including an exploration of biochemistry, cell biology, genetics, protein

synthesis, cell division, energy in life, evolution, and ecology. The course has a research focus, and along with in-course inquiry experiments, students complete an independent Science Inquiry Project (SIP) in biology. As the pace in this course is faster than that of standard biology and the breadth and depth of the material greater, a student is placed in this course by faculty based on the combination of the student's academic record in previous science classes and their student skills. Effective student skills include the ability to independently: learn through a variety of modes, apply learning to new contexts, learn from mistakes, manage time effectively, seek help when needed, take accountability for set-backs, and consistently apply strategies for improvement. This is considered an honors-level course.
Yearlong Course
Prerequisites: placement by department

Electives

Fall	Spring
• Advanced Biology: Molecular Research (H) • Advanced Physics: Mechanics (H) • Anatomy and Physiology • Better Living Through Chemistry: Visual Arts • Introduction to Engineering • Mechanical Systems Engineering	• Advanced Physics: Electricity and Magnetism (H) • Better Living Through Chemistry: PNW foods • Advanced Chemistry: Dynamic Equilibria (H) • Advanced Biology: Systems Ecology (H) • Introduction to Engineering • Marine Science • Process Design Engineering

Fall Courses

Advanced Biology: Molecular Research (H)
In this course, students learn to use modern biotechnology while engaging in hands-on laboratory work to explore applications such as investigating crime scenes using Forensic DNA Fingerprinting, detecting infections, GMOs, or disease with the enzyme-linked immunosorbent assay (ELISA), or unveiling hidden biodiversity through the use of environmental DNA (eDNA) analysis. Through experiments, research projects, and case studies, students develop critical thinking and scientific inquiry skills while also considering ethical implications. This course aims to equip students with advanced molecular biology skills and inspire their exploration of biotechnology's potential in addressing real-world challenges.
Semester Course (fall)
Prerequisite: Biology or Accelerated Biology or permission of teacher

Advanced Physics: Mechanics (H)
In this semester-long course, students will take a deeper dive into Newtonian mechanics, building on the skills and content from their Foundations of Science course with an increased focus on mathematics and computational methods. Topics

covered will include dimensional analysis, motion and forces in two-dimensions, mechanical energy, simple harmonic motion, gravity, and the motion of rigid bodies. This college-prep class is strongly recommended for anyone who is interested in pursuing the natural sciences, engineering, or pre-med in college.
Semester Course (fall)
Prerequisite: completion of any pre-calculus course

Anatomy and Physiology
This is an introductory course in human anatomy and physiology builds on the understanding of cell structure and molecular biology forged in the core biology courses. In this course, not only will you learn the basic vocabulary that is necessary to be competent in discussing human anatomy, but you will put those terms to good use. In addition, we will explore homeostasis of various human body systems, and what happens when systems go awry. While this course requires nightly homework, and a lot of memorization of key terms, we will be sure to do a plethora of hands-on work, including collecting data through experimentation and various dissections.
Semester Course (fall)
Prerequisites: open to students who have taken a yearlong Biology course

Better Living Through Chemistry: Visual Arts
Unleash your creativity through the intersection of science and art! In this hands-on course, you will experiment with chemical reactions to create visual effects in various artistic mediums. Possible explorations include the chemistry of ceramic glazes, where oxidation and reduction transform surfaces into vibrant colors and textures. Experiments with reactions on metallic canvases, producing mesmerizing patinas and unpredictable patterns. Delving into environmental pigment extraction, uncovering natural color sources from plants, minerals, and other organic materials.
This course blends scientific inquiry with artistic iteration, encouraging you to refine your techniques through observation, experimentation, and creative problem-solving. Whether you're a budding artist, an aspiring chemist, or simply curious about the magic of materials, this class will expand your understanding of both disciplines and inspire new ways of thinking about art and science.
Semester Course (fall)
Prerequisite: open to students in grades 10, 11, and 12 who are currently in or have taken Chemistry

Introduction to Engineering
This course emphasizes ethics, design, and creative brainstorming, and offers an introduction to a variety of mechanical devices, tools, and materials involved in different divisions of engineering studies. In collaborative teams, students will use an iterative design process to tackle challenges. Students will learn to work within design constraints, evaluate materials and prototypes, consider product life and limitations, and document and articulate their process through portfolio writing, reflections, and annotations.
Semester Course (fall and spring)
Prerequisites: open to students in grades 10, 11, and 12

Mechanical Systems Engineering

This semester-long course explores the intersection of technology, agriculture, and sustainability, addressing the urgent need for innovative food production solutions in response to population growth and climate change. Focusing on the theme *Food of the Future*, students will enhance and expand Controlled Environment Agriculture (CEA) systems in the OES greenhouse. Building on foundational hydroponic principles, students will refine pilot-scale systems using data-driven strategies to optimize efficiency and yield. The course integrates industrial engineering concepts such as visual workplace organization and systematization to improve workflow and operational efficiency. Students will gain hands-on experience with system testing, instrumentation setup, and the application of environmental control strategies—including water, light, temperature, substrate, nutrients, and atmospheric conditions. Potential site visits to next-generation farming operations will offer real-world perspectives on sustainable agriculture. Through a blend of theory and practice, students will contribute to the long-term development of scalable, high-efficiency food systems, applying engineering-based solutions to shape the future of food production.

Semester Course (fall)

Prerequisites: open to students in grades 11 and 12

Spring Courses

Advanced Physics: Electricity and Magnetism (H)

This semester-long course will introduce students to fundamental concepts in electromagnetism. Students will use differential and integral calculus to make sense of electrostatic phenomena, DC circuits, magnetostatics, and, ultimately, the fundamental connection between electricity and magnetism. This college-prep class is strongly recommended for anyone who is interested in pursuing the natural sciences, engineering, or pre-med in college.

Semester Course (spring)

Prerequisites: Mechanics and any calculus course; can be co-enrolled in AP Calculus BC

Better Living Through Chemistry: PNW Foods

In this course, students will explore the chemistry behind the foods that define the Pacific Northwest. Through interactive labs, field visits, and creative projects, students will investigate key components of food—including caffeine, sugars, acids, and fats—while engaging with local ingredients and food science techniques. Possible projects include coffee roasting and preparation to study caffeine content, tapping big leaf maple trees on campus for sap and designing a reverse osmosis apparatus for sugar concentration, a deep dive into the color and acidity of local berries, and a unit on fats in foods culminating in the design of a Salt and Straw style ice cream that highlights a signature PNW food product or plant. From bean to berry to ice cream scoop, this course will change the way you see—and savor—PNW foods.

Semester Course (spring)

Prerequisite: open to students in grades 10, 11, and 12 who are currently in or have taken Chemistry

Advanced Chemistry: Dynamic Equilibria (H)

In this course, students will delve into the fascinating world of dynamic chemical equilibria. Through a series of inquiry-based labs, students will explore how these systems are formed, disrupted, and utilized, ultimately culminating in the investigation and creation of buffering systems. Additionally, students will have the opportunity to explore other advanced chemistry topics at the collegiate level. Get ready for an abundance of hands-on laboratory experiences!

Semester Course (spring)

Prerequisite: open to students who have completed Accelerated Chemistry; or Chemistry with a teacher recommendation

Advanced Biology: Systems Ecology (H)

This course invites students to explore how ecosystems function, change, and respond to human impact—through the lens of systems thinking. Students will investigate the movement of energy and matter through ecosystems, population dynamics, community interactions, and global environmental change, with a focus on cause-and-effect relationships and system-level patterns.

Emphasizing scientific practices, students will build and critique models, interpret real-world data, and construct explanations based on evidence. Field observations and hands-on labs will support students in identifying key ecosystem variables, evaluating stability and resilience, and proposing science-informed solutions to environmental challenges such as invasive species, climate change, and human population change.

Designed for students who want to think critically about how the natural world works and how humans are part of—and can affect—those systems, this course emphasizes collaborative inquiry, scientific reasoning, and ecological problem solving.

Semester Course (spring)

Prerequisite: Chemistry

Co-requisite: Biology

Introduction to Engineering

This course emphasizes ethics, design, and creative brainstorming, and offers an introduction to a variety of mechanical devices, tools, and materials involved in different divisions of engineering studies. In collaborative teams, students will use an iterative design process to tackle challenges. Students will learn to work within design constraints, evaluate materials and prototypes, consider product life and limitations, and document and articulate their process through portfolio writing, reflections, and annotations.

Semester Course (fall and spring)

Prerequisites: open to students in grades 10, 11, and 12

Marine Science

This course introduces students to biological oceanography by combining studies from a variety of subjects to understand the marine environment, marine life, and their interactions. From the rugged coastline of Oregon to the Great Barrier Reef in Australia, students will dive into basic marine science concepts from a

multidisciplinary approach building on topics from their Foundation of Science Courses, adding oceanography, conservation, and biodiversity themes.

Starting with the ocean environment, students will learn about plate tectonics and seascape formations; followed by learning about the chemistry of water, waves and tides, and ocean circulation. The course will then move into life in the ocean by focusing on the variety of organisms that live in the ocean and the habitats they occupy. We will examine their behavior, adaptations, relationships, and the interactions species have with each other and the environment. These themes will be integrated into ecosystem-level concepts, such as ecosystem indicators. This course will also explore the relationship between humans and the sea, discussing topics including climate change, fisheries, tourism, and cultural heritage.
Semester Course (spring)
Prerequisites: open to students who have taken a yearlong Biology course

Process Design Engineering

This hybrid course blends process design, engineering, and hands-on system development with a focus on advancing the aquaponics infrastructure in the OES greenhouse—a sustainable integration of hydroponics and aquaculture. Focusing on the theme *Integration of Living Systems*, students will explore circular (closed-loop) agricultural models by designing, building, and optimizing systems that recycle resources, minimize waste, and enhance resilience. Building on existing models and calculations, they will implement larger, more sophisticated systems with improved species integration, advanced instrumentation, and environmental controls. Ideal for students interested in biology, chemistry, physics, and engineering, this elective combines theory with experimentation and real-world application. Participants will contribute to the school's sustainability goals and local food security efforts, creating high-impact, efficient systems that reflect the future of integrated living systems.
Semester Course (spring)
Prerequisites: open to students in grades 11 and 12

Visual, Performing, and Musical Arts

At OES, the Arts are creative, joyous, academic, and interdisciplinary. The arts enhance the lives of all students by engaging their minds and bodies in the artistic process and generating a lifelong appreciation of and love for their craft.

The Arts curricula provide a rich variety of opportunities for students to explore creative, collaborative experiences across multiple disciplines. Through an active engagement in the process utilizing techniques to refine skills in a number of artistic disciplines, students develop the tools to express their creative ideas in sophisticated ways. Students embrace the importance of individual self-expression and group collaboration, developing both an understanding of aesthetics and an awareness that they are part of a greater artistic history and community.

Upper School students are required to complete three semesters in the Arts. Students may choose from Performing Arts, Visual Art, or Music courses. Courses may be in a single field/discipline or taken across all three areas. Refer to specific courses for the maximum times that course can be taken, after which students will need to apply for an Inquiry in Arts to continue exploring that particular area. There is no limit on how many times a student can take music classes.

Band and Choir students are encouraged to take year-long sequences (two semesters) to build momentum in their skill set and support consistency in our ensembles, making it possible for these groups to attend festivals.

Course Descriptions

Fall	Spring
• 3D Design and Prototyping • Actor's Studio • Advanced Ceramics • Advanced Studio Art (H) • Apparel Design • Choir • Color, Design, and Symbol • Contemporary Studio Art • Dance • Digital Illustration • Drawing and Painting • Fine Art Photography • Foundation Studio Art • Introduction to Ceramics • Introduction to Printmaking • Scriptwriting Workshop • Stories and Songs • Symphonic Band	• 3D Design and Prototyping • Actor's Studio • Advanced Ceramics • Advanced Digital Studio Art • Apparel Design • Choir • Color, Design, and Symbol • Contemporary Studio Art • Dance • Design for Stage and Screen • Digital Illustration • Drawing and Painting • Fine Art Photography • Foundation Studio Art • Introduction to Ceramics • Introduction to Printmaking • Stories and Songs • Symphonic Band

3D Design and Prototyping

In this class, students will learn the essential elements and principles of 3D design, engineering, aesthetics, and how they can apply them to innovative and creative art-based projects. The course will cover a range of topics, that may include the product design process, user experience, engaged object, site-specific design, iterative stages of concept development, rapid prototyping, materials and construction techniques, architectural concepts, 3D design and printing, Glowforge (laser cutter), CAD (computer aided design) and digital design tools. Students will learn how to ideate utilitarian products, artworks, and designs that respond to the needs of users, considering factors such as usability, functionality, aesthetics, physical and cultural context, and learn how to conduct user research and iterate on concepts throughout an entire creative workflow.

Semester Course (fall and spring)
This course can be taken a maximum of two times.

Actor's Studio

Students will experiment, play, and connect to their own authentic voice as performers while researching how professional actors, writers, and filmmakers tell stories that matter. This physically engaging class focuses on building improvisation and character creation skills, devising original scenes, and confidently presenting to a friendly audience. Utilizing points from the global art history timeline, students will also explore the *'why'* of storytelling from sociological and stylistic perspectives. Students in this class collaborate closely with students in the Scriptwriting Workshop and Design for Stage and Screen classes to beta test and give feedback to their peers, as well as perform for Lower School audiences. This course is full of opportunities whether you are a seasoned performer or have never uttered a single line in front of an audience!

Semester Course (fall and spring)
This course can be taken a maximum of two times.

Advanced Ceramics

Students in this course will expand and refine their foundational ceramic knowledge to begin building a unique voice with clay. Students will explore more advanced hand building and wheel throwing techniques to facilitate the creation of functional and sculptural pieces. Kiln loading & firing, clay mixing, and more complex glazing strategies will be introduced. Students will work toward developing and proposing individual projects during the second half of the semester. Ceramic history and ceramics in contemporary art will be shown and discussed as students present their research into artists, movements, and techniques that will inspire their ceramic inquiry.

Semester Course (fall and spring)
Prerequisite: Completion of Introduction to Ceramics (or Modern and Contemporary Ceramics). Applications by students who have not taken the class before will be prioritized.
This course can be taken a maximum of two times.

Advanced Studio Art (H)

Advanced Studio Art provides students with the time, tools, and space to refine and explore advanced applications of a foundational creative process. Students will begin by making art that responds to creative prompts, expresses a sense of voice and meaning, and considers the relationship between technique and concept. Then they will gather

and mine their own creative ideas for themes that are personally relevant. Through the application of an extended creative process that includes both divergent modes (ideation, brainstorming, concept development) and convergent modes (constructing and refining the work in relation to an established vision), students will develop the skills to nurture and refine an idea from rough concept to final form. Students are encouraged to explore a variety of media in order to develop their unique technical skill set while articulating a sense of voice and personal vision in their art. This is an honors-level course.
Semester Course (fall)
Prerequisite: US visual art class and instructor approval w/ portfolio submission due May 9 (Application form here)
This course can be taken a maximum of two times.

Apparel Design

Do you love thrifting and discovering new combinations of color, pattern, and fabric styles? Curious about the process of designing athletic wear? Interested in creating high quality cosplay accessories? How could you tailor your clothes so that they really fit and express your unique taste? Explore the craft of clothing design onstage, on the runway and on the streets through hands-on projects and portfolio development. Craft your own look and learn how to make clothes using a pattern, sewing machine, graphic design, embellishment with hand-sewing, and upcycling existing pieces. Research key historical styles and influential designers that inspire you, learn about the social and cultural impact of sustainable fashion, and collaborate with peers in an end-of-semester runway show that promotes your invented brand.
Semester Course (fall and spring)
This course can be taken a maximum of two times.

Choir

The US Choir is a non-auditioned vocal performance ensemble open to all Upper School students who enjoy singing. This is a yearlong class that students have the option to take for one or both semesters, though registering for both semesters is highly encouraged for continuity in musical development and ensemble performance. The OES Choir performs at Winter and Spring concerts, area music festivals, and other school and community special events.

In the second semester, students will have the opportunity to participate in Solo and Ensemble where qualifying solos and groups will continue onto the state level of Solo and Ensemble competition. The US Choir will also attend an adjudicated choir festival with the potential to qualify for the OSAA State Choir Competition in May. While preparing music for performances, students study the following topics: proper breath technique for singing; vocal health; efficient and healthy singing technique and skills; choral blend and intonation skills; sight singing, ear training, and music literacy skills; choral repertoire representing a variety of musical genres, cultures, and languages.

Attendance at all rehearsals and performances is mandatory. Students are eligible to take Choir as a 7th class with approval by the Assistant Head of Upper School for Academics. Students are encouraged to register for both semesters as their schedule permits.
Semester Course (fall and spring)
This course can be taken any number of times.

Color, Design, and Symbol

Throughout this semester-long course, students will have fun exploring all the wonderful and exciting possibilities of design, color, and symbol in many media applications. Using personal goals, students will learn how to design with colors that pop, how to create images using a variety of processes including drawing, relief block print, and silk screen, how to use visual design to create solutions, and how to create meaning in their work through the use of symbols. This course also explores key highpoints of design history and examines the work of contemporary artists that utilize color and design to great effect including: Zaha Hadid, Wolfgang Laib, Yayoi Kusama, Banksy, Ryan McGinness, and Jean-Michel Basquiat.

Semester Course (fall and spring)
This course can be taken a maximum of two times.

Design for Stage and Screen

In this hands-on class, students will work together to support the annual US Spring Extravaganza through behind-the-scenes technical theater work, learning exciting interdisciplinary skills needed to shepherd a dramatic story from page to stage. Students will explore the intricacies of lighting and sound design, envisioning and fabricating original costumes, props, and sets, as well as developing, shooting and editing digital video. Students are encouraged to flex their own individual creative muscles as well as collaboratively amplify the voices of peers. This is an excellent opportunity for those who want to deepen their existing stagecraft practice, build a design portfolio or try their hand at directing. Students of all grades with different strengths are invited to join the production team as we prepare our most popular show for a live audience!

Semester Course (spring)
This course can be taken a maximum of two times.

Digital Illustration

Digital Illustration is an introductory digital media course that introduces students to the exciting world of illustration as a visual storytelling medium. Using Adobe Photoshop, Illustrator, and Procreate students will explore industry-standard tools and techniques to create digital artwork. They will experiment with tablets and styluses, learning to develop their unique artistic style while working in a variety of illustration genres, such as editorial, character design, concept art, and graphic illustration. Throughout the course, students will gain hands-on experience with layers, brushes, vector tools, composition, and color theory, building a strong foundation in digital image-making. No prior experience with these programs is required.

Semester Course (fall and spring)
This course can only be taken one time.

Drawing and Painting

Open to students of any skill level, this course provides a comprehensive introduction to the principles and techniques of drawing and painting. From mastering contour line and gesture drawing to understanding perspective, shading, and experimental techniques, students will gain a solid foundation in drawing from direct observation using a variety of materials. Through hands-on exploration with acrylic painting, students will learn color theory, color mixing, and paint layering techniques. The

course features a blend of short exploratory activities and longer, in-depth projects, allowing students to develop their artistic style and creative confidence in a supportive environment. No prerequisites are required.
Semester Course (fall and spring)
This course can only be taken one time.

Fine Art Photography
This class introduces and explores 35mm black and white photography using SLR (single-lens reflex) cameras and darkroom techniques. As students develop an understanding of their craft, they will have additional opportunities to explore digital photography techniques and equipment (DSLR), digital editing and printing, and create an online portfolio. Light, lenses, composition, shutter speed, aperture, and the chemical processing of film and photographs will be central themes. Students will use their understanding of photographic techniques and processes to explore their aesthetic sensibility and express their unique creative voice. Regular group critique sessions allow students to share their work with an audience of peers and develop skills in presenting work and delivering/receiving constructive criticism. Students who have taken the class prior will have the opportunity to explore advanced level work using film and/or digital cameras.
Semester Course (fall and spring)
Prerequisite: This is considered an advanced-level art course. It is recommended that students have taken an Upper School Visual Art class prior to taking this course.
This course can be taken a maximum of two times.

Foundation Studio Art
In this course, students will explore a variety of techniques, materials, and art-making strategies, while building their understanding of the elements of art and principles of design. Students will create artwork in both two and three dimensions. Class activities include: exploration of materials (paper, graphite, acrylic paint, wood, clay, plaster, etc.), focused practice in skills (drawing, construction, mark-making, color theory, composition, craftsmanship), and structured assignments that allow for the foundational development of students' artistic voice. Throughout the course, students will be introduced to a range of historical and contemporary artwork and learn to articulate their thoughts on the visual and conceptual qualities of art they see and create.
Semester Course (fall and spring)
This course can only be taken one time.

Introduction to Ceramics
In this course, students will be exposed to foundational ceramic construction techniques, both functional and sculptural, including: pinching, coil building, slab construction, and wheel throwing. Students will be introduced to technical aspects involved in the ceramic process such as ceramic production process stages, kiln and clay firing temperatures, and ceramic vocabulary. Students will be shown and discuss ceramic work in both art historical and contemporary contexts along with

interdisciplinary and social justice applications. Students will develop their understanding of how to use clay as a tool of self-expression in relation to the visual culture they experience every day. Throughout the course, students will reflect on personal discoveries attained through their ceramic experimentation and participate in Community Engagement work related to issues of hunger. This is a Social Impact class.
Semester Course (fall and spring)
Prerequisite: It is recommended that students have taken an Upper School Visual Art class prior to taking this course.
This course can only be taken one time.
★Social Impact class

Introduction to Printmaking
This course introduces students to the fundamental techniques, materials, and concepts of printmaking. Through hands-on exploration of relief, monotype, letter press, and screen printing processes, students will develop technical proficiency and an understanding of printmaking as a means of artistic expression. Emphasis will be placed on composition, mark-making, layering, and edition printing, while also considering the historical and contemporary significance of the medium. Students will engage in critiques, research, and discussions to contextualize their work within the broader field of printmaking. No prior experience is required.
Semester Course (fall and spring)
This course can be taken a maximum of two times.

Scriptwriting Workshop
Learn the craft of scriptwriting for the screen and stage – if the purpose of film and live performance is to tell stories, then the scriptwriter is the one who breathes first life into the characters, worlds, and drama unfolding for the audience. In this workshop course, students will create and refine original live performance, storylines for graphic novels, and digital video, moving from concept to final draft. We'll study technique in professional works by creators that are diverse in background and style, breaking down what hooks an audience, propels action forward, and communicates a powerful message. Exchange constructive feedback with peers to develop your unique voice and aesthetic choices. Engage in active collaborative experimentation – we will not be endlessly sitting, writing, or editing solo on computers so be ready to hop up, improvise, play and get inspired!
Semester Course (fall)
This course can be taken any number of times.

Stories and Songs: Introduction to Audio Engineering and Music Production
In this hands-on course, students will explore the fundamentals of music production while developing skills in audio storytelling. Beginning with the basics of recording and editing sound, students will track audio through podcasting and multimedia storytelling projects, learning how to shape narratives using voice, sound effects, and music. Students will eventually transition into music-making by learning the craft of

structuring a song before recording it themselves. They will learn the essentials of digital audio workstations (DAWs), recording techniques, and music production tools to craft their own original compositions. By the end of the course, students will have created a portfolio of audio projects, culminating in their own produced song.

This course is ideal for students interested in music, audio production, and creative storytelling in digital media. However, no prior experience is required—just a passion for sound and storytelling!
Semester Course (fall and spring)
This course can be taken a maximum of two times.

Symphonic Band

In this class, students are members of an instrumental wind ensemble, collaborating to create and perform music together. Throughout the school year, we will use a wide variety of repertoire to move through different areas of musical study, including composition, concert preparation, and performing for others in our community. Daily exercises in instrumental technique and music theory will help students develop skills on their instrument, making it possible for students to join at any level of playing ability. This is a yearlong class that students have the option to take for one or both semesters, though registering for both semesters is highly encouraged to build momentum in instrumental skills and support consistency in our ensembles. Students will perform in 2-3 evening concerts throughout the school year, and in the second semester, will attend adjudicated band festivals with the potential to qualify for the OSAA State Band Competition in May. While the course is designed for woodwind, brass, and percussion instruments, string players are also welcome to join.
Semester Course (fall and spring): Students are encouraged to register for both semesters as their schedule permits. Students are eligible to take Band as a 7th class with approval by the Assistant Head of Upper School for Academics.
Prerequisite: Prior instrumental experience strongly recommended.
This course can be taken any number of times.

Inquiry in Arts

Inquiry in Arts allows students to develop individualized inquiry-based projects on an advanced level. Examples of Inquiry in Arts include portfolios for college application, specialized inquiry in a particular medium/instrument, or interdisciplinary projects that rely on multiple media to express concepts. Students must have fulfilled their required Visual and Performing Arts credits to be eligible for Inquiry in Arts. For more information on the application process, please refer to the Inquiry in Arts Proposal Form.

The deadline to submit fall and spring applications is September 5, 2025. It is strongly recommended that students who are planning to do an Inquiry in Arts, start working on proposals at the end of the previous school year. Applications are taken on a first-come-first served basis and space is limited to mentor availability.
Prerequisites: Completion of at least 1.5 credits (three courses) in Visual and Performing Arts; signed and approved application and written proposal.

World Languages

The World Language program at OES cultivates balanced language growth in Chinese, French, and Spanish across four skill areas: speaking, listening, reading, and writing. Through the study of one or more of these modern languages, students develop strategies and abilities that will aid them in pursuing lifelong language growth, strengthen their resilience through risk-taking and exploration, increase their ability to interpret the world from more than one perspective and establish a basis for enhanced global awareness and compassion.

All Upper School students are required to complete a minimum of two consecutive years of study of the same language, regardless of the level at which they begin, although three to four years is generally recommended. Enrollment in level one courses does not require a placement test or teacher recommendation; enrollment in level two or above requires placement by the Department Chair.

Upper School Language courses are designed to meet the academic and developmental needs of high school students. These courses are a year-long commitment and may not be taken for one semester, with the exception of the Hispanic Literature and Communication/Culture and Communication (HLC/HCC) class, which is only offered for the fall semester. All courses must have sufficient enrollment in order to be scheduled.

Course Descriptions

Chinese I (*tentative: dependent on registration numbers*)

Chinese I is an introductory-level course designed for students who have never taken Chinese before, or students who want to improve their pronunciation and character recognition/writing, as well as conversational skills. The main focus of this course is listening, speaking, and character recognition. The writing of Chinese characters is practiced by hand. Radicals and character components are introduced as tools that students may use to systematically understand the construction of Chinese characters. This course engages students in topics such as making introductions, talking about families, giving dates and time, discussing hobbies, and visiting friends. Prominent cultural elements and traditions are introduced throughout the year, personal projects are offered to deepen students' interest and understanding of culture, and major Chinese holidays are celebrated.

Yearlong Course

Chinese II

This course is designed for second-year Chinese students who have demonstrated a good command of basic daily conversational skills in Chinese using correct grammar and having a solid grasp of vocabulary. Students in this class will practice their speaking skills in Chinese, with an emphasis placed on natural, colloquial usage, as well as their reading and writing skills. This course introduces new themes such as making appointments, talking about one's studies and school life, shopping for clothes, and using transportation. Students are expected to complete projects to deep

dive into cultural aspects they are interested in, and make brief Chinese presentations, as well as participate in activities that simulate real-life tasks. Authentic materials such as video clips, calligraphy, music, and artifacts are used to supplement student learning of Chinese culture and language. Chinese holidays are celebrated throughout the year to expose students to a Chinese way of life.

Yearlong Course

Prerequisite: current OES students must have successfully completed US Chinese I, MS Chinese 8, or the equivalent (normally determined through transcripts, a teacher recommendation, a placement exam, and/or an oral interview) in order to enroll in this course.

Chinese III

Chinese III is designed to enrich students' reading, writing, listening, and speaking skills at the beginner-intermediate level. Students are exposed to different genres of writing, learn to compose brief texts for a variety of purposes, and deepen their comprehension of grammar. It is a one-year accelerated course that explores language for practical application— discussing the weather, ordering and modifying food, giving directions, and describing people. Towards the end of the year students begin exploring more abstract concepts through the lens of culture, such as beauty standards. In this class, students participate in conversations, collaborate for communicative activities, and use their language to solve problems, give presentations and conduct interviews. Audio clips, interactive media, and cultural arts are used to engage students in the study of Chinese language and culture, along with the opportunity to pursue individual interests through projects.

Yearlong Course

Prerequisite: current OES students must have successfully completed US Chinese II, or the equivalent (normally determined through transcripts, a teacher recommendation, a placement exam, and/or an oral interview) in order to enroll in this course.

Chinese IV

This intermediate-level course is designed to improve students' proficiency in reading, writing, listening, and speaking. Students will become familiar with themes such as health, and renting an apartment, and describing movement, as well as Chinese social and cultural phenomenon. Listening comprehension is conducted by exposing students to unrehearsed text. Online rental ads, magazine articles, video clips, and other authentic multimedia resources are selected to provide plentiful examples of the grammatical structures introduced in the course. Students will be involved in higher-level reasoning and more sophisticated usage of grammar and vocabulary. Writing skills will be enhanced by writing longer compositions and cultural presentation scripts, integrating a student's understanding of both Chinese language and culture.

Yearlong Course

Prerequisite: current OES students must have successfully completed US Chinese III, or the equivalent (normally determined through transcripts, a teacher recommendation, a placement exam, and/or an oral interview) in order to enroll in this course.

Chinese V (H)

This course is a continuation of Chinese IV and is designed to integrate students' skills in all areas. It is a one-year accelerated course which will prepare students to conduct real life communications through frequent task-based interactions surrounding the themes of planning a trip abroad and traveling, as well as unrehearsed discussions and debates about the Chinese education system. The ability to quickly and accurately compose and type complex and long paragraphs will be emphasized over precision in the handwritten form, reflecting the practices and needs of contemporary life. To further students' understanding of Chinese history, culture, and society, historic and current events/topics will be presented through a variety of mediums and will be explored in group discussion and formal presentations. This is an honors-level course.

Yearlong Course

Prerequisite: current OES students must have successfully completed US Chinese IV, or the equivalent (normally determined through transcripts, a teacher recommendation, a placement exam, and/or an oral interview) in order to enroll in this course.

French I (*tentative: dependent on registration numbers*)

The first year of formal French studies introduces students to basic communication skills and the sound system of French. The goal of this course is to build a solid foundation of vocabulary and grammar structures as well as to help students appreciate and respect the customs and values of the cultures we study. Students develop communication skills through reading, writing, speaking, and listening activities. Through level-appropriate collaborative activities, compositions, reading assignments, and frequent games to bolster learning, students work toward fluency with a focus on authentic pronunciation. Students are introduced to different facets of the francophone world and build connections through cultural comparisons and via theme-based videos, films, music, media, and authentic resources from francophone countries. Students will learn to express themselves in the present, imperative, future, and past tenses.

Yearlong Course

French II

French II continues to build a strong foundation for intermediate coursework in French. Second-year students broaden their vocabulary and grammar skills through listening, speaking, reading, and writing in French. Several new tenses are introduced, including the imperfect, the simple future, the conditional, and the subjunctive. Through level-appropriate practice, oral presentations, compositions, and frequent games and conversations, students work toward fluency with a focus on authentic pronunciation. Students discover connections to the francophone world through theme-based videos, films, music, media, and authentic resources from francophone countries.

Yearlong Course

Prerequisite: current OES students must have successfully completed US French I, MS

French 8, or the equivalent (normally determined through transcripts, a teacher recommendation, a placement exam, and/or an oral interview) in order to request enrollment in this course.

French III

French III is a review of basic grammar, with attention to the more advanced grammatical structures found in written and spoken French. With the exception of some grammar explanations, students are encouraged to converse only in French in the third-year classroom. Frequent conversation is both a point of practice and emphasis, and students regularly write compositions of 150 to 300 words. Students continue their study of French and francophone cultures through reading, lectures, film, and research projects. Short stories and poems introduce students to the rich variety of French and francophone literature.

Yearlong Course

Prerequisite: current OES students must have successfully completed US French II, or the equivalent (normally determined through transcripts, a teacher recommendation, a placement exam, and/or an oral interview) in order to enroll in this course.

French IV

French IV is designed to further increase students' proficiency in the four language skills: speaking, listening, reading, and writing. There is a strong emphasis on speaking and reading comprehension in addition to broadening and deepening vocabulary and cultural awareness. A corresponding emphasis is on the accuracy and complexity of the structures students are able to use. Students learn to communicate in increasingly complicated situations while gaining additional cultural insights through the study of selected works of French and Francophone literature, art, music, and podcasts. Students are expected to participate actively in French during class activities designed to develop speaking and listening proficiency.

Yearlong Course

Prerequisite: current OES students must have successfully completed US French III, or the equivalent (normally determined through transcripts, a teacher recommendation, a placement exam, and/or an oral interview) in order to enroll in this course.

AP French Language

AP French Language and Culture is equivalent to an intermediate-level college course in French. Students cultivate their understanding of French language and culture by applying interpersonal, interpretive, and presentational modes of communication in real-life situations as they explore concepts related to family and communities, personal and public identities, beauty and aesthetics, science and technology, contemporary life, and global challenges. At the end of this course, students may choose to take the Advanced Placement test in French Language and may earn college credits based on exam results. This is an Honors level course.

Yearlong Course

Prerequisite: current OES students must have successfully completed US French IV, or

the equivalent (normally determined through transcripts, a teacher recommendation, a placement exam, and/or an oral interview) to enroll in this course.

Spanish I

First-year Spanish is a student's initial introduction to the Spanish language and Spanish-speaking cultures. At the beginning levels, the basic communication skills are stressed, and students work towards speaking and understanding Spanish to communicate in real-life situations. Students learn to express themselves in present, past, and future time frames. As students study the language, they begin to understand and appreciate the way of life, customs, values, and cultures of people from around the Spanish-speaking world.

Yearlong Course

Spanish II

Spanish II emphasizes the Spanish language as a means of oral personal communication. It begins to build the strong vocabulary and grammatical background needed for reading and writing the language. A knowledge of basic Spanish grammar is completed, including common verb tenses. Students begin to make short oral presentations and write their first compositions, usually summaries or descriptions of situations. Students continue their study of the culture and customs of Spanish-speaking peoples.

Yearlong Course

Prerequisite: current OES students must have successfully completed US Spanish I, MS Spanish 8, or the equivalent (normally determined through transcripts, a teacher recommendation, a placement exam, and/or an oral interview) in order to enroll in this course.

Spanish III

Spanish III is the bridge year between the beginning and more advanced levels. In addition to reviewing previously learned grammar concepts, students begin a more in-depth study of Spanish grammar and vocabulary. Active oral participation is emphasized as students work on honing their reading, writing, speaking, and listening skills in Spanish. At this level, students begin to integrate literature into their studies, reading short stories, legends, and articles from a variety of sources. Students learn to create with the language as opposed to using memorized phrases.

Yearlong Course

Prerequisite: current OES students must have successfully completed US Spanish II, or have been recommended from MS Spanish 8, or the equivalent (normally determined through transcripts, a teacher recommendation, a placement exam, and/or an oral interview) in order to enroll in this course.

Spanish IV

Spanish Conversation and Culture! Step into the vibrant world of Spanish-speaking cultures. This immersive, Pre-AP course is designed to sharpen your ORAL

communication skills while deepening your understanding of the diverse traditions, histories, and perspectives of the Spanish-speaking world.

Through lively oral class discussions, real-world scenarios, and cultural explorations, you will develop advanced speaking, listening, reading, and writing skills in Spanish. From debating global issues to analyzing authentic media, literature, and art, this course emphasizes meaningful, real-life oral use of the language while reviewing some specific grammar points.

Highlights include:

- **Cultural Deep Dives:** Explore topics such as music, cuisine, art, current events, and regional traditions from Spain, Latin America, and beyond.
- **Real-World Conversations:** Practice fluent and spontaneous communication through debates, role-plays, and dialogues on relevant topics.
- **Global Perspectives:** Oral discussions reflecting on social, environmental, and cultural issues impacting the Spanish-speaking world.
- **Creative Expression:** Write narratives, and create multimedia projects, and oral presentations to express your ideas with confidence and creativity.

By the end of this course, you'll be ready to take on the challenges of advanced Spanish studies, including AP Spanish, and navigate the global stage with cultural awareness and linguistic fluency. Join us in *Spanish Conversation and Culture* and discover how language connects us to the world!

Yearlong Course

Prerequisite: current OES students must have successfully completed US Spanish III, or the equivalent (normally determined through transcripts, a teacher recommendation, a placement exam, and/or an oral interview) in order to enroll in this course.

AP Spanish Language

AP Spanish Language and Culture is **equivalent** to an intermediate-level **college course** in Spanish. Students cultivate their understanding of Spanish language and culture by applying interpersonal, interpretive, and presentational modes of communication in real-life situations as they explore concepts related to family and communities, personal and public identities, beauty and aesthetics, science and technology, contemporary life, and global challenges. Students may choose to take the Advanced Placement exam in Spanish Language for which college credit may be given. This is a Social Impact class. This is also an honors-level course.

Yearlong Course

Prerequisite: current OES students must have successfully completed US Spanish IV, have been recommended from US Spanish III directly, or must demonstrate an equivalent level of understanding and communicative ability (normally determined through transcripts, a teacher recommendation, a placement exam, and/or an oral interview) in order to enroll in this course.

★Social Impact class

Hispanic Literature and Communication/Culture and Communication (HLC/HCC) (H)

Through the study of culture, film, and literature of Spanish-speaking countries, students in this course will continue to refine their skills in the four communication areas of language learning—speaking, reading, writing and listening— and improve oral self-expression and knowledge of Spanish language and culture. This oral discussion-based course is conducted in Spanish, and students are expected to demonstrate a high degree of oral engagement in Spanish on a daily basis. An important requirement of the course is the Service Learning component: one class period per week, students work one-on-one with Spanish-speaking students at Vose Elementary School, and students may count this course as one of their Service Projects. This course alternates its curriculum each year (the novels that are read and the countries that are studied), thus enabling students to continue with the course for a second year if they wish to keep taking advanced Spanish. This is a Social Impact class. This is also an honors-level course.

Semester Course (fall)

Prerequisite: Current OES students must have successfully completed US AP Spanish, Spanish IV, or must demonstrate an equivalent level of understanding and communicative ability (normally determined through transcripts, a teacher recommendation, a placement exam, and/or an oral interview) in order to enroll in this course.

★Social Impact class

Student Life

The OES Upper School is committed to cultivating curiosity, critical thinking, and collaboration skills by providing physical, emotional, academic, and spiritual support. Student Life includes intentional programming designed to create and foster a learning environment through which students become engaged citizens of the world.

Advisory

Advisory groups are composed of 6-8 students from the same grade level. Advisory meets as a group several times a week, with extended periods throughout the year for academic planning and reflection. Advisory is a time for communal connection, informal conversation, support, and activities. Groups often enjoy a snack, play games, and hold discussions. Above all, it is a time when each student feels valued and known by their peers and Advisor, who is a guide, support, and academic coordinator for advisees. As the “go-to” person for their advisees and parents, Advisors are central to student support; they serve as the conduit for communication between the many different resources available to support students in their Upper School journey. Students generally remain with the same advisor for the entirety of their time in the Upper School.

Gathering

Gathering, which takes place two times a week in The Great Hall, is at the center of student life. This student-led time provides a forum for play, student leadership, announcements, celebrations, thoughtful and civil reflections on shared values, and opportunities to regularly contemplate a sense of community.

Chapel

Rooted in a rhythm of gathering and reflection, we educate toward a larger purpose—toward inclusion and respect, understanding and compassion, service and social justice, toward meaning and commitment beyond ourselves.

As a 21st-century Episcopal school, we cultivate community, develop character, and engage with people, perspectives, and traditions that honor the enduring wisdom of humanity and our commitment to justice and service in the world. The Chapel program is central to this work and an expression of our Episcopal identity in a safe, open, and affirming way that invites students in: whoever they are, wherever they are in their journey.

Chapel provides a welcoming, inclusive, and sacred opportunity for gathering and reflection each week. Chapel offers thirty minutes of reflection, singing, sharing, and the experience of community led by the Upper School Chaplain. All students and faculty are expected to be present.

Chapel is a safe and age-appropriate space for students to engage with the questions of meaning and purpose, begin to articulate their own beliefs and practices, and celebrate

the variety of religions and traditions they represent. Moral and ethical development is central to the program as is the exploration of difficult experiences and topics. Chapel and the Community Engagement program are closely linked around a commitment to service and living out our power for good. Student leadership is actively encouraged in Chapel, and seen in student-led talks, musical offerings, and coordination of the chapel program.

Athletics

OES believes participating in team and individual interscholastic sports helps students strive to reach the school's mission. Through athletics, students develop self-confidence, good sportsmanship, self-discipline, and respect for self and others, all key leadership skills. OES has a strong tradition of excellence in athletics, offering 10 sports with over 30 teams gauged for different skill levels. The no-cut policy means every student who commits will have the opportunity to compete and experience the reward of being a part of a team. At the Upper School level, about 75% of students participate in at least one sport.

Fall	Winter	Spring
Boys Cross Country Girls Cross Country Coed Fencing Boys Soccer Girls Soccer Girls Volleyball	Coed Fencing Boys Ski Racing Girls Ski Racing Boys Basketball Girls Basketball	Coed Fencing Boys Golf Girls Golf Boys Lacrosse Girls Lacrosse Boys Tennis Girls Tennis Coed Track and Field

Athletic Trainer
OES employs a state-registered athletic trainer who assists the OES teams in staying safe and healthy while enjoying competitive sports. The Athletic Trainer, whose office is in the Fariss Hall Fitness Center, is available to assess and support athletes as needed.

Attendance
The OES Athletic Program sees developing responsibility for self and others as a key component of participation. Students who choose to join an OES team are committing to attending all practices and games for the entire season and are expected to be present, even when injured. Any anticipated absences must be communicated ahead of time to the coach or they will be considered unexcused absences. Three unexcused absences can lead to a student not receiving an extra-curricular credit. Excused absences can affect playing time.

After-School Event Participation
Students who have afternoon or evening athletic commitments for OES must be in school all day to participate unless they have a medical appointment with a note from the doctor or have been cleared to participate by the Athletic Director or Associate Athletic Director.

Student Support

College Counseling

The OES College Counseling team is eager to support and guide students (and parents) as they navigate high school with an eye on college. We offer a range of resources and programs designed to meet the needs of students as they research options and apply to college. For more information, please go to the OES Google Site and College Counseling Handbook.

Library

The Upper School Library is a welcoming space for student research, collaboration, and relaxation, and is staffed by a full-time librarian. Resources include 10,000 print books, databases, a robust eBook and audiobook collection, and both study and lounge spaces. The library environment and staff support inquiry, foster a love of reading, and cultivate a sense of community within OES, whether it's providing students a space to unwind with a book, hosting classes for research help, helping students fulfill their service hours through the library intern program, or gathering bibliophiles for raucous meetings of our library advisory group, the Bookwyrms.

Hours

7 a.m. to 4 p.m., Monday through Friday

Counseling and Academic Support Services

The Counseling and Academic Support Team (CAST) at OES uses a strengths-based, student-centered approach to create an inclusive, positive, and safe learning community for all students. We believe these elements are necessary for the development of self-awareness, self-advocacy, academic risk-taking, and resiliency. We recognize the unique qualities each student brings to the OES community and empower students to learn and grow by utilizing their strengths to understand, embrace, and work with their social-emotional and academic challenges. Foundational to the work of CAST is a respect and appreciation for different ways of learning and being. The Upper School CAST team takes a proactive approach to student wellness and learning through intentional programming, relationship building, collaboration, student agency, and accountability.

Technology

All students in grades 9-12 are required to bring their own primary computer for schoolwork that meets minimum performance requirements and is equipped with a currently updated operating system and anti-virus software that adheres to school network requirements around security.

US BYOD Laptop Program Resource Page: Details on the OES Upper School Bring-Your-Own-Device (BYOD) laptop program and recommendations for families in making laptop purchases.

In addition, a range of supportive technologies are available to accommodate individual student learning needs, as recommended for student use through Academic Support Services.

OES expects devices brought from home to be used responsibly, and distracting levels of gaming, movies, and music are strongly discouraged. The presence of inappropriate materials on or misuse of student devices may lead to disciplinary actions as outlined in the Technology and US sections of the All School Handbook.