

Oregon Episcopal School

UPPER SCHOOL CURRICULUM GUIDE

2024-25



Table of Contents

Graduation Requirements	4
Academic Program	4
Homework	5
Activity Program.....	5
OES Extracurricular Requirement.....	5
Service Learning and Community Engagement.....	6
Winterim	6
Experiential Education	6
OES Upper School Four Year Plan	8
Academic Policy and Procedures	9
Course Placement	9
Academic Load	9
Honors Courses.....	9
Teaching Assistant (TA) Program.....	10
Add/Drop Policy.....	10
Incompletes	11
Non-OES Academic Courses.....	11
Academic Semester/Year Away from OES.....	12
Attendance.....	13
Comments, Conferences, Interims, and Transcripts.....	14
Grading Practices.....	14
Course Offerings by Department	16
Interdisciplinary Electives.....	16
English.....	18
History and Social Studies.....	24
Mathematics	29
Physical Education & Health and Wellness	36
Religion and Philosophy	37
Science	41
Visual, Performing, and Musical Arts.....	47
World Languages.....	54

Student Life	60
Advisory	60
Gathering	60
Chapel	60
Athletics	62
Student Support	63
College Counseling.....	63
Library.....	63
Counseling and Academic Support Services	63
Technology	63

Graduation Requirements

OES’s graduation requirements are rooted in our mission: “Oregon Episcopal School prepares students for higher education and lifelong learning by inspiring intellectual, physical, social, emotional, artistic, and spiritual growth so that they may realize their power for good as citizens of local and world communities.” 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 28, 2024 through January 24, 2025

Spring Semester: January 29, 2025 through June 12, 2025

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 course load, 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 education through low-stakes participation in semester-long 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 academic areas, learning new 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 (competitive), Mock Trial, Oregon Game Project (varsity team), Pep Band, Robotics, Science Bowl, and Speech and Debate (competing team)

Students may apply for a waiver for one 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).

Service Learning and Community Engagement

As its mission states, the Service Learning and 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. 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 citizens of local and world communities.” 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 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. Additionally students are 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.	1 st				
	2 nd				
Religion (1 credit) Two semester courses	1 st				
	2 nd				
Health (1 credit) Health and Wellness taken in 9 th grade		Health			
Electives (3.5 credits) Seven additional semester courses from any subjects	1 st				
	2 nd				
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.	1 st				
	2 nd				
Activities One activity per semester.	1 st				
	2 nd				
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. Any student wishing to apply for two open blocks (five courses), must complete this [Five Course Petition](#). 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.

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.

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

Classics Through a New Lens (H)

Names of classical figures like Noah, Athena, and Julius Caesar are familiar to most people – but do you *really* know their stories? This interdisciplinary elective explores the ancient civilizations and literature of Mesopotamia, Israel, Greece, and Rome through the lens of recent scholarly research and questions of current interest to students. Key texts may include the epic of *Gilgamesh*, *Genesis*, Homer's *Iliad*, Thucydides' *History of the Peloponnesian War*, Ovid's *Metamorphoses*, and Livy's *History of Rome*. This course will employ historical and linguistic research, and recently discovered primary sources, to unpack the nuances of these intriguing eras and texts. Students will also explore areas of personal interest by doing history research and sharing what they have learned, and will have the opportunity to build creative pieces – such as historical fiction scenes and poetry - in conversation with the cultures and texts studied. Together the class will discover how far from “dusty,” “boring,” or “conventional” ancient texts, characters, and history are, and appreciate how knowing them enriches the discussion of modern challenges. This is an honors-level course.

Semester Course (fall)

Prerequisite: open to students in grades 11 and 12

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**

The Heroic Tradition (H)

In 1977, a science-fiction movie, *Star Wars*, about a group of elite warriors armed with laser-powered “swords”, became one of the highest-grossing films of all time and founded a dynasty in popular entertainment. Why has the heroic tradition been such a compelling type of story across world history? And how do the epic tales of heroes compare to - and help us better understand - the real historical world of warriors and adventurers that generated them? We will quest for answers in this interdisciplinary elective, available to both seniors and juniors. The reading list may include the Old English epic *Beowulf*, William Buck’s retelling of the Hindu epic *Ramayana*, plus smaller selections from a world of epics and hero’s tales (such as the West African epic of *Sundiata*, the Mayan *Popol Vul*, and the Japanese samurai play *Chushingura*). Students will also explore some modern stories shaped by the heroic tradition, possibly Ryan Coogler’s *Black Panther* and Madeline Miller’s *Circe*, and take the opportunity to build their own creative pieces in conversation with heroic literature and history. Throughout, students will have regular opportunities to dig into history by doing research and teaching their peers. This is an honors-level course.

Semester Course (spring)

Prerequisite: open to students in grades 11 and 12

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

In 11th grade, the focus turns to a set of essential questions around American history, identity, and culture through the disciplinary approach of “American Studies,” an approach that puts literary texts in dialogue with social, political, and cultural contexts. Through experimentation in multiple genres of writing, students gain confidence by utilizing new tools of communication and diversifying their modes of written expression. They will develop complex arguments around the form and content of poems, essays, novels, and long-form literary journalism, often in conversation with established critical voices. The work of the year culminates in a major, article-length piece of nonfiction known as the LJP, or Literary Journalism Project, which asks students to undertake original research and investigation into a pressing local issue. Our readings come from the broad spectrum of American literature, from the period of colonization of the Americas to the present, and help us give multiple answers to the questions of what it means to be, or become, an American. There are no conclusive answers to this question; rather, we hope the course opens out to continued inquiry.

Yearlong Course

Required for students in Grade 11

Senior English Electives

Fall	Spring
<ul style="list-style-type: none">• Dramatic Literature• Memoir• Performing Masculinity• Short Story• Social Justice in Literature	<ul style="list-style-type: none">• Asian Literature• Contemporary Coming of Age• Feminist Literature• Fairytales and Legends• The Practice of Poetry

Fall Courses

Dramatic Literature

This English course offers something for all kinds of students: aspiring actors, directors or budding playwrights; theater and movie buffs, and 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*, Slawomir Mrozek's "The Police", and Lynn Nottage's Pulitzer Prize-winning *Sweat*. We will also explore some modern reinterpretations of classic works and investigate how theater has been transforming itself in the 21st century, by seeing a live production and one or more 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

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

Performing Masculinity

This class will engage students with ideas about gender in our cultural moment, focusing on concepts and representations connected to "masculinity." Through literature, film, and other media—including social media—we will explore depictions of "masculine" performance and development. We will read, discuss, and write both personally and analytically about philosophical/critical texts, selections from Homer's *Iliad*, selections from Thomas Page McBee's memoir *Amateur*, Cormac McCarthy's "border Western" *All the Pretty Horses*, Kiese Laymon's *Heavy*,

and a variety of other texts. Essential questions of the course include but are not limited to: What is masculinity? Where do our ideas about gender come from? How can one navigate the various cultural conversations around gender with grace? And the class will of course engage with many other questions as well.

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 with a local organization that is involved in social justice work throughout the semester in order to connect what they're learning in the course to their own community here in Portland. Students will additionally choose a third text to study (and teach) on their own, in connection to their community engagement efforts. Throughout the semester, students will respond to the course material creatively, personally, and analytically.

Prerequisite: open to students in grade 12

★**Social Impact class**

Spring Courses

Asian Literature: Classic Meets Contemporary

This class invites students to work together, seminar style, to explore selected aspects of Asian history and culture through a thoughtful pairing of classical and contemporary East Asian texts. The course is built around the premise that there are no singular or conclusive versions of Asian identity. Rather, we will use our time together to investigate the ways in which individuals and communities have asserted and developed distinct identities in dialogue with others and with events in modern history. Students will have regular opportunities for creative communication inspired by the texts we are reading, including historical fiction writing, theater performance, poetry, and creative response. Major literary texts may include Yu

Hua's novel *To Live*, Frances Ya-Chu Cowhig's play *Snow in Midsummer*, Yōko Agawa's short story collection *The Diving Pool*, and Han Kang's historical fiction novel *Human Acts*.

Prerequisite: open to students in grade 12

Contemporary 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 teenage writers and readers 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 explore the Bildungsroman genre and hone their skills. In navigating the universal themes of first love, self-doubt, racial and gender identity, social acceptance, and rebellion against authority, students will recognize themselves in the literature and the mirror it holds up to the real world. Texts might include *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

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. Students will respond to the course material creatively, personally, and analytically.

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

The Practice of Poetry

This course will help students develop techniques, strategies, and motivations to compose poems, whether they consider themselves a poet or not. By reading other poems, examining them for their craft, and by borrowing liberally from these

examples, students in this class will learn how poems work the way most writers do. Examples will represent a diverse range of experiences, histories, and social locations. Because poetry is both a written and performative medium, students in this class will come to see poems as both words on a page and as scripts for performance. Field trips are possible to local readings or talks. Be prepared for a workshop environment where students regularly share work and learn from each other.

Prerequisite: open to students in grade 12

History and Social Studies

The History and Social Studies Department motivates students to raise, investigate, and respond to meaningful questions about the human experience so that they may become informed citizens and lifelong learners.

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
<ul style="list-style-type: none">• American Government & Politics• Classics Through a New Lens (H)• Cult of Personality (H)• Global Issues• Introduction to Psychology	<ul style="list-style-type: none">• Anthropology• Economics (H)• Introduction to Psychology• Media Studies• The Heroic Tradition (H)

Fall Courses

American Government & Politics: An Introduction to Political Science

This course surveys the different ways in which political scientists study the phenomena of American politics. In addition to the discipline's concepts, terminology, and methods, you will learn how the president, Congress, and the Supreme Court shape the American political system. Understanding elections and the campaigns that come with them is also a necessary component. Since you will be taking this course during the height of the 2024 presidential campaign, we will apply everything we learn to the current race for president. By the end of the course, knowing how the parts work together, you will also apply what you've learned to current debates about presidential power, representation in Congress, and the influence of the Supreme Court. In short, you will learn how to think like a political scientist and be prepared to take an active role as a citizen.

Semester Course (fall)

Prerequisites: open to students in grades 11 and 12 who have completed US History

Classics Through a New Lens (H)

Names of classical figures like Noah, Athena, and Julius Caesar are familiar to most people – but do you *really* know their stories? This interdisciplinary elective explores the ancient civilizations and literature of Mesopotamia, Israel, Greece, and Rome through the lens of recent scholarly research and questions of current interest to students. Key texts may include the epic of *Gilgamesh*, *Genesis*, Homer's *Iliad*, Thucydides' *History of the Peloponnesian War*, Ovid's *Metamorphoses*, and Livy's *History of Rome*. This course will employ historical and linguistic research, and recently discovered primary sources, to unpack the nuances of these intriguing eras and texts. Students will also explore areas of personal interest by doing history research and sharing what they have learned, and will have the opportunity to build creative pieces – such as historical fiction scenes and poetry - in conversation with the cultures and texts studied. Together the class will discover how far from “dusty,” “boring,” or “conventional” ancient texts, characters, and history are, and appreciate how knowing them enriches the discussion of modern challenges.

Semester Course (fall)

Prerequisites: open to students in grades 11 and 12

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**

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

Psychology, or the scientific study of mind and behavior, is all around us. In this introductory course, students will examine three psychological perspectives—the biological, the cognitive, and the sociocultural—to gain a stronger understanding of human behavior. Students will explore a range of topics including, but not limited to, perception, memory, individual and group behavior, abnormal psychology, learning and motivation, and positive psychology. This course seeks to help students understand the core information and also to connect psychological concepts and theories to real world settings and for personal growth.

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

The Heroic Tradition (H)

In 1977, a science-fiction movie, *Star Wars*, about a group of elite warriors armed with laser-powered "swords", became one of the highest-grossing films of all time and founded a dynasty in popular entertainment. Why has the heroic tradition been such a compelling type of story across world history? And how do the epic tales of heroes compare to - and help us better understand - the real historical world of warriors and adventurers that generated them? We will quest for answers in this interdisciplinary

elective, available to both seniors and juniors. The reading list may include the Old English epic *Beowulf*, William Buck's retelling of the Hindu epic *Ramayana*, plus smaller selections from a world of epics and hero's tales (such as the West African epic of *Sundiata*, the Mayan *Popol Vul*, and the Japanese samurai play *Chushingura*). Students will also explore some modern stories shaped by the heroic tradition, possibly Ryan Coogler's *Black Panther* and Madeline Miller's *Circe*, and take the opportunity to build their own creative pieces in conversation with heroic literature and history. Throughout, students will have regular opportunities to dig into history by doing research and teaching their peers.

Semester Course (spring)

Prerequisites: open to students in grades 11 and 12

Mathematics

The OES math curriculum asks students to think critically about concepts and applications. Our math courses emphasize reasoning, computation, and collaboration through a lens of inquiry. The goal of the Math Department is to help students grow as problem solvers who appreciate the joy of thought and have the reasoning skills needed to deal with new and complex situations.

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 moves at a faster pace with an emphasis on 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 math skills 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 figures in terms of congruence and dilation and congruence

criteria for triangles (SAS, ASA, SSS). 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 n th 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
<ul style="list-style-type: none"> • Introduction to Elementary Analysis (H) • Statistics with R (H) 	<ul style="list-style-type: none"> • Multivariable Calculus (H) 	<ul style="list-style-type: none"> • 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

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

Introduction to Elementary Analysis (H)

Introduction to Elementary Analysis is the theoretical and formal study of concepts encountered in Calculus, with an emphasis on precise definitions and rigorous proofs. Topics include real numbers, completeness axiom, formal definition of the limit for sequence, monotone and Cauchy sequences, continuous functions, the Intermediate Value Theorem, uniform continuity, and limits of functions. In addition to learning to write rigorous proofs, students will gain experience presenting mathematical proofs, offering peer-to-peer feedback, and revising arguments. This is an honors-level course.

Semester Course (fall)

Prerequisite: AP Calculus BC; or permission from instructor

Multivariable 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 may include Taylor Series for functions of one, two, or more variables; the Hessian matrix and the second derivative test; and Lagrange multipliers and the max/min theory for functions of two or more variables with constraints. This is an honors-level course.

Semester Course (spring)

Prerequisite: AP Calculus AB or the first semester of AP Calculus BC

Computer Science Electives

Fall	Spring
<ul style="list-style-type: none">• Python I: Foundations of Programming• Python II: Advanced Programming and Problem Solving (H)• Algorithms (H)	<ul style="list-style-type: none">• Python I: Foundations of Programming• 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)

Prerequisites: Python I; or Advanced Algebra (B average or higher)

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; or permission from the instructor

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 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 equitable relationships; alcohol and other drug prevention; and mental health awareness. Our learning is grounded in this essential question: “How do I keep myself and my friends safe throughout high school and beyond?” 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, Socratic seminars, collaborative discussions, and circle sharing. Student voice will be centered and peer-to-peer communication prioritized.

During our social/emotional learning-focused **“hub” time**, students will participate in experiential education, community engagement, and independent self-care time. For example, during class, we will serve our OES community through land stewardship and lower school mentoring resulting in hours earned toward the graduation requirement.

Yearlong Course: fulfills the Oregon high school health requirement
Required for students in Grade 9

Weightlifting

This course is designed to offer students a comprehensive understanding of the fundamentals of weightlifting, emphasizing proper form on foundational movements, safety, and developing strong mental habits. Students will also learn about the science behind human anatomy, basic nutrition, and muscle development. This course is suitable for any student looking to improve their strength, muscular endurance, and overall fitness through strength training. Students will also have the opportunity to develop their own weightlifting programs under the guidance of certified trainers. Assessments include movement evaluations and written work.

Semester Course (fall and spring)

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

Religion and Philosophy

OES Religion and Philosophy courses help students examine the diverse range of religious and philosophical traditions of the world with a critical eye and emotional intelligence. These courses help students move towards answering the question of what it means to be human in an increasingly interconnected and complex world. Our rigorous and comprehensive courses are reading and writing intensive, and seek to foster and enrich holistic worldviews.

Religion classes are open to all students in grades 11 and 12. Students in grade 10 can take a religion class in the spring semester with advisor approval.

Course Descriptions

Fall	Spring
<ul style="list-style-type: none">• Buddhism• Christianity and Social Justice• Exploring Cultural Diversity in Religion• Introduction to The Episcopal Church• Women and the Hebrew Bible	<ul style="list-style-type: none">• Buddhism• Eating and Ethics• Encounters: Literature of Transformation and Transcendence (H)• Religion and The Civil Rights Movement• Superheroes and Spirituality• The Philosophy of Love

Fall Courses

Buddhism

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

This course offers an in-depth examination of the intersection between Christianity and social justice issues. Students will analyze the biblical foundations of social justice, the historical role of Christians in social justice movements, and how Christianity engages with contemporary issues related to race, sex, gender, abortion, LGBTQ+ issues, the environment, other religions, and economics. In addition, we will investigate how and why Christianity has been used to justify oppression, discrimination, and violence, and seek a new understanding that untangles misinterpretations and misuses of the Christian tradition. Assessments will include written work, presentations, and research.

Semester Course (fall)

★Social Impact class

Exploring Cultural Diversity in Religion

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)

Introduction to The Episcopal Church

What does the “E” in OES mean? This course will provide an introduction to The Episcopal Church and what it means to be a school with an Episcopal Identity. This course will explore an overview of the history of The Episcopal Church and its principles, beliefs, rituals, and polity. Over the term, students will have the opportunity to engage with communities across the wider Episcopal Church, Anglican Communion, and The Episcopal Church of Western Oregon. Students will be tasked with reflecting on what The Episcopal Identity at OES means to them and how it is experienced within the community. Students will create their vision for the future of this identity by engaging in discussions, readings, written work, and projects throughout the course.

Semester Course (fall)

Women and the Hebrew Bible

In this course, students will explore the diverse range of women’s experiences in the Hebrew Bible and their relevance for us today. We will analyze how their roles as mothers, prophets, assassins, queens, sisters, and friends challenge or reinforce traditional gender roles and expectations. Special attention will be paid to the cultural and historical contexts in which these stories were written. In addition, students will consider how these stories continue to shape discussions of power and identity by connecting these biblical stories with contemporary issues. Assessments will include written work, research presentations, and other projects.

Semester Course (fall)

Spring Courses

Buddhism

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)

Eating and Ethics

In today's interconnected world, our choices about what we eat have far-reaching implications. In this course, students will examine how our food choices impact animals, humans, and the environment by engaging with various philosophical and ethical theories. Students will learn about how the food industry operates and what responsibilities individuals and communities have when making food choices. Ultimately, students will seek to create a personal ethic of eating while understanding what is at stake within the daily choices we make about food. Assessments include written argumentation, research, and other projects.

Semester Course (spring)

★Social Impact class

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)

Religion and The Civil Rights Movement

Many civil rights leaders drew their motivation to work for freedom from their religious traditions. In this course, we will explore how principles from various religious traditions influenced The Civil Rights Movement. Students will explore teachings from several religious communities that support the goals of the civil rights movement and will reflect on how religious communities and leaders served as a vehicle of activism and change in the struggle for civil rights.

Through classroom discussions, reading a combination of primary and secondary sources, research, written work, and other projects, students will examine how religion intersects with activism and how these principles continue to appear in social and human rights movements worldwide.

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

This course delves into the profound questions surrounding one of humanity’s most fundamental experiences: love. Drawing from various religious and philosophical traditions across cultures and historical periods, this course invites students to critically examine the nature, ethics, and meaning of love in human life. Assessments include written work, presentations, and research.

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.

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 their math level.

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, 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.

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.

Co-requisite: Advanced Algebra or higher and a placement test

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 uses activities and labs to introduce students to the study of biology, with an emphasis on evolution as the central organizing theory explaining the development and diversity of life on Earth. Students will use tenets of physics and chemistry to study such topics as the origins of life, population ecology, biochemistry, cellular organization, cell division, molecular genetics, Mendelian and population genetics, speciation, biogeography, sociobiology, and ecological energetics and ecosystem dynamics. Completion of the Science Inquiry Project (SIP) is required.

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 and is also a Social Impact class.

Yearlong Course

Prerequisites: placement by department

★**Social Impact class**

Electives

Fall	Spring
<ul style="list-style-type: none"> • Advanced Molecular Biology (H) • Advanced Physics: Mechanics (H) • Energy Systems Engineering: Food of the Future • Exploring Biogeochemistry: From Field to Lab • Organic Chemistry • Introduction to Engineering 	<ul style="list-style-type: none"> • Dynamic Equilibria (H) • Introduction to Modern Physics (H) • Global Systems • Introduction to Engineering • Process Design & Engineering: Building an OES Aquaponics System

Fall Courses

Advanced Molecular Biology (H)

In Advanced Molecular Biology, 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 one- and 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)

Prerequisites: Precalculus (with or without Proofs)

Energy Systems Engineering: Food of the Future

This course explores the intersection of technology, agriculture, and sustainability. It addresses the critical need for innovative agricultural solutions in the context of population growth and climate change. In this course, you will explore and begin constructing a Controlled Environment Agriculture (CEA) system for creating an extremely high-intensity plant production environment. Learn the importance of controlling water, light, temperature, substrate, nutrients, and atmosphere to maximize plant growth. You will receive hands-on training in Dialux Evo, a 3D CAD software used by engineers to calculate light availability and uniformity (photon flux). This will enable you to model your own hypothetical CEA system as you participate in building a live system at OES inside the campus greenhouse. Blending theory with classroom learning, students will transform their knowledge into educational materials and design plans, providing the opportunity to create systems providing food of the future.

Semester Course (fall)

Prerequisites: open to students in grades 11 and 12

Exploring Biogeochemistry: From Field to Lab

In this class students will explore the physical, chemical, and biological processes that drive changes to the natural environment. We will focus on the cycles of elements such as nitrogen, carbon, phosphorus, and sulfur and the role they play in agriculture and food production, fisheries and aquaculture, atmospheric deposition, and climate change. The class will lean heavily on exploring field and laboratory methods related to soil, gas, and water measurements through hands-on testing on the OES campus. Biogeochemistry researchers will meet with us to share their work, and hopefully we will be able to take a field trip to support their work as well. The class will culminate in a significant independent biogeochemistry research project on the OES campus.

Semester Course (fall)

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

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

Organic Chemistry

This course is a laboratory-intensive exploration of the basics of carbon-based chemistry. Topics include organic synthesis, functional groups, mechanisms, stereochemistry, and spectroscopy. Students will learn how to employ more advanced laboratory techniques than those they used in Chemistry or Honors Chemistry, and, through those techniques, will investigate carbon in all of its intricate glory.

Semester Course (fall)

Prerequisites: Chemistry or Accelerated Chemistry

Spring Courses

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

Global Systems: Population Growth, Pollution, and Health

Global Systems is designed to further advance students' science practices through the exploration of topics in environmental science. The course focuses on the interconnected nature of global systems, with an emphasis on environmental toxicology, pollution and embryology, and human population change.

The course will challenge students to think critically, creatively, and collaboratively as they explore the complex interactions that shape our planet and society.

Throughout the course, students will use a range of scientific practices, including asking questions, developing models, analyzing data, constructing explanations, and engaging in argumentation. These practices will be integrated into the exploration of global systems, allowing students to deepen their understanding of how environmental toxins, pollution, and societal change impact embryonic development, human health, and the sustainability of our society. The course will examine the history of human population growth and models for our future.

Students will engage in hands-on laboratory activities, presentations, discussions, and collaborative research projects. They will have access to a range of resources, including scientific literature, data sets, and scientific tools to support their learning. By the end of the course, students will have developed a deep understanding of global systems and the scientific practices necessary to investigate and address the complex challenges facing our planet. They will be prepared to apply this knowledge and these skills to their future studies and to their roles as global citizens.

Semester Course (spring)

Prerequisites: open to students in grades 11 and 12

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

Introductory Modern Physics (H)

In this course, students will explore the revolutionary ideas from the early 20th century that reshaped our understanding of the nature of reality. The course will primarily focus on introducing students to special relativity and quantum mechanics. Topics from special relativity will include time dilation, length contraction, Lorentz transformations, and mass-energy equivalence (*yes, that equation*). Topics from quantum mechanics will include the probabilistic nature of matter and applications of the Time-Independent Schrödinger Equation in one-dimension.

Semester Course (spring)

Co-requisites: AP Calculus BC or higher, or AP Calculus AB with instructor approval

Process Design & Engineering: Building an OES Aquaponics System

This is a unique hybrid course that blends process design and engineering with practical, hands-on construction in a greenhouse setting. Expanding on the calculations and energy models developed in the previous semester, students will construct and implement the physical framework and working systems for a functioning integrated hydroponics (plants) and aquaponics (fish) setup within the OES greenhouse. The course will explore several vital components essential for a sustainable, food-secure future, including discussions on cutting-edge farms utilizing AI and robotics, and potential site visits to local next-generation farming operations. Ideal for students with a passion for various scientific fields, this elective integrates aspects of biology, chemistry, physics, and engineering while being active and hands-on. It also offers students the chance to make a meaningful and lasting contribution to both the school and the wider community.

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
<ul style="list-style-type: none"> • 3D Design and Prototyping • Actor's Studio • Advanced Studio Art (H) • Choir • Color, Design, and Symbol • Contemporary Studio Art • Dance • Digital Studio Art • Drawing and Painting • Fine Art Photography • Foundation Studio Art • Modern and Contemporary Ceramics • Scriptwriting Workshop • Symphonic Band 	<ul style="list-style-type: none"> • 3D Design and Prototyping • Actor's Studio • Advanced Digital Studio Art • Choir • Color, Design, and Symbol • Contemporary Studio Art • Dance • Design for Stage and Screen • Digital Studio Art • Drawing and Painting • Fine Art Photography • Foundation Studio Art • Modern and Contemporary Ceramics • Symphonic Band

3D Design and Prototyping

In this class, students will learn the essential principles of design, engineering, and 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 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 anthropological and sociological perspectives. Students in this class collaborate closely with students in the Scriptwriting Workshop and Design for Stage and Screen classes to beta test and help hone materials. 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 Digital Studio Art

Advanced Studio Art provides students with the time, tools, and space to refine and explore advanced applications of a foundational digital process. Students will utilize digital visual art tools to make art that responds to creative prompts, expresses a sense of voice and meaning, and considers the relationship between technique and concept. In this course, students will build upon the image making and graphic design skills developed in Digital Studio Art and bring their art to life using the mediums of animation and/or videography. Through a variety of studio activities and smaller assignments, students will explore visual storytelling, character design, and the movement of objects while also pursuing their own interests in larger self-guided projects. Adobe Photoshop and Illustrator will be used the majority of the time but students will also have the opportunity to access other programs in the Adobe Creative Suite.

Semester Course (spring)

Prerequisite: Digital Studio Art

This course can only be taken one time.

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 ([Application form here](#))

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 techniques 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.

The US Choir will meet from 7:15-8:15 a.m. 2-3 times per week depending on rotation, and 7:15-9:00 a.m. on late start days. This is a class for credit and 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.

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 stenciling, block print, and silk screen, how to use 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, Banksy, Kehinde Wiley, Ryan McGinness, and Jean-Michel Basquiat.

Semester Course (fall and spring)

This course can be taken a maximum of two times.

Contemporary Studio Art

Art is a mirror that reflects the brave new world in which we exist. The nature of art has changed drastically in the past few decades reflecting dramatic shifts in culture, politics, science, engineering, and philosophy. Technology continues to redefine our world, providing us with extraordinary devices and processes that change the way we interact, both interpersonally and as societies coexisting in a global village. In order to stay relevant, art needs to acknowledge, reflect, reinterpret, subvert, sublimate and influence this rapid evolution. The Contemporary Studio Art curriculum creates opportunities for students to use painting, sculpture, collage, and multimedia techniques to express their perspectives on current issues and culminates with a student-driven project in their media of choice.

Semester Course (fall and spring)

This course can be taken a maximum of two times.

Dance

This class is an introduction to dance, incorporating creative movement and promoting body awareness and coordination. Designed for people with little to no previous training in dance as well as advanced students with experience in athletics, martial arts, or performance, this class is a mixture of movement techniques, improvisation, choreography, observing, and discussing. Students investigate their own movement patterns and delve into many facets of dance and the cultural questions surrounding it. We'll explore the role of dancer, choreographer, and audience member in relation to such topics as aesthetic questions, identity, human kinesiology and anatomy, as well as look at movement and embodiment in our daily lives. If interested in going deeper, you'll have the opportunity to develop choreography for Dance Club, community events, and our mainstage Spring Extravaganza. No need to be an experienced dancer or performer — if you love to move and are curious about embodied intelligence, this studio class is for you!

Semester Course (fall and spring)

This course can be taken any number of 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.

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.

Semester Course (fall and spring)

This course can only be taken one time.

Digital Studio Art

In this course, students will explore digital art-making tools and techniques within Adobe Illustrator and Photoshop. No prior experience with these programs is required. The class will consist of playful drawing exercises, short term projects and more complex long term projects that will help students build confidence as well as develop personal interests and artistic voice. Through these projects, students will learn the basic elements and principles of design and how to create visually compelling imagery. Topics will include: double exposure/photo masking, digital collage, line drawing, digital painting, typographic design/creative typography, and vector drawing.

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 develop technical skills in drawing, painting, printmaking, collage, and mixed media as well as confidence in artistic expression. Students will learn to SEE the world as an artist, employing the elements of art and principles of design to create well-crafted and thoughtful works of art. Throughout the course,

students will discuss the visual and conceptual qualities of works of art from a variety of cultures and contexts. Class activities will include: playful exercises to explore materials, focused practice in skills (observational drawing, shading, mark-making, composition design, perspective drawing, and color theory), and structured open-ended projects that allow for the foundation of students' unique style and artistic voice. This class is designed to challenge students who may choose to take it a second time and the projects are varied so that students will be exposed to new material and ideas.

Semester Course (fall and spring)

This course can only be taken one time.

Modern and Contemporary Ceramics

In this course, students will be exposed to sculptural techniques including coil building, slab construction, and slip casting. Students will learn basic wheel throwing techniques for both functional and sculptural artwork. Students will be introduced to technical aspects involved in the ceramic process such as kiln atmospheres, kiln temperatures, ceramic vocabulary, and ceramic production process stages, as well as learn about ceramics in art history, social justice applications, and contemporary interdisciplinary functions. This course examines where ceramics has been, where it may be going, and how students can use it as a tool of self-expression in relation to the visual culture they experience every day. Throughout the course, students will create written reflections on personal discoveries attained through their ceramic journey.

Semester Course (fall and spring)

Prerequisite: It is recommended that students have taken an Upper School Visual Art class prior to taking this course. Applications by students who have not taken the class before will be prioritized.

This course can be taken a maximum of two times.

★Social Impact class

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.

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 around 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 four required Visual and Performing Arts classes to be eligible to apply 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 9, 2024. 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. Please note that applications are taken on a first-come-first served basis and space is limited to mentor availability (two per faculty member/semester).

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— using transportation, weather, food, and directions. 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 food, direction, health, going out with friends, and renting an apartment. 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, skits, 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 making plans with friends, renting an apartment, and planning a trip abroad. 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 an emphasis on broadening and deepening vocabulary and cultural awareness while increasing 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 Hispanic cultures. At the beginning levels, the basic skills of communication are stressed, and students work towards speaking and understanding Spanish in order 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 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 to 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 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 IV is designed to further increase students' proficiency in the four language skills: speaking, listening, reading, and writing. There is an emphasis on broadening and deepening vocabulary and cultural awareness while increasing 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 Spanish and Spanish-American literature, art, music, and podcasts. Students are expected to participate actively in Spanish during class activities designed to develop speaking and listening proficiency.

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 self-expression and knowledge of Spanish language and culture. This discussion-based course is conducted in Spanish, and students are expected to demonstrate a high degree of 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. These are honors-level courses.

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 co-curricular programming designed to create and foster a safe and nourishing 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, and activities. Groups enjoy a snack, play games, and initiate discussions. Above all, it is a time when each student feels valued and known by their peers and Advisor, who is a guide, advocate, and academic coordinator for advisees. As the “go-to” person for their advisees and parents, Advisors are central to individual student support; they serve as the conduit for communication between the many different resources available to support students in their academic and social-emotional journey. Students 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 time provides a safe, playful, and valuable forum for student leadership, the sharing of important and timely announcements, the honoring of celebrations and transitions, the thoughtful and civil reflection on shared values, and the opportunity to regularly contemplate a sense of place and responsibility.

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 that 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 skills in leadership. OES has a strong tradition of excellence in athletics, offering 10 sports with over 30 teams gauged for different levels of skill. The no-cut policy means every student who commits will have the opportunity to compete and to experience the reward of being a part of a team. At the Upper School level, about 85% 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 whenever possible, even when injured. Any anticipated absences must be communicated ahead of time to the coach or they will be considered unexcused absences. Multiple unexcused absences can lead to a student not receiving an extra-curricular credit.

After-School Event Participation

Students who have afternoon or evening commitments through OES, such as extracurricular activities, dances, or theater, must be in school all day to participate unless they have a medical appointment with a note from the doctor.

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](#).