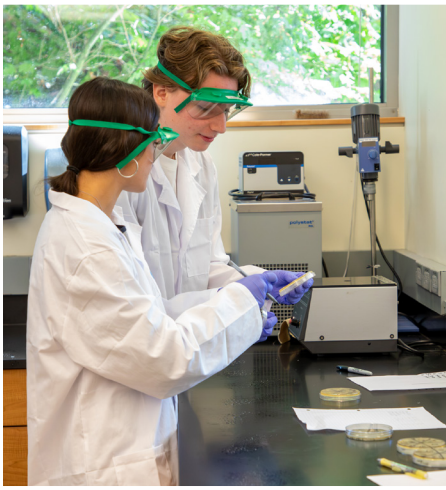
Oregon Episcopal School

UPPER SCHOOL CURRICULUM GUIDE



2026-27

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Graduation Requirements

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

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

Minimum Course Requirements

English	4 credits	English 9, 10, 11, and two senior courses
History and Social Studies	2.5 credits	Social Studies: Global Perspectives, US History, and Civics, Government, and the Economy
Mathematics	3 credits	Must complete through Advanced Algebra
Health and Wellness	1 credit	Required for all students in grade 9
Religion and Philosophy	1 credit	World Religion course and one elective
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 credits	Acquired through the successful completion of a class in any subject for which the requirements have been met.

Academic Program

Fall Semester: August 26, 2026 through January 21, 2027
Spring Semester: January 26, 2027 through June 10, 2027

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. To craft a schedule that supports a healthy, balanced, and manageable courseload, students work with their advisors during Registration in April to consider how they spend their time both in and out of school.

Homework Expectations During Modified School Days

To support continuity of learning, teachers may assign a standard night's homework on days when regular classes are not in session but students are still engaged in school-related activities.

This includes, but is not limited to:

- **Testing days** (e.g., PSAT, standardized assessments)
- **Experiential or off-campus learning experiences** (e.g., the 10th-grade backpack prep days, field trips, service days)
- **Conference days** or other special schedules when classes do not meet

Assignments given for these days should be comparable in length and scope to a typical nightly homework assignment. The goal of this policy is to maintain academic momentum and support consistent learning routines, even during modified or non-class days that are part of the school program.

Activity Program

Activity enriches the OES student experience through participation in semester- and year-long immersive experiences. To meet OES graduation requirements, students select one Activity

each semester from a range of co-curricular offerings like Student Government, Yearbook, Rocketry, and Speech and Debate. Through a wide variety of offerings, students develop their interest-based passions by diving deeper into new areas, learning skills, and trying new things, exploring the EC3 Design Center, collaborating in multi-grade programming, and more.

OES Extracurricular Requirement

To meet the OES Extracurricular requirement, students must be involved in one or more of the opportunities below. Students in grades 9 and 10 must be involved in two extracurricular activities each year. Students in grades 11 and 12 must be involved in at least one activity each year. For an extracurricular activity to count towards the requirement, a student must not miss more than 25% of practices and/or competitions

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

Fall Sports: Cross County, Soccer, Volleyball

Winter Sports: Basketball, Skiing

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

Other opportunities include: Advanced Strings, Aerospace Team (TARC), Chess Team (competing team), Future Business Leaders of America, Honor Choir, HOSA-Future Health Professionals, Jazz Band, Mock Trial, Oregon Game Project (competing team), Robotics, Science Bowl, and Speech and Debate (competing team)

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

Community Engagement

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

In order to graduate, Upper School students are required to complete 60 hours of service to the school, 20 hours of work in the greater community*, and two substantial projects that demonstrate commitment and leadership. The work in Upper School classes designated as Social Impact counts towards the completion of one of these projects or a designated number of hours determined by the teacher of the course. As part of developing responsibility,

citizenship, and empathy, Community Engagement work must be unpaid, and it must support a nonprofit organization and/or those who are truly in need. Community Engagement is an element of many academic classes, Activities, and school trips.

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

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

Winterim

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

Faculty and students collaborate to plan a wide variety of experiences that provide opportunities for them to work and learn together as part of our shared community.

As a cornerstone of our inquiry-based learning, participation in and completion of a Winterim course each year is a graduation requirement for all students.

Experiential and Outdoor Education

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

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

OES Upper School Four Year Plan

		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 (2.5 credits) Social Studies: Global Perspectives, US History, Civics, Government, and the Economy		Social Studies: Global Perspectives	US History	Civics, Government, and the Economy (semester course)	
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 in Performing Arts, Visual Art, and/or Music	1st				
	2nd				
Religion (1 credit) World Religions and additional semester elective	1st				
	2nd				
Health (1 credit) Health and Wellness taken in 9th grade		Health			
Additional Credits (3 credits) Six additional semester courses in any subject	1st				
	2nd				
Extracurricular requirement Students in grades 9 and 10 must be involved in two extracurriculars each year. Students in grades 11 and 12 must be involved in at least one per year.	1st				
	2nd				
Activities One activity per semester.	1st				
	2nd				
Community Engagement Sixty hours on campus, 20 hours off campus (or 40 on and 40 off), and two projects					
Winterim Winterim is required every year.					

Academic Policy and Procedures

Course Placement

All students entering the Upper School who are new to OES take skills assessments in math, science, and world language (unless starting a new language), which, along with teacher recommendations and transcripts, identify the level of math and language that best meets each 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 setbacks, and consistently apply strategies for improvement.

Academic Load

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

Honors Courses

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

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

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

Teaching Assistant (TA) Program

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

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

Interested students in grades 11 and 12 should complete the **TA application** **by Friday, May 1**. 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.

Requesting Extensions

When students anticipate needing more time to complete an out-of-class assignment (not for in-class assessments like exams and quizzes), they will complete the Extension Form in the student portal and follow the process below. Students will be permitted **one extension a semester across all of their classes**. After they complete the form, they will be notified that they have no more extensions for the semester.

Student Responsibilities/Role:

- Request an extension of the deadline (24 hours in advance)
- Provide a reason for the request
- Propose a new deadline within three days of the original deadline
- Address the reason for the request and actions to be taken to avoid being late again

Once the student completes the form, the information will be sent to the student's teacher, advisor, support team, and parents/caregivers. If any adjustments are needed, the teacher may send a follow-up email. If the work remains incomplete after three days, the student will use their next class block to complete it to the best of their ability in order to receive feedback and move on in the class.

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 do, 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.

<u>Grade 9: No exams</u>
Students are not allowed to take AP exams unless enrolled in an OES AP course.
<u>Grade 10: One exam</u>
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.
<u>Grades 11& 12: Two exams</u> (for those not in any OES AP courses)
Students can request approval to take one additional exam along with their OES AP courses.

Academic Semester 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 before 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. Students are required to take assessments prior to their planned absence.

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

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

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

Excessive Tardies
OES students are expected to be punctual, recognizing that arriving late to school or to an individual class can be disruptive to the student's learning and to others. Persistent and unexcused tardiness may result in a formal review of a student's attendance and academic record and could include probationary status, loss of course credit, or withholding of a re-enrollment contract for the following year.

Phone Policy

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

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

Comments, Conferences, Interims, and Transcripts

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

For the fall semester, all 9th graders are graded on a P/F basis to promote intentional experimentation with 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 arrange.

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

Course Offerings by Department

Interdisciplinary Electives

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

Course Descriptions

Encounters: Literature of Transformation and Transcendence (H)
The twentieth-century Jewish philosopher Martin Buber famously noted, “All real living is encounter.” In this course, weaving together the disciplines of philosophy, literature, and theology, students explore this existential assertion through the study of selections from literature. Students will employ and develop skills in close reading, comparative analysis, critical scholarship, personal reflection, writing reading-response journals, analytical essays, and a concluding project. The Encounters course introduces opportunities to develop new techniques of exegetical analysis and literary criticism. The work of Encounters is not only analytical and critical, it is also reflective and relational. Readings include selections from John Milton’s *Paradise Lost*, Herman Hesse’s *Siddhartha*, the Hebrew Bible, and Christian New Testament, and short stories by Flannery O’Connor, Raymond Carver, Annie Dillard, and others.
Semester Course (spring)
Prerequisite: open to students in grades 11 and 12

Social Innovation and Entrepreneurship Course
This second-semester senior course provides an intensive introduction to the theories and practices of social innovation. Students will utilize the UN Sustainable Development Goals framework to identify pressing global issues and architect a viable social venture project. The course culminates in an experiential "field-work" phase, where students transition from theoretical design to active implementation, testing their entrepreneurial ventures in a real-world context. Here is an example of a social entrepreneurial venture.
Semester Course (spring)
Prerequisite: open to students in grade 12
★Social Impact class

English

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

Course Descriptions

English 9

The 9th grade class initiates students into the world of literature and writing at the high school level, building skills and understandings that will serve them in their English classes and beyond. At its core, the class is about stories, the communities those stories emerge from, and the identities and relationships that form through individual or collective change. Students learn to read closely, taking their own observations and inferences as starting points for interpretations of stories, plays, graphic narratives, and modern novels. Students will find opportunities to respond to literature by 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.

Yearlong Course

Required for students in Grade 9

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. 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 in a complicated world.

Yearlong Course

Required for students in Grade 10

English 11
This class focuses on reading, research, collaboration, presentation, and writing. It is the final course in the required English sequence, culminating in the capstone Literary Journalism Project (LJP). Students will read literature connected to diverse identities that interact in the United States—primarily fiction and creative nonfiction—attempting to understand how authors process identity in the great diversity of peoples and values in this country. Students will articulate facets of their own identities and values as they refine their skills.
Yearlong Course
Required for students in Grade 11

Senior English Electives

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

Fall	Spring
• Banned Books • Classics Through a New Lens • Memoir • The Practice of Poetry • Short Story	• Asian Literature: Classic meets Contemporary • Coming of Age • Fairytales and Legends • Feminist Literature • The Practice of Poetry

Fall Courses

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

Classics Through a New Lens
This course explores the literature of Ancient Greece and Rome through the lens of recent scholarly research and the questions of current interest to students. Key texts may include

Homer's *Iliad*, Euripides' *Bacchae*, Thucydides' *History of the Peloponnesian War*, and selections from Ovid's *Metamorphoses* and Livy's *History of Rome*. We will explore contemporary historical, archaeological and linguistic research that helps reveal aspects of these intriguing texts that 19th and 20th century scholars missed or even actively hid – such as the lives of the enslaved, the complexity of gender roles, or the experiences of women. Students will also have opportunities to build creative pieces – such as historical fiction scenes, poetry, and formal speeches - in conversation with the cultures and texts we study. Together we'll discover how far from "dusty", "boring" or "conventional" ancient texts, characters, and cultures are, and appreciate how knowing them can enrich the understanding of modern human communities and our challenges.
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

The Practice of Poetry
Whether you have an established practice or have only written poetry when required by your English teachers, this course offers valuable motivation, strategies, and opportunities to develop as a poet. We will explore the work of professional poets every day and learn techniques for deeper reading and more productive writing, editing, and feedback. The course identifies the connections between poetry and visual and performance media, investigates fixed forms from different eras and traditions, and digs into some different sub-genres of poetry (e.g.: music-linked, witness poetry, spoken word). At every stage, you will practice writing and refining poems, particularly through weekly "field trips" to inspiring on-campus locations. Be prepared for a workshop environment, in which you help each other grow more adept at writing and reading. The course culminates in a carefully-chosen personal portfolio of your best work.
Prerequisite: open to students in grade 12

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

Spring Courses

Asian Literature: Classic Meets Contemporary
This class explores selected aspects of East Asian history and culture through a thoughtful paring of classical and contemporary Asian texts from China, Japan and Korea. 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, theater performance, poetry and creative response. Literary readings 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

Coming of Age
The journey from childhood to adulthood is a challenging one, indeed, which is why so many writers have explored the complexities of growing up. This class offers students a chance to navigate their own journeys of trying to find their place, their identity, and the answers to questions like "How will I belong?", "Who will accept me?", and "Will I be OK?" Through close and critical reading of novels and film, reflective and analytical writing, and collaborative discussions, as well as through the construction of their own coming of age narratives, students will recognize themselves in the literature and the mirror it holds up to the real world. Texts might include *The Catcher in The Rye* by JD Salinger, *Salvage the Bones* by Jesmyn Ward, and *Fun Home* by Alison Bedchel.
Prerequisite: open to students in grade 12

Fairytales and Legends
We've all grown up with the stories–children lost in the woods, witches shoved into ovens, soldiers driven mad in wars that can't be won. What are those stories meant to teach us? Why have they survived? Did they help us or harm us? Who created those stories in the first place, and why do we trust them? In this course, we will re-read childhood favorites 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, "Once upon a time…"
Prerequisite: open to students in grade 12

Feminist Literature
As influential scholar bell hooks insists, feminism is for everybody! In this course, we will read a combination of literature (fiction) and some feminist theory (nonfiction) with the aim of understanding a diversity of feminist thought and writing through the years, including various branches of feminism (like ecofeminism, cyberfeminism, and postcolonial feminism). We will learn how feminist writers engage with topics like sexism, reproductive rights, gender identity, intersectionality, and sisterhood in their writing. Course texts include *Red Clocks*, a dystopian novel set in Oregon by Portland based author Leni Zumas (including a potential class visit with the author), and Ntzoke Shange's award winning play *For Colored Girls Who Have Considered Suicide/ When the Rainbow is Enuf*, which has been produced on Broadway. Students can expect to respond to the course materials both analytically and creatively.
Prerequisite: open to students in grade 12

The Practice of Poetry
Whether you have an established practice or have only written poetry when required by your English teachers, this course offers valuable motivation, strategies, and opportunities to develop as a poet. We will explore the work of professional poets every day and learn techniques for deeper reading and more productive writing, editing, and feedback. The course identifies the connections between poetry and visual and performance media, investigates fixed forms from different eras and traditions, and digs into some different sub-genres of poetry (e.g.: music-linked, witness poetry, spoken word). At every stage, you will practice writing and refining poems, particularly through weekly "field trips" to inspiring on-campus locations. Be prepared for a workshop environment, in which you help each other grow more adept at writing and reading. The course culminates in a carefully-chosen personal portfolio of your best work.
Prerequisite: open to students in grade 12

History and Social Studies

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

In all courses, students will practice the principles of civil discourse, learning how to listen carefully, engage respectfully across differences, and support their ideas with evidence. Structured discussions and debates will help students develop the habits of thoughtful dialogue that are essential in a healthy democracy.

Course Descriptions

Social Studies: Global Perspectives

In this course, students examine the world through multiple lenses, exploring how global forces and diverse perspectives shape societies across time. Four key themes **A**uthority, **B**eliefs, **C**limate Change, and **D**iaspora, anchor the curriculum, guiding students as they investigate political systems, revolutions, the roots of climate change, and patterns of human migration. By connecting historical developments to present-day issues, students develop a deeper understanding of how local and global experiences are intertwined. Throughout the course, students build the skills of effective historians and global thinkers: analyzing primary and secondary sources, asking meaningful and inquiry-driven questions, evaluating differing perspectives, and constructing evidence-based arguments. These practices help students develop the ability to engage thoughtfully and respectfully with complex global challenges.

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

Civics, Government, and the Economy
What does it truly mean to be an active participant in a 21st-century democracy? This interdisciplinary course serves as an instruction manual for American society, giving students the tools they need to navigate the political and economic realities of adult life. Students will examine how the three branches of government operate and how the Federal Reserve helps steer the nation's economy, gaining a clear understanding of how public policy and financial systems shape everyday life. Another focus of the course will be financial literacy. Students will learn how money works at both the personal and national level, building the knowledge needed for individual independence and responsible economic decision-making. With these foundations in place, students will apply their learning to real-world questions through the essential practice of civil discourse. They will investigate the ethics of campaigns and elections, the protection of free speech and privacy in a digital age, and the causes of economic inequality. By the end of the course, students will understand not only how their government functions, but also how citizens can use their voices, votes, and economic choices to influence the nation's future.
Semester Course
Required for students in Grade 11; open to students in Grade 12 for the 2026-27 school year

11th and 12th Grade Electives

Fall	Spring
• Advanced Debate • Civics, Government, and the Economy • The Cold War (H) • Cult of Personality (H) • Global Issues • Introduction to Psychology	• Anthropology • Civics, Government, and the Economy • Economics (H) • Introduction to Psychology • Media Studies

Fall Courses

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

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

The Cold War (H)
Peace did not arrive when World War II finally came to an end; instead, the Cold War began. For the second half of the 20th century, from 1945 to 1991, the clash between two ideologically and philosophically opposed systems - the capitalism of the United States and the communism of the Soviet Union - shaped international relations as proxy conflicts and political interventions left enduring legacies across the globe. This course will investigate how the Cold War started and why, how it was waged and by whom, why it lasted as long as it did, and finally, how it ended. Although not simply a chronological survey of the key events, we will also study the many ways in which the Cold War found expression in the social and cultural life of the United States and how that influence affected American politics and foreign policy. Furthermore, only by understanding how the Cold War shaped our world can we make sense of what it has left behind. The course incorporates primary sources, secondary readings, films, and simulations to encourage critical exploration and debate about the diverse and often conflicting interpretations of the period. A central aim is to strengthen students' critical reading and analytical skills by comparing historians' arguments, identifying different perspectives, and developing a nuanced approach to understanding the past.
Prerequisites: open to students in grades 11 and 12 who have completed US History

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

Global Issues
Who are the workers behind all aspects of fast fashion? How do conflicts in the Middle East shape international relations far beyond the region? 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. In this class you will be studying current global issues related to human rights, political strife 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 world today. This is a Social Impact class.
Prerequisite: open to students in grades 11 and 12
★Social Impact class

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

Spring Courses

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

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

Media Studies
From newspapers to TikTok, the media shapes how we see the world and how the world sees us. It informs, entertains, persuades, and sometimes misleads. Because the media is also a business driven by profit, it raises important ethical questions about truth, representation, and responsibility. In this course, you will examine the who, how, and why behind the media we consume and create. We will study the history of journalism, music as the soundtrack of America, and the power of advertising, all through the lens of business and ethics. Within each unit, you will analyze representations of race, class, and gender, and consider how the media can reinforce or challenge inequality. Through creative and analytical projects, you will develop the skills and responsibility required of both media consumers and producers.
Prerequisites: open to students in grades 11 and 12

Mathematics and Computer Science

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

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

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

Course Descriptions

Algebra

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

Yearlong Course

Geometry

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

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

Yearlong Course

Prerequisite: Algebra

Advanced Algebra

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

Yearlong Course

Prerequisites: Geometry

Advanced Algebra with Proofs (H)

Advanced Algebra with Proofs is the study of linear, quadratic, polynomial, rational, exponential, and logarithmic functions, with an emphasis on both formal and intuitive proofs. We begin with precise definitions of the number line and real numbers, exploring the intuitive reasoning behind their well-known properties. This is followed by the application of new definitions and the properties of real numbers to prove the laws of exponents for the special case of integer exponents, and theorems regarding nth roots, as well as to derive the quadratic formula. Students then use the geometric definitions of circles, parabolas, and ellipses to derive their equations in two variables. Transformations of the plane, along with concepts of congruence and similarity, are applied to analyze these figures—in particular, to prove that all parabolas are similar. The formal definition of a function is then applied to the study of linear and quadratic functions. The precise concept of inverse functions is introduced and applied to study nth root functions. Exponential functions are explored via interpolation, while logarithmic functions are defined as their inverses. Using technology, students explore polynomial and rational functions. Applications are integrated throughout the course to reinforce and deepen understanding, allowing students to explore optimization, projectile motion, compound interest, population growth, and radioactive decay models. Additionally, students derive formulas for the sum of the first n terms of both arithmetic and geometric sequences. The concept of mathematical induction is introduced and used to prove several well-known formulas. 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, with an emphasis on both formal and intuitive proofs. We begin with intuitive derivations of the formulas for the area and circumference of a circle, followed by precise definitions of the sine and cosine functions using right triangles. The domains of these functions are then extended to all real numbers through the introduction of the unit circle. Transformations of the plane are used to prove basic trigonometric identities, and additional concepts are introduced to prove the sum and difference formulas for sine and cosine functions. The general concept of inverse functions is reviewed and applied to the study of inverse trigonometric functions, which are then used to solve trigonometric equations for general solutions. 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 formula for the area of a triangle. Additionally, students are introduced to sequences and the concept of the limit of a sequence, approached both intuitively and rigorously. These ideas are then applied to explore the convergence of a series and the limit of a function. The course also covers continuity and differentiability, along with differentiation techniques such as the product rule, quotient rule, and chain rule. 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

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)

Math Electives

Fall	Spring	Yearlong
• Linear Algebra (H)	• Multivariable Calculus (H)	• Statistics • AP Statistics

Statistics
This course provides an introduction to statistics and probability with a focus on practical applications and relevant topics like predicting the chances of winning a game, analyzing sports performance, and understanding the odds of viral trends. Students will learn how to collect, organize, and interpret data using measures of center and spread, visual representations like histograms and box plots, and fundamental probability concepts. Topics include basic probability rules, independent and dependent events, and counting techniques such as permutations and combinations. Students will develop the skills to summarize data effectively, understand uncertainty, and make informed decisions. They will apply statistical reasoning to diverse fields, including finance, climate science, and social justice, gaining valuable insights into how data shapes the world around us.
Yearlong Course
Prerequisite: Advanced Algebra

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 Statistics

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

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

Computer Science Electives

The Computer Science program at OES is a dynamic and advanced curriculum designed to

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

Fall	Spring
• Python I: Foundations of Programming • Python II: Advanced Programming and Problem Solving (H) • Algorithms (H)	• Python I: Foundations of Programming • Python 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 students in grades 11 and 12 who have completed Precalculus and have permission from the instructor

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

Algorithms and Data Structures (H)
Algorithms and Data Structures 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 through Python III and would like to take their Computer Science 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 graph search and social network analysis), greedy algorithms, and dynamic programming. Midterm and 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 and its applications. This course will cover topics such as gradient descent used in regression and neural network models 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 and libraries will be used daily and completion of Python III is an important prerequisite. At every opportunity, real world data sets and problems will be discussed and evaluated. Students will learn to build machine learning models with wide ranging applications from medical diagnosis to image recognition to models for predicting appropriate business decisions. This is an honors-level course.
Semester Course (spring)
Prerequisite: Python III and AP Calculus AB or AP Calculus BC; or permission from the instructor. Linear Algebra and/or AP Statistics or Advanced Statistics with R is recommended.

Physical Education & Health and Wellness

Course Descriptions

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

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

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

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

Religion and Philosophy

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

Religion and Philosophy classes are open to students in grades 10 (spring only), 11, and 12. Students must earn a passing grade in two semesters of Religion and Philosophy courses to graduate. All students are required to begin with World Religions: An Introduction to Sacred Traditions, which serves as the foundational course for the program. After successful completion of this course, students may then enroll in a second elective course of their choosing to fulfill the requirement.

Students must complete World Religions no later than the fall semester of their senior year to ensure sufficient time to fulfill the second-semester requirement before graduation. This course must be completed before enrolling in any additional Religion and Philosophy courses, and students **cannot** take this course concurrently with another Religion and Philosophy class.

Course Descriptions

Fall	Spring
• World Religions: An Introduction to Sacred Traditions • Buddhism (H) • The Philosophy of Love	• World Religions: An Introduction to Sacred Traditions • Encounters: Literature of Transformation and Transcendence (H) • Ethical Intelligence • Women and the Hebrew Bible

Fall Courses

World Religions: An Introduction to Sacred Traditions
From sparking revolutions to inspiring great works of art, religion continues to shape politics, culture, and society, making religious literacy an essential skill for navigating and engaging with our world. In this course, students will develop this skill by investigating the major world religions including Judaism, Christianity, Islam, Hinduism, Buddhism, Confucianism, Shinto, and Taoism.

Students will approach each tradition as a dimension of human culture rather than through a devotional lens, examining key beliefs, sacred texts, common practices, rituals, and the historical contexts from which these religions originated and developed. They will also compare and contrast traditions, discover the rich diversity within each, and uncover how beliefs and practices can vary across communities, cultures, and time periods.

Through close reading of primary and secondary sources, discussion, writing, and collaborative projects, students will trace the diverse ways in which religion has influenced thought, behavior, and culture, developing the tools needed to engage with accuracy, curiosity, and understanding in a rapidly changing and interconnected world.
Required for all students starting in spring of grade 10.

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

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

In this course, students will practice being philosophers by asking *a lot* of questions, reflecting on their own beliefs and assumptions when it comes to love, and exploring what it means to love well. Through a variety of media (including visual art, short films, written text, music, and more), students will explore how various thinkers from diverse backgrounds, cultures, and time periods have understood and practiced love.

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

Spring Courses

World Religions: An Introduction to Sacred Traditions
From sparking revolutions to inspiring great works of art, religion continues to shape politics, culture, and society, making religious literacy an essential skill for navigating and engaging with our world. In this course, students will develop this skill by investigating the major world religions including Judaism, Christianity, Islam, Hinduism, Buddhism, Confucianism, Shinto, and Taoism.

Students will approach each tradition as a dimension of human culture rather than through a devotional lens, examining key beliefs, sacred texts, common practices, rituals, and the historical contexts from which these religions originated and developed. They will also compare and contrast traditions, discover the rich diversity within each, and uncover how beliefs and practices can vary across communities, cultures, and time periods.

Through close reading of primary and secondary sources, discussion, writing, and collaborative projects, students will trace the diverse ways in which religion has influenced thought, behavior, and culture, developing the tools needed to engage with accuracy, curiosity, and understanding in a rapidly changing and interconnected world.
Required for all students starting in spring of grade 10.

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.

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

Women and the Hebrew Bible

Pulitzer Prize-winning historian Laurel Thatcher Ulrich once said, “[W]ell-behaved women seldom make history.” For thousands of years, women have sought to shape their communities, cultures, and futures in ways both subtle and dramatic, often in spite of widespread attempts to oppress them.

In this course, students will explore how women in the Hebrew Bible respond to societies and forces that both empower and constrain them. Through close reading, discussion, and both collaborative and individual interpretive analysis, students will situate these stories within their cultural, religious, and historical contexts while continuing to develop their critical thinking and empathy-building skills. Ultimately, students will discover how these women’s experiences as wives, mothers, daughters, friends, warriors, spies, assassins, prophets, queens—and ultimately human beings—continue to shape the stories we tell ourselves today about power, freedom, and identity.

Science

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

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

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

Course Descriptions

Foundations of Science Courses

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

Yearlong Courses

One-dimensional Physics

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

Two-dimensional Physics
In this Foundations of Science course, students will delve into the application of trigonometric, algebraic, and systems of equations tools to analyze and predict various phenomena in physics. This will include motion, forces, energy, and conservation laws. Through the science inquiry project, students may also choose to dive deeper into additional topics such as thermodynamics, waves, and electricity, or sports science.

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

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

Biology
This year-long course immerses students in the study of biology through interactive activities, laboratory investigations, and real-world applications. Emphasizing the relevance of biology in everyday life and emerging research and careers, students will explore the foundations of life sciences while integrating concepts from physics and chemistry. Key topics include biochemistry, cell biology, genetics, DNA/RNA/protein synthesis, cell division, energy in life, evolution, and ecology. Critical thinking and inquiry skills will be developed through experimental design, data analysis, and collaborative problem-solving. In addition to

classroom curriculum, students will complete an independent Science Inquiry Project (SIP), applying scientific methods to investigate a biological question of interest.
Yearlong Course

Accelerated Biology (H)
This year-long course immerses students in the study of biology with an emphasis on the connections among scientific 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 strong research focus. In addition to in-course inquiry experiments, students design and complete an independent Science Inquiry Project (SIP) in biology and enter their work in the Aardvark Science Expo (ASE). Because authentic independent research requires sustained effort, students are expected to devote meaningful time outside of class to planning, conducting, and refining their SIP. As the pace in this course is faster than that of standard biology and the breadth and depth of the material greater, placement in this course is determined by faculty based on a combination of the student's academic record in previous science classes and demonstrated 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 setbacks, and consistently apply strategies for improvement. This is considered an honors-level course.
Yearlong Course
Prerequisites: placement by department

Electives

Fall	Spring
• Advanced Biology: Molecular Research (H) • Advanced Chemistry: Organic Molecules (H) • Advanced Physics: Mechanics (H) • Better Living Through Chemistry: Visual Arts • Introduction to Engineering • Marine Science • Mechanical Systems Engineering	• Advanced Biology: Systems Ecology (H) • Advanced Physics: Thermodynamics and Optics (H) • Better Living Through Chemistry: PNW foods • Introduction to Engineering • Marine Science • Process Design Engineering

Fall Courses

Advanced Biology: Molecular Research (H)
This advanced laboratory course examines how the molecular structures of living systems give

rise to biological function. Students explore how the organization and interactions of biomolecules, such as DNA, proteins, and cellular components, underlie the processes that sustain life. Through advanced hands-on laboratory work, students investigate topics such as microbial structure and physiology, gene expression, and the molecular basis of biological function.

Laboratory investigations may include introducing genetically modifying cells to examine gene expression, using modern genetic technologies to investigate gene function, and analyzing DNA recovered from environmental samples to explore biological diversity, ecosystems, or human health.

Throughout the course, students engage in authentic scientific practices, designing experiments, analyzing data, refining explanations based on evidence, and considering the ethical and societal implications of biotechnology. The course culminates in student-driven research that reflects the creativity, persistence, and collaboration at the heart of modern biological science.
Prerequisite: Accelerated Biology or Biology with permission of teacher

Advanced Chemistry: Organic Molecules (H)
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.
Prerequisites: Chemistry or Accelerated Chemistry

Advanced Physics: Mechanics (H)
In this semester-long course, students will take a deeper dive into Newtonian mechanics, building on the skills and content from their Foundations of Science course with an increased focus on mathematics and computational methods. Topics covered will include dimensional analysis, motion and forces in two-dimensions, gravity, mechanical energy, momentum, 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.
Prerequisite: completion of any pre-calculus course

Better Living Through Chemistry: Visual Arts
Unleash your creativity through the intersection of science and art! In this hands-on course, you will experiment with chemical reactions to create visual effects in various artistic mediums. Possible explorations include the chemistry of ceramic glazes, where oxidation and reduction transform surfaces into vibrant colors and textures. Experiments with reactions on metallic canvases, producing mesmerizing patinas and unpredictable patterns. Delving into environmental pigment extraction, uncovering natural color sources from plants, minerals, and other organic materials.

This course blends scientific inquiry with artistic iteration, encouraging you to refine your techniques through observation, experimentation, and creative problem-solving. Whether you're a budding artist, an aspiring chemist, or simply curious about the magic of materials, this class will expand your understanding of both disciplines and inspire new ways of thinking about art and science.
Prerequisite: open to students in grades 10, 11, and 12 who are in or have taken Chemistry

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

Marine Science
This course introduces students to biological oceanography by combining studies from a variety of subjects to understand the marine environment, marine life, and their interactions. From the rugged coastline of Oregon to the Great Barrier Reef in Australia, students will dive into basic marine science concepts from a multidisciplinary approach building on topics from their Foundation of Science Courses, adding oceanography, conservation, and biodiversity themes.

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

Mechanical Systems Engineering
This semester-long course explores the intersection of technology, agriculture, and sustainability, addressing the urgent need for innovative food production solutions in response to population growth and climate change. Focusing on the theme *Food of the Future*, students will enhance and expand Controlled Environment Agriculture (CEA) systems in the OES greenhouse. Building on foundational hydroponic principles, students will refine pilot-scale systems using data-driven strategies to optimize efficiency and yield. The course integrates industrial engineering concepts such as visual workplace organization and systematization to improve workflow and operational efficiency. Students will gain hands-on experience with system testing, instrumentation setup, and the application of environmental control strategies—including water, light, temperature,

substrate, nutrients, and atmospheric conditions. Potential site visits to next-generation farming operations will offer real-world perspectives on sustainable agriculture. Through a blend of theory and practice, students will contribute to the long-term development of scalable, high-efficiency food systems, applying engineering-based solutions to shape the future of food production.
Prerequisites: open to students in grades 11 and 12
★Social Impact class

Spring Courses

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

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

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

Advanced Physics: Thermodynamics and Optics (H)
This semester-long course will introduce students to fundamental concepts in thermal physics, waves, and geometric optics. Students will use differential and integral calculus to make sense of the laws of thermodynamics, heat engines, simple harmonic motion, resonance, and how light interacts with matter. This college-prep class is strongly recommended for anyone who is interested in pursuing the natural sciences, engineering, or pre-med in college.
Prerequisites: Mechanics and any calculus course; can be co-enrolled in AP Calculus BC

Better Living Through Chemistry: PNW Foods
In this course, students will explore the chemistry behind the foods that define the Pacific Northwest. Through interactive labs, field visits, and creative projects, students will investigate key components of food—including caffeine, sugars, acids, and fats—while engaging with local ingredients and food science techniques. Possible projects include coffee roasting and preparation to study caffeine content, tapping big leaf maple trees on campus for sap and designing a reverse osmosis apparatus for sugar concentration, a deep dive into the color and

acidity of local berries, and a unit on fats in foods culminating in the design of a Salt and Straw style ice cream that highlights a signature PNW food product or plant. From bean to berry to ice cream scoop, this course will change the way you see—and savor—PNW foods.
Prerequisite: open to students in grades 10, 11, and 12 who are in or have taken Chemistry

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

Marine Science
This course introduces students to biological oceanography by combining studies from a variety of subjects to understand the marine environment, marine life, and their interactions. From the rugged coastline of Oregon to the Great Barrier Reef in Australia, students will dive into basic marine science concepts from a multidisciplinary approach building on topics from their Foundation of Science Courses, adding oceanography, conservation, and biodiversity themes.

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

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

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 them 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 Visual Art, Performing Arts, 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.

Course Descriptions

Fall	Spring
• 3D Design and Prototyping • Actor's Studio: Live Performance • Advanced Ceramics • Advanced Studio Art (H) • Apparel Design • Color, Design, and Symbol • Digital Illustration • Digital Storytelling • Drawing and Painting • Fine Art Photography • Introduction to Ceramics • Introduction to Printmaking • Music Production • Scriptwriting Workshop • Studio Art Foundations • Symphonic Band (yearlong)	• 3D Design and Prototyping • Actor's Studio: Film • Advanced Digital Illustration • Apparel Design • Color, Design, and Symbol • Design for Stage and Screen • Digital Illustration • Digital Storytelling • Drawing and Painting • Fine Art Photography • Introduction to Ceramics • Introduction to Printmaking • Music Production • Studio Art Foundations • Symphonic Band (yearlong)

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

Actor's Studio: Film
Students will experiment, play, and connect to their own authentic voice while researching how professional actors, screenwriters, and filmmakers tell stories that matter. Learn the art and technique of digital video production, covering screenwriting, cinematography, lighting, sound design, editing, and acting for the camera. Students work in teams to create short films, music videos, and commercials or PSAs, culminating in a film festival. The class operates as a production studio, promoting teamwork and creative problem-solving, while also studying film history, genre, and analyzing digital video as a visual art form. This course is full of opportunities whether you are a seasoned performer, crafty filmmaker, or have never uttered a single line in front of a camera!
Semester Course (spring)
This course can be taken a maximum of two times.

Actor's Studio: Live Performance
This class is designed to move beyond the basics, focusing on developing emotional range, psychological "truth" and character specificity — and, for directors, collaborating effectively with actors to unlock their best performances! Respond to partners onstage in natural, believable ways to make dramatic scenes come alive by getting out of your head and into your body, replacing unhelpful acting habits with purposeful, connected behavior. Improve your comedic timing, spontaneity, and collaboration by thinking on your feet and identify "the game" in a scene to make your audience laugh. Learn powerful methods of character creation to prepare for larger acting roles or serve as a student director for the Spring Extravaganza.
Semester Course (fall)
Prerequisite: open to all grade levels; however, as an intermediate/advanced performance class, it is recommended that you have prior theater experience in a class or extracurricular production
This course can be taken a maximum of two times.

Advanced Ceramics
Students in this course will expand and refine their foundational ceramic knowledge to begin building a unique voice with clay. Students will explore more advanced hand building and wheel throwing techniques to facilitate the creation of functional and sculptural pieces. Kiln loading & firing, clay mixing, and more complex glazing strategies will be introduced. Students will work toward developing and proposing individual projects during the second half of the semester. Ceramic history and ceramics in contemporary art will be shown and discussed as students present their research into artists, movements, and techniques that will inspire their ceramic inquiry.
Semester Course (fall)
Prerequisite: Completion of Introduction to Ceramics. Applications by students who have not taken the class before will be prioritized.
This course can be taken a maximum of two times.

Advanced Digital Illustration
This course is for students ready to deepen their digital art practice and develop a distinctive illustration style. Students will strengthen their skills in visual storytelling and creative expression while exploring advanced tools and features in Procreate and/or Adobe applications, including animation tools, creating letterforms, and custom brushes.

Emphasis is placed on creative problem-solving, technical refinement, and the development of a unique artistic voice. Students will plan and complete sustained investigations based on personal interests, resulting in a cohesive body of work.
Semester Course (spring)
Prerequisite: Completion of Digital Studio Art or Digital Illustration
This course can be taken a maximum of two times.

Advanced Studio Art (H)
Advanced Studio Art provides students with the time, tools, and space to refine and explore advanced applications of a foundational creative process. Students will begin by making art that responds to creative prompts, expresses a sense of voice and meaning, and considers the relationship between technique and concept. Then they will gather and mine their own creative ideas for themes that are personally relevant. Through the application of an extended creative process that includes both divergent modes (ideation, brainstorming, concept development) and convergent modes (constructing and refining the work in relation to an established vision), students will develop the skills to nurture and refine an idea from rough concept to final form. Students are encouraged to explore a variety of media in order to develop their unique technical skill set while articulating a sense of voice and personal vision in their art. This is an honors-level course.
Semester Course (fall)
Prerequisite: US visual art class and instructor approval w/ portfolio submission due Friday, May 8 (Application form here)
This course can be taken a maximum of two times.

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

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 with color theory, how to create images using a variety of processes including drawing, digital media, and object building, how to use visual design to create solutions, and how to create meaning in their work through the use of symbols. This course also explores key highpoints of design history and examines the work of contemporary artists that utilize color and design to great effect including: Zaha Hadid, Wolfgang Laib, Yayoi Kusama, Banksy, Ryan McGinness, and Jean-Michel Basquiat.
Semester Course (fall and spring)
This course can be taken a maximum of two times.

Design for Stage and Screen
In this hands-on class, students will work together to support the annual 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 visual portfolio or try their hand at technical design. Students of all grades with different strengths are invited to join the production team as we prepare our most popular show for a live audience!
Semester Course (spring)
This course can be taken a maximum of two times.

Digital Illustration
Digital Illustration is an introductory digital media course that introduces students to the exciting world of illustration as a visual storytelling medium. Using Procreate, students will

explore the tools and techniques to create detailed original digital artwork. They will experiment with techniques and processes to develop their unique artistic style while working in a variety of illustration themes and genres. Throughout the course, students will gain hands-on experience with layers, brushes, composition design strategies, and color theory, building a strong foundation in digital image-making. No prior experience with digital artmaking tools is required.

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

Digital Storytelling

In this class, students will learn the basics of Audio and Video production through personal storytelling, podcasting, basic score writing, filming, and editing. Instruction will center heavily around fluency in our two main programs - Logic Pro and Final Cut Pro. Daily activities include collaborative and solo work, guided lessons alongside the teacher, and eventually self-directed creative project generation. This course will end in a culminating project that is designed and executed by the student with teacher assistance. Students are encouraged to be creative and bring their full scope of ideas to the course! No previous experience required.

Semester Course (fall and 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 be taken a maximum of two times.

Fine Art Photography

From the alchemy of the darkroom to the precision of the pixel, this course explores the full spectrum of photographic image-making. Students begin by hand-building pinhole cameras and mastering silver-gelatin printing before bridging the gap to contemporary digital processes and equipment. By integrating 35mm SLR (single lens reflex) techniques with Adobe Lightroom and DSLR (digital single lens reflex) workflows, students learn to balance light and control aperture and shutter speed for intentional artistic effect, leading to the expression of their unique creative voice. Students will document and showcase their work on a portfolio website and learn the art of giving/receiving feedback through a series of collaborative critiques. Students who have taken the class prior will have the opportunity to explore advanced level work using digital and/or film 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.

Introduction to Ceramics
In this course, students will be exposed to foundational ceramic construction techniques, both functional and sculptural, including: pinching, coil building, slab construction, and wheel throwing. Students will be introduced to technical aspects involved in the ceramic process such as ceramic production process stages, kiln and clay firing temperatures, and ceramic vocabulary. Students will be shown and discuss ceramic work in both art historical and contemporary contexts along with interdisciplinary and social justice applications. Students will develop their understanding of how to use clay as a tool of self-expression in relation to the visual culture they experience every day. Throughout the course, students will reflect on personal discoveries attained through their ceramic experimentation and participate in Community Engagement work related to issues of hunger. This is a Social Impact class.
Semester Course (fall and spring)
Prerequisite: It is recommended that students have taken an Upper School Visual Art class prior to taking this course.
This course can only be taken one time.
★Social Impact class

Introduction to Printmaking
This course introduces students to the fundamental techniques, materials, and concepts of printmaking. Through hands-on exploration of relief, monotype, and screen printing processes, students will develop technical proficiency and an understanding of printmaking as a means of artistic expression. Emphasis will be placed on composition, mark-making, layering, and edition printing, while also considering the historical and contemporary significance of the medium. Students will engage in critiques, research, and discussions to contextualize their work within the broader field of printmaking. This class is an excellent opportunity for students to be able to explore their own authentic voice through art making.
Semester Course (fall and spring)
This course can be taken a maximum of two times.

Music Production
In this class, students will learn the basics of Audio production and songwriting theory. Instruction will center around fluency in Logic Pro, recording techniques, and music editing. This course will end in a culminating project that is designed and executed by the student with teacher assistance. Students are encouraged to be creative and bring their full scope of ideas to the course!.
Semester Course (fall and spring)
This course can be taken a maximum of two times.

Scriptwriting Workshop
Learn the craft of scriptwriting – if the purpose of 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.

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

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 continue to develop skills on their instrument at an intermediate to advanced level. Students in this class will perform in 2-3 evening concerts throughout the school year and will attend adjudicated band festivals with the potential to qualify for the OSAA State Band Competition in May. Enrollment in this course is required in order to audition for the OMEA All-State Honor Band in January. This course is designed for woodwind, brass, and percussion players but can accommodate interested string players as well.
Yearlong Course: 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. Email Hannah Klammer klammerh@oes.edu with any questions.
This course can be taken any number of times.

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

The deadline to submit 2026-27 fall and spring PROPOSALS is the end of the 2025-26 school year. Once your proposal is approved, you must complete the application with a written plan by **Friday, September 4, 2026**. Applications are taken on a first-come-first served basis and space is limited to mentor availability.
Prerequisites: Completion of at least 1.5 credits (three courses) in Visual, Performing Arts, or Music; signed and approved application and written proposal.

Extracurricular Offerings

Advanced Strings
Advanced Strings is an extracurricular performance ensemble that rehearses and performs. Students will receive individualized, additional support to ensure proficiency in all repertoire and skill development. The Advanced Strings ensemble performs at multiple events, including but not limited to culminating end-of-semester performances, community, and school special events. Rehearsals are focused on developing good ensemble skills, sight-reading, ear training, and performance techniques in a variety of musical styles and genres. Practicing repertoire outside of rehearsal time is expected and required to maintain high-quality music proficiency and ensemble skills. Students are eligible for participation in the OMEA All-State Honor Orchestra as well as the Solo and Ensemble festival in the spring. The ensemble will rehearse every Wednesday from 7:30 - 8:30 AM in the band room (US leaves at 8:15 and 8:45 depending on the week). All rehearsals and performances are required. In the event a student must miss a rehearsal, email communication is required prior to the absence. At least 80% of all rehearsals must be met in order to receive extracurricular credit for this class. Three tardies equal one missed rehearsal.
Semester Course (fall and spring): Students earn one extracurricular credit per semester
Prerequisites: Placement Audition/Instructor Consent

Honor Choir
The Honor Choir is an auditioned vocal performance ensemble. Honor Choir performs at the end-of-semester concerts, chapel, area music festivals, and several other school and community special events. Practicing repertoire outside of rehearsal time is expected and required to maintain high-quality music proficiency and ensemble skills. Students are provided with the opportunity to participate in the OMEA Solo and Ensemble contest, as well as the opportunity to audition for the Oregon All-State Choir. While preparing music for performance, students study

the following topics: proper breath technique for singing, vocal health, choral blend and intonation skills, sight singing, ear training, and music literacy skills. Students will work on choral repertoire representing a variety of musical genres, cultures, and languages. Honor Choir will meet after school every Thursday from 3:15-4:30 and occasionally on Wednesdays from 3:15-4:30 if additional rehearsal time is needed prior to a performance. Attendance at all rehearsals and performances is mandatory. Absences must be communicated via email before the absence. At least 80% of all rehearsals must be met in order to receive extracurricular credit for this class. Three tardies equal one missed rehearsal.
Semester Course (fall and spring): Students earn one extracurricular credit per semester
Prerequisites: Placement Audition/Instructor Consent

Jazz Band
Jazz Band is an instrumental ensemble dedicated to the study and performance of jazz in its many forms. The ensemble performs at end-of-semester concerts, school events, and off-campus jazz band festivals, showcasing a repertoire that spans swing, bebop, Latin jazz, and contemporary fusion. Rehearsals emphasize the development of stylistic nuances, including rhythmic precision, ensemble blend, and the fundamentals of improvisation. Students will work on building the confidence to take a solo by studying chord progressions and melodic development. Jazz Band will meet on every Wednesday from 1:15-1:50 in the Band Room, though practicing repertoire outside of rehearsal time is expected and required. Attendance at all rehearsals and performances is mandatory, and absences must be communicated via email prior to rehearsal. At least 80% of all rehearsals must be met in order to receive extracurricular credit for this class. Three tardies equal one missed rehearsal.
Semester Course (fall and spring): Students earn one extracurricular credit per semester
Prerequisites: Placement Audition/Instructor Consent

US Performing Arts Productions
The Visual, Performing, and Musical Arts Department stages three fully produced shows per year which take place in November, February/March, and May. Selected plays align with the OES's Mission and Vision, encouraging collaboration, complex problem-solving, and deep exploration of craft. Productions are relevant to the community and complement each other over the course of the year in style, content, and technical demand. OES mainstage shows build student skills in acting, technical design and construction, audio/visual design, and stage management. Supported by the Stagecraft Activity, all productions are collaboratively built in a creative, supportive environment that inspires joyful engagement in the performing arts. Auditions for shows are held in September, November, and March and are as close to no-cut as possible. Students receive extracurricular credit for their sustained commitment to any component of the productions.

World Languages

The OES World Language program offers Chinese, French, and Spanish, emphasizing growth in speaking, listening, reading, and writing. Our students build strong communication skills, confidence through risk-taking, and the ability to engage thoughtfully with diverse cultures and perspectives. The program fosters creativity, adaptability, and global awareness, preparing our students for advanced study and real-world communication.

Graduation Requirement

All Upper School students must complete a minimum of two consecutive years of study in the same world language, regardless of the level at which they begin. While two years fulfill the requirement, three to four years of study are strongly recommended, particularly for students applying to selective colleges.

Placement and Enrollment

- Level 1 courses are open to all students and do not require a placement test or teacher recommendation.
- Level 2 and above require a placement exam.
- All world language courses are year-long and may not be taken for a single semester, except Hispanic Culture & Communication (HCC) and Hispanic Literature & Communication (HLC). These courses are offered in the **fall semester only**.
- All courses are offered based on sufficient enrollment.

Course Sequence and Trajectory

Our Middle School language curriculum is designed to prepare students to enter Level 2 in 9th grade. However, each student has different needs, experiences, goals, and learning styles. Consequently, some students may begin in Level 1 while students demonstrating strong mastery may be recommended to begin in Level 3 as 9th graders. For students aiming to show steady commitment and growth in language learning - something colleges value - a common and strong trajectory might look like this:

9th Grade	10th Grade	11th Grade	12th Grade
Chinese			
Level 2	Level 3	Level 4	Level 5 (H)
Level 3	Level 4	Level 5 (H)	
French			
Level 2	Level 3	Level 4	AP
Level 3	Level 4	AP	
Spanish			
Level 1	Level 2	Level 3	Level 4
Level 2	Level 3	Level 4	AP or HLC/HCC
Level 3	Level 4	AP	HLC/HCC

The OES World Languages program challenges and supports students at every level, guiding them toward linguistic proficiency, cultural understanding, and confident global engagement.

Add/Drop Policy

Since world language courses are year-long, students may drop a course through Thanksgiving break without it appearing on the transcript. If a student withdraws after the drop deadline, the withdrawal will be recorded on the transcript as WP (Withdraw Pass) or WF (Withdraw Fail), and no credit will be awarded.

If a teacher recommends a change in placement based on a student's learning needs before Thanksgiving, only the new course will appear on the transcript with its grade and credit.

Students enrolled in Hispanic Culture & Communication (HCC) or Hispanic Literature & Communication (HLC) (semester courses) must drop the course by October 1 (fall) for it not to appear on the transcript.

Course Descriptions

Chinese II

Chinese II builds on your foundational skills and emphasizes using Chinese for personal communication. You will strengthen your vocabulary and grammar while gaining confidence in speaking, reading, and writing about themes such as school life, shopping, and transportation. Throughout the year, you will learn to use natural, colloquial expressions, give brief presentations, and engage in activities that simulate real-life tasks. Cultural exploration continues through the use of authentic materials like calligraphy, music, and video clips.
Prerequisite: OES MS Chinese or Chinese I

Chinese III

Chinese III serves as a bridge between introductory and advanced Chinese, enriching your skills at the beginner-intermediate level. You will move into more complex language structures, such as comparisons and giving directions, while learning to compose brief texts across different genres. This course emphasizes active participation, using your language skills to solve problems, collaborate for communicative activities, and conduct interviews. You will begin exploring abstract concepts through the lens of culture, such as beauty standards, and use interactive media to pursue your individual interests through projects.
Prerequisite: Chinese II or placement by the department chair

Chinese IV

Chinese IV is an intermediate course designed to strengthen your proficiency and reasoning through more sophisticated usage of grammar and vocabulary. You will become familiar with social and cultural phenomena while mastering themes like health, housing, and travel. By engaging with unrehearsed audio and authentic multimedia resources, such as online ads and websites, you will develop higher-level reasoning skills. Your writing skills will be enhanced by writing longer compositions and cultural presentation scripts, integrating your understanding of both Chinese language and culture.
Prerequisite: Chinese III or placement by the department chair

Chinese V (H)
Chinese V (Honors) is an accelerated course designed to integrate your skills through frequent, task-based interactions and real-world communication. You will participate in unrehearsed discussions and debates on complex topics, such as the Chinese education system. The course emphasizes contemporary literacy, focusing on the ability to quickly and accurately compose and type long-form text. To deepen your understanding of Chinese history and society, you will learn and teach the stories behind some common Chinese idioms, and you will explore current events through various mediums and present your findings in formal presentations.
Prerequisite: Chinese IV or placement by the department chair

French II
French II builds on foundational skills and emphasizes using French for personal communication. You will strengthen your vocabulary and grammar while gaining confidence in speaking, reading, and writing. Throughout the year, you will learn to express yourself in the present, past, and future, give short oral presentations, and write longer pieces such as short compositions. Cultural exploration continues as you learn about the daily lives, customs, and perspectives of French-speaking communities around the world.
Prerequisite: OES MS French or French I

French III
French III serves as a bridge between introductory and advanced French. You will review key grammar concepts while moving into more complex language structures and vocabulary. This course emphasizes active participation, encouraging you to communicate more spontaneously in French through speaking, listening, reading, and writing. You will begin working with authentic materials such as short stories, articles, and other texts, learning to create with the language rather than rely on memorized phrases.
Prerequisite: French II or placement by the department chair

French IV
French IV is an immersive, Pre-AP course designed to strengthen your oral communication skills while deepening understanding of the traditions, histories, and perspectives of the French-speaking world. You will find an emphasis on speaking and reading comprehension in addition to broadening and deepening vocabulary and cultural awareness. You will learn to communicate in increasingly complicated situations with more complex structures and refined accuracy while gaining additional cultural insights through literature, art, music, and podcasts. You are expected to participate actively in French during class activities to further develop your speaking and listening proficiency.
Prerequisite: French III or placement by the department chair

AP French Language
AP French Language and Culture is equivalent to an intermediate-level college course. You will develop advanced language skills by communicating in French through interpersonal, interpretive, and presentational modes in real-world contexts. The course explores themes such

as family and communities, identity, contemporary life, global challenges, science and technology, and beauty and aesthetics. Students engage deeply with authentic texts, audio, and visual materials while strengthening analytical thinking and cultural understanding. This course is designated as an Honors course, and students may choose to take the AP French Exam.
Prerequisite: French IV or placement by the department chair

Spanish I
Spanish I is your introduction to the Spanish language and the cultures of the Spanish-speaking world. You will focus on building basic communication skills so you can understand and speak Spanish in everyday, real-life situations. Throughout the year, you will learn to express yourself in the present while developing listening, speaking, reading, and writing skills. You will also explore traditions, customs, and ways of life from Spanish-speaking countries, helping you build cultural awareness alongside language skills.

Spanish II
Spanish II builds on foundational skills and emphasizes using Spanish for personal communication. You will strengthen your vocabulary and grammar while gaining confidence in speaking, reading, and writing. Throughout the year, you will learn to express yourself in the present, past, and future, give short oral presentations, and write longer pieces such as short compositions. Cultural exploration continues as you learn about the daily lives, customs, and perspectives of Spanish-speaking communities around the world.
Prerequisite: OES MS Spanish or Spanish I

Spanish III
Spanish III serves as a bridge between introductory and advanced Spanish. You will review key grammar concepts while moving into more complex language structures and vocabulary. This course emphasizes active participation, encouraging you to communicate more spontaneously in Spanish through speaking, listening, reading, and writing. You will begin working with authentic materials such as short stories, legends, articles, and other texts, learning to create with the language rather than rely on memorized phrases.
Prerequisite: OES MS Spanish or Spanish II

Spanish IV
Spanish Conversation and Culture is an immersive, Pre-AP course designed to strengthen your oral communication skills while deepening understanding of the traditions, histories, and perspectives of the Spanish-speaking world. Through frequent discussions, debates, role-plays, and real-world scenarios, you will develop advanced speaking, listening, reading, and writing skills. The course emphasizes meaningful, real-life use of Spanish through the study of authentic media, literature, art, and current events, while reinforcing key grammar concepts. You will engage with global social, cultural, and environmental issues and express your ideas through oral presentations, writing, and creative projects.
Prerequisite: Spanish III or placement by the department chair

AP Spanish Language
AP Spanish Language and Culture is equivalent to an intermediate-level college course. You will develop advanced language skills by communicating in Spanish through interpersonal, interpretive, and presentational modes in real-world contexts. The course explores themes such as family and communities, identity, contemporary life, global challenges, science and technology, and beauty and aesthetics. Students engage deeply with authentic texts, audio, and visual materials while strengthening analytical thinking and cultural understanding. Students may choose to take the AP Spanish Language and Culture Exam, which may qualify for college credit. This course is designated as both an Honors and Social Impact course.
Prerequisite: Spanish IV or placement by the department chair
★Social Impact class

Hispanic Literature and Communication/Culture and Communication (HLC/HCC) (H)
HLC/HCC is an advanced, discussion-based course conducted entirely in Spanish. Through the study of literature, film, and cultural topics, you will continue to refine your speaking, listening, reading, and writing skills, with a strong emphasis on oral communication. Daily participation and active engagement in Spanish are essential. A key component of this course is Service Learning: one class period per week, students work one-on-one with Spanish-speaking students at Vose Elementary School. This experience may count as a Service Project. The course alternates content each year (including texts and countries studied), allowing students to enroll for more than one year. This course is designated as both an Honors and Social Impact course.
Semester Course (fall)
Prerequisite: Spanish IV or AP or placement by the department chair
★Social Impact class

Student Life

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

Advisory

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

Gathering

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

Chapel

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

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

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

Chapel is a safe and age-appropriate space for students to engage with the questions of meaning and purpose, begin to articulate their own beliefs and practices, and celebrate the variety of religions and traditions they represent. Moral and ethical development is central to the program as is the exploration of difficult experiences and topics. Chapel and the Community Engagement program are closely linked around a commitment to service and living out our power for good. Student leadership is actively encouraged in Chapel, and seen in student-led talks, musical offerings, and coordination of the chapel program.

Athletics

OES believes participating in team and individual interscholastic sports helps students strive to reach the school's mission. Through athletics, students develop self-confidence, good sportsmanship, self-discipline, and respect for self and others, all key leadership skills. OES has a strong tradition of excellence in athletics, offering 9 sports with over 30 teams gauged for different skill levels. The no-cut policy means every student who commits will have the opportunity to compete and experience the reward of being a part of a team. At the Upper School level, about 75% of students participate in at least one sport.

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

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

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

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

Student Support

College Counseling

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

Library

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

Hours

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

Counseling and Academic Support Services

The OES Student Support Team works alongside teachers, students, and parents to create inclusive, safe, and supportive learning environments where students can grow, learn, and thrive. We emphasize our students' strengths while empowering them to be capable learners who take risks, self-monitor, self-advocate, and develop resiliency. Operating from a holistic perspective, we recognize that a positive and successful educational experience ensures that a student's academic, social, and emotional needs are met. Through thoughtful collaboration and planning, the OES Student Support Team honors individual learning styles and differences, embracing a diverse learning community. The Upper School Student Support 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.