Upper School Curriculum Guide
2019–20
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Graduation Requirements

OES’s graduation requirements are rooted in our mission: “Oregon Episcopal School prepares students for higher education and lifelong learning by inspiring intellectual, physical, social, emotional, artistic, and spiritual growth so that they may realize their power for good as citizens of local and world communities.” We believe that the diverse offering of classes and experiences is essential in, as our school’s Identity Statement says, “educating toward a larger purpose—toward inclusion and respect, understanding and compassion, service and social justice, and toward meaning and commitment beyond ourselves.”

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

**Minimum Course Requirements**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4 credits</td>
<td>English 9, 10, 11, and two senior courses</td>
</tr>
<tr>
<td>History</td>
<td>2 credits</td>
<td>History 9, US History I and II</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3 credits</td>
<td>Must complete through Algebra 2</td>
</tr>
<tr>
<td>Physical Education and Health</td>
<td>.5 credit PE</td>
<td>PE Life in Community (Health)</td>
</tr>
<tr>
<td>Religion and Philosophy</td>
<td>1 credit</td>
<td>Two semester courses</td>
</tr>
<tr>
<td>Science</td>
<td>3 credits</td>
<td>Physics, Chemistry, Biology</td>
</tr>
<tr>
<td>Visual and Performing Arts</td>
<td>2 credits</td>
<td>Four semesters: performing arts, visual art, and/or music. The credits can be in one field or across all three areas.</td>
</tr>
<tr>
<td>World Languages</td>
<td>2 credits</td>
<td>A minimum of two consecutive years of the same language.</td>
</tr>
<tr>
<td>Additional credits to graduate</td>
<td>3 credits</td>
<td></td>
</tr>
</tbody>
</table>

**Academic Program**

Fall Semester: September 4, 2019 through January 24, 2020  
Spring Semester: January 28, 2020 through June 11, 2020

Individualized student schedules are designed to ensure full engagement with each academic discipline as well as opportunities to explore subjects of personal interest. In addition to the typical courseload of five or six classes, students should have one or two open periods each day to study, work on projects, collaborate with classmates and teachers, and develop peer relationships. Student learning is corroborated and enriched through co-curricular programs, including Service Learning and Community Engagement, Winterim, and Activities, which educate through involvement in both the school and 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 2 hours and 2 1/2 hours per night. During busy times of the year (especially near the end of semesters), students might experience a heavier-than-normal load. Time needed to thoroughly engage with out of class work will depend on a student’s schedule, understanding of the material, learning and time management strategies, and developed skills. With a goal of crafting a schedule that supports a healthy, balanced, and manageable course load, students work with their advisors during Registration in April to consider how they spend their time both in and out of school.

**Activity Program**
Activity enriches the OES education through low-stakes participation in 10-week trimester sessions. During scheduled Activity time, students choose from traditional pursuits like Student Government, Yearbook, and Model UN; mini-courses generated by student and faculty interest, like Rocketry, KPop Dance, and Ukulele; and service learning, like working with Lower School students or gardening.

Students may earn up to one trimester Activity credit when they perform in a theater production. Only one Activity credit per year may be earned through being a part of a cast, regardless of how many productions a student is involved in.

Students who enter the Upper School in the 9th grade are required to complete six trimesters of Activities before graduation; 10th grade, five; 11th grade, three; 12th grade, one. Students may only earn one Activity credit per trimester.

**Be Active Requirement**
To meet the Be Active requirement, students must be involved in either a school sport, a club team that competes (to be approved by the Athletics Department), the new Outdoor Adventure Education, or an OES PE class. Students in grade 9 must Be Active two semesters; the required Life in Community (OES’s health class) counts as one semester. Students in grade 10 must Be Active both semesters. Students in grades 11 and 12 must Be Active at least one semester.

**Fall Sports:** Cross Country, Fencing, Soccer, Volleyball  
**Winter Sports:** Basketball, Fencing, Skiing  
**Spring Sports:** Golf, Fencing, Lacrosse, Tennis, Track and Field  
**Outdoor Adventure Education**  
Students enrolled in this after-school experience will develop skills in leadership, collaboration, and lifelong fitness. This group meets twice a week for two hours to hike nearby trails, paddle in the wetlands, cooperate on the campus ropes course, and climb on the campus wall. Students will also help plan, organize, and lead at least two weekend outings, which might include surfing, rafting, backpacking, or cross country skiing. As part of the focus on leadership skills, students will contribute to supporting Lower and Middle schoolers in Experiential Ed activities. Outdoor Adventure Education counts as a Be Active Credit; it is not a PE class.

**Service Learning and Community Engagement**
As its mission states, the Service Learning and Community Engagement program at OES “inspires students to explore their individual and collective power for good, connect to the world around them, create ways to help others, and commit to lifelong service. 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 service to the greater community, and two substantial projects that demonstrate commitment and leadership. As part of developing responsibility, citizenry, and empathy, Service must be unpaid, and it must support a nonprofit organization and/or those who are truly in need. Service is an element of many academic classes, Activities, and school trips. In addition to the annual Mount Hood Climb Service Day in May, the student Service Learning Action Committee (SLAC) organizes opportunities and events throughout the year.

**AASK Program**
As part of the goal of creating and sustaining deep and mutually beneficial connections in the greater Portland community, AASK engages high school students from Beaverton High School and Oregon Episcopal School to work with students, mostly English Language Learners from Whitford Middle School, in a learning exchange. This program also supports student leadership through its Beaverton OES Leadership Team (BOLT), a group comprised of experienced tutors from both high schools who lead the planning, training, and overall work.

**Winterim**
During the week before spring break, Upper School students participate in immersive, experiential mini-classes known as Winterim. Each year, faculty and students develop a diverse offering of courses, varying from international and domestic trips to local exploration, service, and investigation. During Winterim, for which yearly participation is required for graduation, students learn new skills, develop meaningful relationships with peers and faculty, take safe risks, collaborate on real-world challenges, and discover the world around them.

**Experiential Education**
Each year, Upper School students participate in at least one off-campus trip that involves peer cooperation, authentic problem solving and inquiry, exploration of the Pacific Northwest, and self-awareness. Trips, which are often at the grade level, ask students to engage with others in an unfamiliar environment in order to build and strengthen community.
## OES Upper School Four Year Plan

**Name:** ___________________________  
**Advisor:** ___________________________

<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English (4 credits)</strong></td>
<td>English 9, 10, 11, and two senior courses</td>
<td>English 9 or ELS English 9</td>
<td>English 10</td>
<td>English 11</td>
</tr>
<tr>
<td><strong>History (2 credits)</strong></td>
<td>History 9, US History I &amp; II</td>
<td>1st History 9</td>
<td>US History I</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2nd History 9</td>
<td>US History II</td>
<td></td>
</tr>
<tr>
<td><strong>World Languages (2 credits)</strong></td>
<td>Two consecutive years in the same language</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mathematics (3 credits)</strong></td>
<td>Must complete through Algebra 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Science (3 credits)</strong></td>
<td>Physics, Chemistry, Biology</td>
<td>Physics</td>
<td>Chemistry</td>
<td>Biology</td>
</tr>
<tr>
<td><strong>Arts (2 credits)</strong></td>
<td>Four semesters: Performing Arts, Visual Art, and/or Music. The credits can be one field or taken across all three areas.</td>
<td>1st</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2nd</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Religion (1 credit)</strong></td>
<td>Two semester courses taken in grades 10-12</td>
<td>1st</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2nd</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PE/Health (1 credit)</strong></td>
<td>Life in Community* (Health), one semester of PE</td>
<td>1st</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2nd</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Electives (3 credits)</strong></td>
<td>Three additional credits from any subjects</td>
<td>1st</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2nd</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Be Active requirement</strong></td>
<td>Students in grade 9 must Be Active two semesters (Life in Community counts as one semester). Students in grade 10 must Be Active both semesters. Students in grades 11 and 12 must Be Active at least one semester.</td>
<td>1st</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2nd</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Activities</strong></td>
<td>Six trimesters</td>
<td>1st</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2nd</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Service Learning</strong></td>
<td>60 hours on campus, 20 hours off campus, and two projects</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Winterim/Discovery</strong></td>
<td>Winterim is required every year. Discovery can be substituted once.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Life in Community is a required 9th grade course.

**To meet the Be Active requirement, students must be in either a school sport, a club team that competes (to be approved by the Athletics Department), the new Outdoor Adventure Education, or an OES PE class.
Academic Policy and Procedures

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

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

Inquiry In Courses
Inquiry In courses are designed for students who are deeply interested in and excited by a particular area of study and are challenging in that they require self-discipline, self-awareness, independence, and a high level of initiative; as such, students need to have department approval to register for an Inquiry In class. Inquiry In classes ask students to guide their own learning by choosing their path of study and working to become experts in their subject area in order to communicate understanding and discoveries to an authentic audience. Students enrolled in Inquiry In classes will develop an idea original to them, adjust their assertions as they research, read, and investigate; learn to recognize that most of what they read and write won’t tangibly appear in the final product; pay close attention to the ideas of published scholars and artists; independently apply the reading, writing, and thinking skills they have gleaned and practiced in previous years of high school classes; sustain energy and enthusiasm for an intellectual pursuit; and, search for the information and ideas that will expand, shape, and hone the original analysis. Because of the rigor and challenge of such long-term inquiry, Inquiry In receive special designation (I) on a student’s transcript.

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. It is unlikely that a student will be allowed to enroll in a new course after the first two weeks of school. 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; students in year-long classes have until Thanksgiving break. Withdrawal from a course after these deadlines will 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+).

Incompletes
In the event that a student is unable to complete coursework by the end of the term, 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, Director of 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 which factors in a 0 for the missing assignment(s).

**Petition to take Seven Courses**

A full course load at OES is enrollment in five or six classes with one or two open blocks. Students in grades 9 and 10 are not permitted to enroll in seven courses. Students in grades 11 and 12 may petition for seven courses by completing the [Seven Course Petition](#), to be approved by the Director of Academics. Deadlines for the petition are September 13, 2019 (fall) and January 17, 2020 (spring).

**Independent Studies**

Independent Studies are intended to allow students in 11th or 12th grade to pursue advanced study in an area of passion that extends the OES curriculum beyond its current offerings. To initiate an Independent Study, students must complete the [Independent Study Proposal Form](#), including curriculum, syllabus, and assessments in coordination with a sponsoring teacher. A student's parent, advisor, faculty sponsor, and the Department Chair must all sign off on the proposed Independent Study plan. Final approval of proposals will be made by the Director of Academics and is dependent on available resources. Students interested in an Independent Study in art should refer to the Inquiry In Arts course description in the Visual and Performing Arts section.

Independent Studies, for which students earn a grade per department criteria, must be taken for elective credit and may neither be used to satisfy department graduation requirements nor to prepare students for AP exams.

**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 Director of Academics may waive OES graduation requirements (courses and credits) even though such courses will not appear on the OES transcript.

**Academic Semester/Year Away from OES**

Students and families interested in a semester away from OES for study abroad or a domestic program should submit a written proposal to the Director of Academics no later than February 25 of the year prior to the intended absence. Students interested in taking a full year away from OES to pursue other study should coordinate with the Director of Academics and the Admissions Office prior to re-enrollment in January.

OES recommends students select programs that are accredited through an association and issue a transcript for work completed. 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 60% of tuition for the year. Families will need to submit the enrollment contract and deposit according to the regular re-enrollment timeline in late January/early February. Upon acceptance into a semester away program, a new enrollment contract will be issued reflecting the adjusted tuition.

**Attendance**

Students are expected to attend all classes and school-day events. In the event of an absence, a parent or guardian must contact the attendance coordinator by 8:30 a.m. that day at 503-768-3169 or usattend@oes.edu. The attendance coordinator reports all absences to faculty and unexcused absences may result in a Timeback.

Medical and dental appointments should be scheduled during a student’s open block, vacation periods, or after-school hours. However, if absence from school is necessary, a call or e-mail from parents to the Upper School attendance coordinator prior to the time of absence is required. When students have the first or last period free and their family situation allows for a late arrival or early departure, they must sign in or out and parents should let the school know via usattend@oes.edu.

Students who miss more than 10 classes per semester or 20 classes per year in a single course for any type of absence, including excused absences, sick days, and off-campus school activities, may be required to complete additional work to assess for understanding. Extended absences may impact a final grade in a course.

When there are extenuating circumstances such as an extended illness, students and parents should contact the advisor and Grade Dean for a review of the situation and the development of a plan to address the absences.

Excused absences will be granted for illness, emergencies, medical appointments that cannot be scheduled outside the school day, and for pre-approved college visits. Absences for other reasons are strongly discouraged and must be cleared in advance with a Grade Dean.

**Comments, Conferences, and Transcripts**

Student progress reports are generated four times a year (November, February, April, and June). Semester and final grades are included on the transcript; only the final grade is used to calculate the grade point average. Final transcripts are sent to colleges within three weeks of a student’s graduation from OES.

To ensure transparent communication, teachers write Interim Reports when a student fails a major assessment or is earning a cumulative grade of C- or below. Interims may also acknowledge achievement and successes that warrant special attention. In addition to the parents and student, Interim Reports are received by the student’s advisor and Grade Dean as well as by the Upper School Student Support Team to identify areas for improvement.

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

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

**Grading Practices**

OES does not rank students or weight GPAs. The GPA is based on the final grade listed for each course.

**GPA Calculation**

<table>
<thead>
<tr>
<th>Grade</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>1.67</td>
</tr>
<tr>
<td>D+</td>
<td>1.33</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
</tr>
<tr>
<td>D-</td>
<td>0.67</td>
</tr>
</tbody>
</table>

**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
</tr>
<tr>
<td>B</td>
<td>83-86%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
</tr>
<tr>
<td>C+</td>
<td>77-79%</td>
</tr>
<tr>
<td>C</td>
<td>73-76%</td>
</tr>
<tr>
<td>C-</td>
<td>70-72%</td>
</tr>
<tr>
<td>D+</td>
<td>67-69%</td>
</tr>
<tr>
<td>D</td>
<td>63-66%</td>
</tr>
<tr>
<td>D-</td>
<td>60-62%</td>
</tr>
<tr>
<td>F</td>
<td>0-59%</td>
</tr>
</tbody>
</table>
Course Offerings by Department

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—from ancient Mesopotamia to contemporary Portland—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 is all about foundations: we place ourselves early in world literature and build skills and understandings that will serve students well in high school English and beyond. Looking at poems, scriptures, myths, epics, and plays primarily from the ancient world, students learn to read closely, taking their own observations and inferences as starting points for interpretation. Facing worlds often very different from their own, they examine how literature captures a culture’s assumptions about the universe; they reflect on heroes’ journeys, notions of the sacred, and the search for wisdom. While they perform dramatic scenes and respond with poetry and personal reflections, the main focus of the course is on learning the interpretive essay—a process carefully staged and guided throughout. Grammar and sentence skills form a part of the foundational work of ninth grade, too, and over the year students grow more aware of their own learning strengths and challenges, honing new strategies. Core readings include *Gilgamesh, The Iliad*, portions of the Hebrew Bible, a Greek tragedy, *Ramayana*, and selections of Chinese poetry.

Yearlong Course

ELS English 9
All non-native English speaking freshmen are enrolled in ELS English 9, the English Language Support section of the 9th grade English course. The class material incorporates the English 9 reading list, allowing students to participate in the shared intellectual experience of exploring the ancient world through the study of literature. Through appropriate pacing and consistent practice, the class focuses on developing skills in verbal communication, reading comprehension, interpretation, and evidence-based analysis. Students are introduced to a variety of writing styles—including creative, critical, personal, persuasive, and analytical—with a focus on honing their unique voice and appropriately using academic sources. The emphasis on class discussions, in which students share ideas with each other and their teacher, develops skills students will use in all their classes, including advocating for themselves and collaborating with peers.

Yearlong Course
**English 10**
Reinforcing skills learned in 9th grade, English 10 pushes students to grow in the clarity of their thought, writing, speech, and imagination. They begin with short writings, shoring up their abilities to observe, analyze, and persuade. The focus throughout is on the interpretation of literature, while also developing poems and personal narratives, particularly in larger investigations like the Poetry Project and the Life Study (autobiographical vignettes). The course moves broadly through centuries of literature in English, with a few translations, too—from medieval works to the contemporary world novel. Recent book lists include *The Lais of Marie de France*, *Macbeth*, *Jane Eyre* (Brontë), and *Purple Hibiscus* (Chimamanda Adichie), as well as poetry and short short story collections, each supporting an extensive unit on that genre, involving both the careful study of forms and techniques and practice in producing original work. Throughout, the class discusses power relations, social issues, and the ways in which character is shaped and revealed, helping students become more conscious of their own growth and emergence into a complicated world.

**Yearlong Course**
**Required for students in Grade 10**

**English 11**
In 11th grade, the focus turns to American studies, and to expanding the repertoire of writing strategies students can employ. The goal is to help them grow more confident, articulate, and poised as they produce new kinds of interpretive essays, personal essays, poems, analyses, and sketches—as well as a major, article-length piece of nonfiction known as the LJP, or Literary Journalism Project. Readings come from the broad spectrum of American literature and help us explore important themes in the American experience: humans’ relation to the natural world; questions of identity in a society composed of disparate groups; and shifting ideas of race, class, ethnicity, gender, and sexual orientation. Recent book lists include *The Great Gatsby*, *Their Eyes Were Watching God*, a literary journalism book, a Native American novel, poem and short story collections, and *Angels in America*. The class seeks not only to discover the truths found in what is read but also the techniques an author employs—an attention to craft that underscores the idea of writing as an art: it is expected that students’ voices begin to emerge more fully on the page this year.

**Yearlong Course**
**Required for students in Grade 11**

**An Introduction to the Senior Courses**
In 12th grade, students choose from a slate of semester courses that provide two core experiences:

1. In the fall courses, students explore a literary genre in depth and produce (among other things) a body of original work in that genre, reflecting on the qualities of good writing and personal best practices as a writer. This emphasis on personal exploration and creativity corresponds with a key moment in the lives of seniors, as they discern and articulate their values, interests, and priorities in determining their next step after high school.

2. In the spring courses, students return to broad literary studies with new sophistication, engaging in part the cultural, historical, and/or ethical quandaries arising from the literature. This work builds on the meditations regarding power, justice, and identity begun in earlier years, and it corresponds with an outward orientation in the final months of high school, as students prepare to find their places in a complex and increasingly interdependent world.

Both sets of courses are seen as culminating experiences, meant to consolidate and build upon the students’ prior work in English. In the senior year, in keeping with their role as leaders of the student body, students will publish, present, perform, or otherwise offer back to the community the fruits of their work.
**Art of the Short Story**

Writer Reynolds Price claims that story is a fundamental human need—next to food and shelter, we need stories; even love, he says, we can live without, but not narrative. In this course, students seek to discover what makes stories (more precisely, short fiction) so powerful, both as readers brought into contact with a wider and more varied world, and as writers, aiming to give shape to experiences, thoughts, and imaginings. Through steady experimentation, revision, peer editing, and workshopping, students develop a body of work they can feel proud of, all the while learning to puzzle out and account for what they find in the works of established and emerging writers. They will read as practitioners, responding, for instance, to a story they choose from *The Best American Short Stories 2019*. Readings will be drawn from a range of short story writers from the late 19th to the 21st centuries.

**Semester Course (fall)**

**Prerequisite:** open to students in grade 12

**Coming of Age Narrative**

In *Book Lust*, librarian and author Nancy Pearl asserts that “coming of age novels describe a search for understanding, not only of oneself, but of the often mysterious, contradictory and sometimes frightening adult world. They help readers reflect on their own experiences and offer a (sometimes minimal) consolation that one’s feelings are not unique” (Pearl 207). The coming-of-age story explores the way individuals develop a sense of self in the world. For readers of all ages, these stories offer a chance to see themselves in the journeys of others 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, reflective and analytical writing, and collaborative discussion, and through the construction of their own coming of age narrative, students will explore the Bildungsroman genre and hone their skills in reading, writing, thinking, and discussing. In navigating the universal themes of first love, self-doubt, racial and gender identity, social acceptance, and rebellion against authority, students will see themselves in the literature and the mirror it holds up to our real world. Possible novels include *The Catcher in The Rye*, *Salvage The Bones*, *The Bluest Eye*, and *The Virgin Suicides*.

**Semester Course (fall)**

**Prerequisite:** open to students in grade 12

**Historical Fiction**

In this course, students read contemporary novels set in a variety of historical periods, from Ancient Egypt to 19th century Australia. Through reading texts that might include Charles Johnson’s *Middle Passage*, Naguib Mahfouz’s *Akhenaten: Dweller in Truth*, Don Berry’s *To Build a Ship*, and Jo Baker’s *Longbourn*, we look at ways different authors approach the idea of historical fiction. Students will write several short critical essays, but the bulk of the assigned writing will be the production of a series of episodes or chapters in a historical novel. To that end, students will choose a historical period and do extensive research into that period in order to make their writing more realistic, rich, and persuasive.

**Semester Course (fall)**

**Prerequisite:** open to students in grade 12

**Playwriting**

This course is for students who want to explore their own creativity through playwriting. Students will work their way up to creating a play by studying the technique in the works of professional playwrights, by participating in improvisations as an actor, and by a series of shorter dramatic writing assignments. The culminating product is a one-act play, improved through multiple drafts, and finally brought to life through the acting of classmates. In addition to the staged reading of their works, students are also encouraged to submit work to one or more of the national competitions for high school playwrights. In the past, OES has had a number of semifinalists, finalists, and winners in these contests.

**Semester Course (fall)**

**Prerequisite:** open to students in grade 12
Poetry
Let your inner poet speak as we read widely in the genre and compose original works to stand alongside those of accomplished poets. Think of this course as an apprenticeship in the craft of poetry: students will explore elements of form from different eras and traditions, concentrate on some individual poets in depth, and at every stage practice writing and refining poems. Students should be prepared for a workshop environment, in which they help each other grow more adept at writing and reading poems. There will be opportunities to explore spoken word poetry and other recent innovations, and perhaps even mentor some younger students, too. It culminates in a carefully-chosen collection of student work.

Semester Course (fall)
Prerequisite: open to students in grade 12

Literary Journalism
How does literary journalism help formulate and shape our understanding of contemporary social issues? Together we will explore how form and content work together in this unique mode of writing. Topics addressed could include the environment, gender, identity, “the culture wars,” religion, civil rights, famine, climate change, family, politics, and work. Much of the focus will be on how each piece of writing balances the elements of literature (paying attention to narration, characterization, voice, scene, and language) with literary journalism (how it engages in research, focuses on facts and objectively explains a topic in a way that makes people interested or concerned). Another objective of the course is to come to an understanding about how this genre of journalism influences public opinion and shapes culture. Students will read and consider books, periodicals, anthologies, longform journalism, podcasts, blogs, photojournalism, and film. Depending on the topic a student pursues, there is a built-in opportunity to fold course work into a Service Project.

Semester Course (spring)
Prerequisite: open to students in grade 12

Literature of East Asia
This course will explore the literature and culture of three East Asian countries: Japan, Korea, and China. Students will read some older, foundational texts as well as a modern novel, short stories, and poetry from each culture in order to understand the rich intellectual and artistic worlds of the writers. Readings may include The Tale of Genji (excerpts), The Pillow Book of Sei Shonagon, The Dream of the Red Chamber (excerpts), The Journey to the West (excerpts), works by Confucius, Lao Tse, and classical poets, and Yi Munol’s novel, Our Twisted Hero. Students will do creative, analytical, and informal journal writing.

Semester Course (spring)
Prerequisite: open to students in grade 12

Literature of the African Diaspora
In this course, we will discover how and why the African diaspora was created, focusing primarily on the effects of the slave trade and enslavement that still persist in the 21st century. Through a brief study of history and a deep study of mostly contemporary literature, we will explore the various and brutal effects of enslavement and how contemporary writers respond to the legacy of slavery in their writing. We will learn about how writers connect back to Africa and how they depict and celebrate Black identity. We will also engage with Portland’s African diaspora community by attending at least two community events (like an African dance workshop or the African film festival) over the course of the semester in order to connect more deeply to the African diaspora. We will read Mary Prince’s slave narrative, a slave narrative of students’ choice, Toni Morrison’s Beloved, Paule Marshall’s Praisesong for the Widow, and a poem each day by a diasporic poet, chosen by students. The semester wraps up with a self-inquiry project in which students choose a topic within the African diaspora for a deeper dive, self-selecting texts (like poetry, prose, film, documentary, podcast, etc.) that help them better understand that topic. By the end of the course, students will be able to recognize what makes a text and author
diasporic and how members of the African diaspora use literature and art as a means to express their identities and engage with topics important to the diaspora.

**Semester Course (spring)**

**Prerequisite:** open to students in grade 12

**Shakespeare**

It is a commonplace that William Shakespeare, the son of a fairly obscure small-town glove maker, came to wield the English language like no one else before or since. So we’ll begin there, deep in his language, by looking closely at some of his greatest sonnets and comparing them with a few by his contemporaries. However, Shakespeare was also a theater magnate: a respected actor, a playwright whose name on the playbill could fill seats, and a business partner in the most successful theatrical company in London. To fully appreciate how some of his best plays encompassed and sometimes transcended his age’s concept of what would fill seats, we have to engage the plays—pieces of them at least—as actors and directors. We will commit passages and even parts of scenes to memory and act them out, discussing how we did it and why, and weighing our interpretation against others. We’ll be talking about political and social issues in all of the plays we read, with special attention to how—and how far—Shakespeare’s genius was able to slip off the blinders of his culture. In addition to some representative Shakespearean sonnets, we will read *Much Ado About Nothing*, *Henry IV Pt. 1*, *Othello*, and *King Lear*. We will see at least parts of every one of these plays on screen, and will do our best to see at least one live performance.

**Semester Course (spring)**

**Prerequisite:** open to students in grade 12

**The Heroic Tradition**

In 1977, a science-fiction movie about a group of elite warriors armed with anachronistic laser-powered “swords” became one of the highest-grossing films of all time and founded a dynasty in popular entertainment. It is no accident that George Lucas designated the most central characters of this series, the Jedi, as “knights.” By doing so he invoked a centuries-old fantasy of righteous warriors, admirable not only for their exceptional skill in violent arts but also for spiritual qualities, some of which were thought to epitomize the highest moral values of their time. That combining spiritual transcendence with expertise in cutting people up does not strike us as absurd, testifies to the strength of The Heroic Tradition. This class will explore essential questions such as: What features of the “heroic warrior” trope best explain its persistence to the present day? What aspects of it have most significantly changed, and why? How have this trope and its associated mythologies affected—and been affected by—gender definitions and expectations? What aspects, if any, of this heroic ethic are worth retaining in our society? What aspects should be abandoned? Readings may include substantial excerpts from Homer’s *Odyssey*, *Beowulf* and other Anglo-Saxon poems, the West African *Epic of Sundiata*, *Shanameh: The Epic of the Persian Kings*, and the Japanese play *Chushingura*, as well as films such as Ryan Coogler’s *Black Panther* and other modern stories shaped by the heroic tradition. Major assessments will focus on connecting heroic works to their historical settings, creating performances based on heroic tales, and a personal essay addressing one’s own wrestling—aided by examination of pertinent literary, historical, or psycho/sociological works—with some of the issues raised in the course.

**Semester Course (spring)**

**Prerequisite:** open to students in grade 12
**History and Social Studies**

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

9th grade students take World History. 10th grade students are required to take US History I in the first semester and one of three US History II options in the second: The USA on The World Stage, Civil Rights and Civil Liberties, or Inventing Modern America.

11th and 12th grade students can choose from a variety of semester electives including: Global Social Movements, Modern India and China, Media Analysis, Anthropology, Economics, Debating the Presidency, International Politics, Causes and Consequences of WWI and WWII, and History Research Seminar (Inquiry In Course). Intellectual History is only open to seniors.

**Course Descriptions**

**History 9: World History**

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

Four key themes guide this course: authority, beliefs, conflict, and development (ABCD). Students examine these themes through a number of historical periods that focus on ancient political systems, the rise and spread of religion around the world, wars and resolutions, and changes related to globalization, inequality and environmental degradation. Through the study of the world both past and present, students will also learn the tools necessary to be effective historians, including how to read, analyze and discuss primary and secondary sources, develop a meaningful inquiry based research question, make an argument and choose relevant evidence, and communicate effectively in a variety of modes including discussion, presentations, and writing.

**Yearlong Course**

Required for all students in Grade 9

**US History I: Building the Nation**

This course introduces students to the major developments in the United States from the beginning of the American Revolution through Reconstruction. We will study America’s history to broaden and challenge our interpretations of what it means to be an American. We will explore different perspectives on questions such as:
- Why did British rule become a threat to liberty?
- What is purpose of government?
- What is more important to us: freedom or equality?

Our work this semester will emphasize chronological, conceptual, and critical thinking and the ability to communicate effectively through written and oral expression. This course will also help students think like historians by asking them to seek multiple perspectives and develop empathy, as well as encourage them to be comfortable with complex historical issues.

**Semester Course (fall)**

Required Semester 1 of Grade 10
Second Semester 10th Grade US History II Courses
In order to allow for deep inquiry into a topic of student interest, sophomores complete their United States History requirement by choosing from several second semester options that highlight specific areas from the late 19th, 20th, and early 21st centuries.

US History II: The USA on the World Stage
The 20th century has been described as the “American Century” as the United States played an increasing role in diplomacy, international conflict, and peace agreements. In this course, students will examine the evolution of the United States foreign policy from its unilateral and isolationist beginnings toward engagement. Students will learn about and analyze the US’s foreign policy decisions and participate in ongoing debates about the US’s responsibilities toward its neighbors. Topics may include American diplomacy after WWI and the impact of the cold war on US foreign policy.
 Semester Course (spring)
Prerequisite: US History I

US History II: Civil Rights and Civil Liberties
How much freedom of choice do Americans truly have? What if those choices come in direct conflict with the notion of equality for all? This course will examine the tension that can exist between individual freedom and the government mandate to protect equality. Topics may include voting rights, immigration laws, right to privacy, access to education, environmental laws, and labor rights. Students will examine historical landmark court cases and laws, as well as current conflicts in these areas.
 Semester Course (spring)
Prerequisite: US History I

US History II: Inventing Modern America
When did the US become modern? What role does innovation play in the history of the country? Who or what explains the reputation for innovation that the US has received? In this course, students will explore a variety of factors and theories about US history and the nature of innovation and the stories that Americans tell themselves about who they are and whence they came. Students will consider the role of technology, culture, industry, policy, and demographics as well as the people involved with inventing, financing, and building modern America.
 Semester Course (spring)
Prerequisite: US History I

11th and 12th Grade Electives

Economics
This course introduces the basic language and core principles of economics in a non-traditional way. Students will learn how economists study both the decisions people and firms make and the implications of those decisions. Students will think analytically about the economic forces at work in a 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.
 Semester Course (fall)
Prerequisite: open to students in grades 11 and 12
Global Social Movements
This class will focus on modern global social reform efforts. To understand how social movements gained momentum, we will study what defines a social movement, key leaders, organizing, campaigns, and arguments for change. Essential questions include: What causes a social movement? What leads to the success or failure of a social movement? How do social movements change over time? Topics include: anti-Apartheid, Fair Trade, The Arab Spring, and #metoo, among others. As students study, discuss, and write about these topics, they will have the opportunity to connect with global reform efforts happening today.

Semester Course (fall)
Prerequisites: open to students in grades 11 and 12 who have not taken Modern Social Movements

Intellectual History
This seminar introduces students to some of the most engaging and influential thinkers of the modern age. We will attempt to re-ignite the challenging aspects of their ideas, and better understand why they were, and to some extent remain, controversial, beginning with Descartes’ *Discourse on Method*. Descartes sets the stage for a discussion on the role that reason and education can play in the improvement of society, a conversation that included thinkers as far-ranging as Daniel Defoe, Jean-Jacques Rousseau, Voltaire, Mary Wollstonecraft, John Stuart Mill, Marx, Darwin, Nietzsche, and Freud, among others. By the end of the course, students will be well positioned to understand and appreciate works, like Freud’s *Civilization and Its Discontents*, and be prepared to write their own essay on civilization.

Semester Course (fall)
Prerequisite: open to students in grade 12

Media Analysis: History through the Lens
Visual records offer powerful tools and a host of interpretive challenges that historians sort through in order to understand the past. Students will consider the implications of a broad range of media and images, from some of the earliest photographs and silent, motion picture footage painstakingly restored/altered through computer-aided editing, such as those used by Peter Jackson’s work on WWI, *They Shall Not Grow Old*, to the latest in drone and smartphone posted videos. How does a lens capture and yet also distort reality? What can one learn about the person behind the lens? In this class we will explore the scope and range of photographic evidence, the tools and techniques of locating and working with these materials, and the interpretive opportunities and conundrums involved. Students will read critically, analyze media, research and write case studies, and produce a short documentary as a culminating project for the class.

Semester Course (fall)
Prerequisites: open to students in grades 11 and 12

Anthropology
Anthropologists study human culture and society. One can learn a lot about oneself and the unspoken rules that one lives by when taking a step back to study others. Anthropology can make the ‘strange seem more familiar’ and the ‘familiar appear more strange’. Like a person trying to figure out a game for the first time, anthropologists spend time observing, interacting with, and interviewing people in the know. Questions we will consider in this class include: How does non-western medicine work? What role do shamans play in settling disputes? How does dating work in different parts of the world? Students will learn about the discipline of anthropology and act as anthropologists. Through research in traditional and non-traditional methods, students will write their own ethnography, which will reveal unwritten rules, expectations, and values about a cultural practice of their choice.

Semester Course (spring)
Prerequisites: open to students in grades 11 and 12
Causes and Consequences of WWI and WWII
Students will examine the root causes of each of these global conflicts including the fragile interwar period and the rise of the Third Reich in Germany. Through a global historical lens, this course will explore the dynamics of global competition, nationalism, and tangled alliances that created these wars and the internationalism that developed in response to ‘never again.’
**Semester Course (spring)**
**Prerequisites:** open to students in grades 11 and 12

Debating the Presidency
This course blends history and political science and allows students to judge for themselves what good leadership is. A rich array of new scholarship has reshaped our understanding of how presidents make decisions to shape domestic, economic, and foreign policy as well as the political constraints that may inhibit their ability to provide leadership in the U.S. political system. This course is designed to promote a classroom experience where students debate and discuss issues. Making explicit what is often implicit, students better assess the leadership styles and organizational talents of presidents from Franklin D. Roosevelt through Bill Clinton. Students will also learn how to be a political scientist, constructing general principles about the way politics works. They will read, analyze and discuss primary and secondary sources, develop a inquiry-based research question, and after a thorough investigation, defend evidence-based interpretations of the past. Students will also communicate effectively in discussions, debates, and writing.
**Semester Course (spring)**
**Prerequisites:** open to students in grades 11 and 12

International Relations
Students will learn how recent history has shaped the modern state system as well as how to evaluate contemporary issues in international politics. Additionally, we will investigate why nations trade, what they trade, and who gains (or not) from this trade. This course is designed to achieve two objectives: (1) to introduce students to some of the most important topics and puzzles in the study of international relations, and (2) to provide students with analytic concepts that can be used to think about politics in the global arena. Students will also learn how to be a political scientist, which requires critical reading skills and the ability to communicate effectively in discussions, debates, and writing. Since good negotiation is essential to success in international politics, a significant part of this course will be the dialogue between students. Classroom participation is heavily emphasized.
**Semester Course (spring)**
**Prerequisites:** open to students in grades 11 and 12

Modern India and China
India’s population is 1.347 billion. China’s population is 1.412 billion. Combined, they represent 36.41% of the world’s population. Often these two countries get lumped together because of the sheer numbers their populations represent globally. But do India and China have much in common? Do they have any shared values or approaches to global development goals? This course will focus on the topics of gender, economics, and environment as a framework for comparison of these two emerging powers. We will examine the successes and challenges that come from enormous economic growth in a fairly short amount of time. Students will have the opportunity to choose areas of research and presentation. The class is shaped by student interests under the categories of gender, economics, and environment.
**Semester Course (spring)**
**Prerequisite:** open to students in grades 11 and 12
History Research Seminar (Inquiry In Course)
The History Research Seminar is an advanced inquiry course for students of history who have a particular interest in a topic and want to research it extensively. Students act as practicing historians, examining primary and scholarly sources with the goal of publishing original work. Students will learn how historians ask questions, formulate arguments, and communicate their ideas effectively. This course involves a significant commitment, since—as with most independent work—students are expected to manage their time effectively; however, in this case, the project extends the entire semester rather than a few weeks. At the end, students feel fortified and fully prepared for college-level work. Following successful completion of this course, students receive an “I” designation on their transcripts.

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

Our math curriculum is rigorous, robust, and asks students to think deeply about concepts and applications. We emphasize reasoning, computation, collaboration, and inquiry in our courses, which include Geometry through Pre-Calculus, AP Calculus, AP Statistics, Computer Science I and II, and a variety of one semester post-Calculus electives. The goal of the Math Department is to develop adaptable problem solvers who appreciate the joy of thought and have the reasoning skills needed to deal with new and complex situations.

Placement: All new students and OES 8th graders currently in Geometry take an exam to determine the appropriate placement for 9th grade. Each year, student placement is reviewed; 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 series.

Technology: Beginning at the Algebra 2 level, students are required to own a TI-84 plus graphing calculator. The calculator is used as a tool to explore and analyze problems from numerical and graphical perspectives. Computer software, graphing utilities, and computational tools such as Excel, Python, Desmos, GeoGebra, and WolframAlpha are also used in a number of our courses.

Course Descriptions

Combined Algebra and Geometry I
Combined Algebra and Geometry I is the first course in a two year sequence that lays the groundwork for future math courses and introduces the mathematical language of proof. The course begins with the set of real numbers, where students reinforce fundamental algebra skills by studying subsets of real numbers, proving exponent laws, and exploring the algebra of polynomials. Students solve linear and absolute value equations, as well as linear systems and linear inequalities. This class develops the logic necessary for Euclidean geometry as well as an understanding of geometric concepts such as transformations, congruence, and similarity. Throughout this course, an emphasis is placed on problem solving and developing the skill of proof writing. Technology will be integrated throughout.
Yearlong Course
Prerequisite: Pre-Algebra

Combined Algebra and Geometry II
Combined Algebra and Geometry II continues developing the algebra and geometry material from the previous course. Students begin this course with the analysis of quadratic equations in one variable, the Pythagorean Theorem, and the distance formula. Then quadratic equations in two variables are studied, with a focus on understanding circles and parabolas from algebraic and geometric perspectives. Students will prove and apply theorems about circles and polygons. Technology will be integrated throughout.
Yearlong Course
Prerequisite: Combined Algebra and Geometry I

Geometry
In this course, students explore the geometric assumptions needed for the logical development of Euclidean geometry, beginning with the three basic isometries of the plane. Through hands-on activities, comparisons, proofs, theorems, and applications, students develop an understanding of figures in terms of congruence and dilation and congruence criteria for triangles (SAS, ASA, SSS). Using two-column proof methods, students will learn to prove several important theorems about triangles, parallelograms, parallel lines cut by transversals, and circles; students use the concept of similar triangles to prove the Pythagorean Theorem and to define trigonometric functions. In addition, students will learn to use a compass and a straightedge to explore geometric constructions, and they will also derive formulas for
areas of familiar figures. Throughout the course, students will deepen their understanding of algebraic concepts, including composition of functions.

**Yearlong Course**

**Prerequisite:** a first year algebra course

### Algebra 2

Using theory and applications to study a variety of function types, students in Algebra 2 build on work from previous Algebra and Geometry courses. Piecewise linear functions are used to review and reinforce the definitions of function, graph, domain, and range and introduce transformations. Students then extensively study quadratic functions and explore the mathematics behind polynomials, including operations applied to polynomials and rational functions. Exponential properties are revisited and extended to study $n^{th}$ roots and exponentials. Function composition and the concept of inverse functions are also introduced and reinforced with an introduction to logarithms. Applications involving quadratic optimization, compound interest, and exponential growth and decay models are included.

**Yearlong Course**

**Prerequisites:** Algebra, Geometry

### Honors Algebra 2

Honors Algebra 2 is the study of linear, quadratic, polynomial, rational, exponential, and logarithmic functions. Students prove laws of exponents for positive integer powers, learn how to solve quadratic equations in one variable by taking square roots, completing the square, the quadratic formula. Students review the transformations of $R^2$ from Geometry before moving on to a geometric introduction of parabolas and derivation of their equations in two variables. Students learn the precise definition of a function and then apply it to study linear and quadratic functions. Exponential functions are introduced via interpolation while logarithmic functions are introduced as inverses of exponential functions. Using technology, students will explore polynomial and rational functions and then move on to solving radical and rational equations. Throughout the course, students use application problems to reinforce and deepen their understanding as well as explore optimization, the study of projectile motion, compound interest, population growth models and radioactive decay models.

**Yearlong Course**

**Prerequisites:** Algebra, Geometry

### Precalculus

In this course, students continue their work from previous Algebra and Geometry courses by studying functions through graphical, numerical, and written representations. An emphasis will be placed on exponential, logarithmic, logistic, rational, trigonometric, and inverse trigonometric functions. 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 (TI-84 plus graphing calculator, Desmos, Geogebra, Excel) is integrated throughout.

**Yearlong Course**

**Prerequisite:** Algebra 2

### Honors Precalculus

The course builds on the concept of functions introduced in previous courses with the goal of finding the similarities between functions in all forms. The class also provides an introductory exploration of vectors, parametric functions, infinite series, limit notation, and derivatives. Students in Honors Precalculus should be prepared to dive into the mathematical reasoning behind the math learned in previous courses with the goal of deep understanding that will serve them in all future math courses.

**Yearlong Course**

**Prerequisite:** Honors Algebra 2 or teacher recommendation; Department Chair approval
Foundations of Statistics and Calculus
The sequel to Precalculus, this course starts with an exploration of algebraic proofs using the laws of exponents for positive integer powers. Students will then deepen their understanding of previously learned concepts through exploration and application. During the second semester, the focus shifts to an investigation of concepts from Calculus and Statistics. Students will see how the logic developed in the first semester is used to frame these two branches of math with the goal of preparation for future math courses. Previous topics for exploration have included: permutations, combinations, and the Binomial Theorem; Cryptography; the mathematics behind board games; and connections between trigonometry, parametrics, and conic sections.

Yearlong Course
Prerequisite: Precalculus

Advanced Placement 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, optimization problems); Integral Calculus (area, distance, Riemann sums, the Fundamental Theorem of Calculus, antiderivatives, integration techniques, volume); and Differential Equations (slope fields, Euler’s Method, 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: teacher recommendation; Department Chair approval

Advanced Placement 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: B or better in Honors Precalculus, teacher recommendation, Department Chair approval

Advanced Placement 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: juniors or seniors who have completed Precalculus with a B average
**Computer Science I: The Python Language**
Through a project-based approach that focuses on the development of creating efficient, readable algorithms, students will master the fundamentals of computational thinking and problem-solving. Students get practical experience solving problems through building algorithms and using the Python programming language. A focus on writing code effectively, in smaller chunks utilizing functions, and debugging when necessary will be used to help students think and create like computer scientists. Topics include programming language syntax, data types, control structures, functions, and file input/output.

**Semester Course (fall)**
**Prerequisites:** open to students in grades 10, 11, and 12 with instructor permission

**Computer Science II: Python and Data Science**
This one-term course builds on the skills and concepts learned in Computer Science I. 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. Students will produce a portfolio of computational artifacts used to solve problems of their own choosing. Group work and oral presentations will be large components of the course.

**Semester Course (spring)**
**Prerequisite:** Computer Science I or permission from the instructor

**Machine Learning**
This course provides a broad introduction to machine learning. This course will include supervised learning topics such as support vector machines that will allow exposure to multivariable calculus content as well as unsupervised learning topics such as dimensionality reduction that will allow for a discussion of linear algebra topics. The Python programming language will be used daily but no prior coding experience is required. At every opportunity, real world data sets and problems will be discussed, such as the Netflix Prize awarded for the best movie recommender system.

**Semester Course (fall)**
**Prerequisite:** AP Calculus BC or teacher recommendation; Department Chair approval

**Introduction to Analysis and Proof**
This course is an introductory proof course, where students will learn how to write mathematical proofs and develop the techniques and reasoning skills needed to create proofs of their own. This course offers an introduction to the elements of propositional logic, techniques of mathematical proof, and fundamental mathematical structures, including sets, functions, relations, and other topics as time permits. An emphasis will also be placed on learning the mathematical typesetting language LaTeX in order to write clear and concise mathematical proofs.

**Semester Course (spring)**
**Prerequisite:** AP Calculus BC or teacher recommendation; Department Chair approval
Physical Education and Health
OES values physical activity as part of whole child wellness. Through kinesthetic learning, students develop self-confidence, commitment, resilience, self-awareness, and collaboration skills. To that end, every year for at least one semester, all OES Upper School students must be involved in an approved physical activity (see Be Active requirement). Students in grade 9 are required to take one semester of Life in Community and one semester of physical activity, which can mean an OES PE class, an OES sport, Outdoor Adventure Education, or an approved competitive club team. Students in grade 10 must be involved in a physical activity both semesters. Students in grades 11 and 12 must be in a physical activity one semester each year. All students must take at least one OES PE class in order to graduate.

Course Descriptions

Life in Community: OES Health and Human Development
The goal of Life in Community is to empower students with knowledge and strategies to build a balanced and healthy lifestyle so that they may successfully navigate and engage in the OES community and beyond.

In this pass/fail course, students will be given many opportunities to cultivate their sense of personal responsibility, decision-making skills, and emotional resiliency. Through reflection exercises, interactive seminars, collaborative discussions, and inquiry-based projects, students will construct a foundation of knowledge and skills to empower them as learners. This course fosters in students their unique sense of curiosity and creativity, develops a collaborative approach to problem solving and perspective building, and connects how their individual experiences affect the way they impact and interact with community.

Semester Course (fall and spring)

PE for Life
This class is a combination of team and individual sports. Through active participation in a variety of sports and games, students will experience and appreciate the importance of lifelong activity and collaboration with others. For every sport covered, students will learn the basic rules, skills, and strategies. They will also gain an appreciation for living an active life and incorporating play as a positive and physical outlet in their lives.

Semester Course (fall and spring)

PE Strength & Conditioning
Strength and Conditioning is offered for students who wish to increase their total body strength, flexibility, and cardiovascular endurance. The first few weeks will include classroom education about workout progression and techniques for weight training. Students then move on to group weight training and conditioning, followed by nine weeks of individual programs. Objectives of this course include learning and demonstrating basic lifting techniques, knowing the muscle groups involved, learning about various weight-training programs, designing individual programs, and attaining a better level of muscle development.

Semester Course (fall and spring)

PE Full Body Fitness
This semester class meets three days per week after school for 60 minutes of physical activity. For the first weeks of the semester, the class will focus on the basic skills for resistance training exercises, core exercises, aerobic exercise based on heart rate response, flexibility components, and designing workout routines while, simultaneously learning the basic anatomy of the skeletal system and functions of the larger muscle groups. After the introductory portion of the class, students will meet with the teacher to design an individualized program, for which students will be encouraged to include workouts covering strength...
development, CV Endurance, core, and flexibility. Throughout the semester, within each two week time period, students will need to complete a minimum of one workout from each of these four areas as a means of developing and maintaining total body fitness. Students will work with the teacher to set goals for them to accomplish before the end of the semester. 

**Semester Course (fall and spring)**
Religion and Philosophy
OES Religion and Philosophy courses ask students to examine with critical and emotional intelligence the religious traditions of the world. In these courses, students glean a sophisticated understanding of the vocabulary of the world’s religious traditions and apply that lexicon to the complexities of the world in which they live. The rigorous and comprehensive courses are reading and writing intensive.

Two semester electives in religion are required for graduation. The department suggests that at least one of these courses be in a particular religious tradition.

Course Descriptions

Hinduism
This course focuses on the philosophical and religious traditions of Hinduism in terms of practice, the emphasis on ritual, categories in philosophy, the embrace of modernity, and the rise of religious fundamentalism. Students expand on their knowledge of history and the culture of India by surveying the wisdom contained in the Vedas, the Upanishads, and the Bhagavad-Gita.

Semester Course (fall)

Islam
In this course, students explore the fundamentals of the Islamic tradition in order to be informed and educated in discussions and analysis of Islam in the world today. Rooted in a thorough historical examination of the beginnings and spread of Islam, this course includes the study of pre-Islamic Arabia, readings from the Quran, a study of the life of the Prophet Muhammad, and exploration of societies where Muslims are prominent. In addition, students will explore Islamic Law, Shia Islam, and contemporary issues. Students will have the opportunity to hear guest speakers and visit Islamic communities in Portland.

Semester Course (spring)

Jesus and Early Christianity
The course will focus on the historical development of early Christianity in the context of the ancient Mediterranean world, especially Jewish society and the Roman Empire. Topics will include the religious and philosophical context, the Jewish background of Jesus, the historical Jesus, how the understanding of Jesus changes in the early church, the interaction of Christians and pagans, and the practices and beliefs of the early Christian communities. Particular attention will be paid to the development and interpretation of the gospels.

Semester Course (fall)

Judaism
This course offers a thematic approach to Jewish religious traditions drawing from the Hebrew Bible, rabbinic sources, commentaries, mystical and folk traditions, and modern Jewish writers. We will explore such themes as community and diaspora, ritual and purity, practical theology, and exile and return. We will study various modes of Jewish scholarship and its relation to practice, and seek to understand the religion through its canon and research on religious observance.

Semester Course (spring)

Religion and Social Justice
This course will explore theories of ethics and social justice in the world’s major religions. Questions of justice, freedom, equality, individualism, peace, and human rights are major themes of the course, including contemporary events and transformative leaders. Students will reflect upon their commitment
to social justice as global citizens and leaders, and will develop an action plan using non-violence to address a social injustice of their choosing.

**Semester Course (fall)**

**Religious Fundamentalism**
This course examines the strategies of beleaguered believers in religious communities who seek to preserve their distinctive identities against the threat of modernity and secularism. We will examine fundamentalism as a counterattack in the defense of religious practices and interpretive traditions. The course asserts that fundamentalist groups across religions have more in common with each other than with less conservative and more inclusive interpreters within their own traditions. Gaining an understanding of this phenomenon of fundamentalism is vital to effective work and mission in a world of escalating religious conflict.

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

**Buddhism**
Students in this course explore one of the world’s most extraordinary religious traditions through readings, reflection, and experiential aspects. Students will study the cultural and historical developments in the prominent schools of Buddhism, with an emphasis on concepts and practices of Buddhism relevant in the current time period. As a result of their learning about Buddhist insights and practice, students in this course will reflect on and examine their emerging worldviews.

**Semester Course (spring)**
**Prerequisite:** open to students in grades 11 and 12 who have successfully completed one religion course

**The Good Life**
This course explores the essential questions: What do it mean to try to live a good life? What does it mean to live a life of goodness? Starting with the theories of philosophers like Aristotle and Confucius, students in this course examine both ancient and modern approaches to what leads to both goodness and happiness, including a study of the teachings of the ethical religions, asceticism and monasticism. Drawing from analysis of a variety of traditions, including insights from modern psychology, students will reflect on and write about their own philosophy of the good life.

**Semester Course (fall)**
**Prerequisite:** open to students in grades 11 and 12 who have successfully completed one religion course

**St. Helen’s Hall to Oregon Episcopal School (Inquiry In Course)**
As OES celebrates the 150th anniversary of its founding, this advanced Inquiry In seminar is for students who have a particular interest in the history of the school and want to research it extensively. With the goal of presenting original research on the founder, Bishop Morris, and the Rodney sisters who administered the school and taught classes for the first 27 years, students will examine primary and scholarly sources from OES archives, the Oregon Diocese of the Episcopal Church, and the Oregon Historical Society. This seminar is an exciting opportunity that will be offered only during the 2019-2020 school year and is designed for students who bring a high level of motivation, interest, and capacity for self-directed academic work. Following successful completion of this course, students receive an “I” designation on their transcripts.

**Semester Course (fall)**
**Prerequisite:** open to students in grades 11 and 12 who have successfully completed one religion course
Science
The Science Program at OES strives to nurture student curiosity, interest, and excitement about phenomena in the natural world. Through a multi-faceted inquiry process, the OES science sequence prepares students to be scientifically literate citizens who analytically evaluate information and make informed decisions as members of the local and global community. Each course of the required three-year program (Physics, Chemistry, and Biology) is anchored in inquiry-based approaches that ask students to learn science by doing science. Independent research, group process, critical thinking, structured problem solving, and clear communication are honed in all science course offerings.

Each year, a significant portion of the grade 9-11 curriculum is rooted in the Science Research Project (SRP), in which students investigate a research question or engineering design project of their choosing while being supported and mentored by a science faculty member with expertise in relevant areas of research. Our program’s dedication to inquiry and research is evident in the lab space and equipment available to students on campus.

Students meeting certain pre-requisites 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. The electives listed below are classes that have been taught in the past or are classes that have been proposed for next year. The department will determine exact offerings after considering factors such as demand and staffing.

Course Descriptions

Physics
This year-long, activity-based survey course focuses on the conceptual understanding of physics phenomena: mechanics, statics, energy, power, thermodynamics, phase change, behavior of gases, waves, light, sound, electrostatics, and miscellaneous topics of interest. Completion of the Science Research Project (SRP) is required.

Yearlong Course

Trig-based Physics
This year-long course focuses on problem solving and understanding the development of concepts and theory relating to topics in physics. Topics are treated mathematically as well as conceptually and include kinematics, Newtonian mechanics, conservation laws, oscillations, wave motion, light, sound, and thermodynamics. Completion of the Science Research Project (SRP) is required.

Yearlong Course
Prerequisite: placement by department and enrollment in Honors Algebra 2 or higher.

Chemistry
This year-long, lab-based course introduces students to the foundational concepts of chemical principles as they apply to everyday life and to practicing a qualitative description of those principles. The phenomena studied include the structure of atoms and molecules, nomenclature, periodic properties, energy transfers, and principles of chemical reactions (bonding, reactions in solution, behavior of gases, electron transfer). Integrated into these studies are considerations of associated societal issues. Environmental issues related to water quality in particular are addressed; all students take part in year-long water quality studies of an OES wetland or stream. Completion of the SRP is required for all chemistry students.

Yearlong Course
Honors Chemistry
This year-long, lab-intensive course provides a quantitatively rigorous survey of chemical principles. The course includes a thorough survey of chemical principles, including atomic structure, bonding, chemical nomenclature, periodic properties, stoichiometry, solution phenomena, behavior of gases, and lab techniques. Demonstrations and experiments introduce students to descriptive chemistry. Completion of the SRP is required. Honors Chemistry is usually taken by students in grade 10 who have completed Algebra 2 (or co-enrolled with permission of the Department Chair).
Yearlong Course
Prerequisites: placement by department

Biology
This year-long course uses activities and labs to introduce students to the study of biology, with an emphasis on evolution as the central organizing theory explaining the development and diversity of life on Earth. Students will use tenets of physics and chemistry to study such topics as the origins of life, population ecology, biochemistry, cellular organization, cell division, molecular genetics, Mendelian and population genetics, speciation, biogeography, sociobiology, and ecological energetics and ecosystem dynamics. Human physiology and botany will be covered in some detail in the last quarter of the year. Completion of the SRP is required.
Yearlong Course

Honors Biology
Students in this course explore the breadth and scope of biology, with an emphasis on the connection between science disciplines. After an introduction to foundational topics, students tour the basics of biochemistry, cell biology, classification, evolution, and ecology. The second quarter covers DNA, traditional genetics, and genetic engineering. The third quarter considers transport, movement, and locomotion. The final quarter looks at the acquisition and use of energy by cells and the movement of energy through ecosystems. Completion of the SRP is required.
Yearlong Course
Prerequisites: placement by department

Advanced Mechanics
This class is a calculus-based approach to mechanics. The topics covered in this class will include Newtonian mechanics, the conservation of energy and momentum, oscillations, Lagrangian mechanics, and additional subjects of interest as time permits. Laboratory activities and computational projects will be incorporated into the curriculum when pedagogically appropriate.
Semester Course
Prerequisites: students in this course should have completed 1 year of Calculus (exceptions may be made for students concurrently taking Calculus)

Anatomy & Physiology
This semester-long course is a laboratory and text-based course for seniors interested in the structure and function of major organ systems. While the focus is human anatomy, a fetal pig and mink dissections are included as major laboratory components of the course.
Semester Course
Prerequisites: grade 12 students who have completed Physics, Chemistry, and Biology
Current Topics in Biology
This course will explore a range of student-generated topics within three general areas of study: botany and agriculture, pandemics (Ebola, measles, Spanish influenza) and vaccines, and human physiology and health. Students in this inquiry-driven course will seek to discover the social, political and economic stressors related to many issues in biology, along with the underlying scientific concepts involved with each topic. Background introductions to each area of study will be presented through discussion/lecture; student presentation of findings will complement and expand the depth of content for each unit. Assessments will include portfolio evaluation, project presentations for each unit, pass/fail tests, and participation in discussions.

Semester Course
Prerequisite: open to 12th graders who have completed Biology or Honors Biology

Genetics
This course explores the science of heredity, including Mendelian and non-Mendelian patterns of inheritance. Specific emphasis will be placed on molecular aspects such as gene structure and function, gene mutations, recombinant DNA, biotechnological applications, and the ethical implications such work brings. Other topics may include genetically engineered products, gene therapy, DNA fingerprinting, population genetics, and evolution. A laboratory component will be included.

Semester Course
Prerequisites: open to students in grade 12 who have completed Biology or Honors Biology

Introduction to Engineering
In collaborative teams, students will use the iterative engineering design process to tackle many different design challenges. This course emphasizes teamwork and creative brainstorming, and offers students an introduction to a variety of mechanical devices and tools. Students will learn to work within design constraints, evaluate materials and prototypes, consider product life and limitations, and document and articulate their process.

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

Marine Ecology
This semester-long research and field-based class will focus on the fundamentals of ecology, invertebrate diversity and physiology, and sustainable practices involving interactions with the marine environment. In addition to seminar-style discussions, student presentations, and lecture, students in this class will use field work, computer simulations, and labs to explore the content and concepts. Readings from landmark research papers and selected popular works will provide the text support for the course. An in-depth analysis paper of a related topic is required as part of the course, for which work on a research project may be substituted.

Semester Course
Prerequisite: open to students in grade 12

Natural History
Students in this course will study the basic biology, behavior, ecology, and identification of common organisms around the OES campus and the local area. Students will become familiar with species—native and foreign—from all kingdoms of life that share, often on an unrecognized level, the local environment. Students in this class will learn to observe closely and critically; field trips, some in the evening and on weekends, will be a major aspect of lessons, so students should be prepared and willing to be outside.

Assessments will be labs, tests and quizzes, a term paper or a research project, and general participation.

Semester Course
Prerequisite: Physics and Biology (which could be done concurrently)
Science of Sport and Exercise
Science of Sport and Exercise is a semester-long, applied, and multidisciplinary course which builds on previous scientific principles and skills as they relate to human sports and exercise performance. Students will develop knowledge and skills in the disciplines of human physiology, biochemistry, nutrition, and biomechanics, as we explore how to maximize sport and exercise performance. Topics will include: measurement and evaluation of human performance, fundamentals of human biomechanics, and optimizing physiological performance. The ethics and use of technology as they apply to sport will also be examined.

Semester Course
Prerequisite: open to students in grade 12
Visual, Performing, and Musical Arts

At OES, the Arts are creative, joyous, academic, and interdisciplinary. The Arts enhance the lives of all students by engaging their minds and bodies in the artistic process, generating a lifelong appreciation 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 equal 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 four semesters in the Arts. Students may choose from Performing Arts, Visual Art, or Music courses. Courses may be in a single field/discipline or taken across all three areas. Students are encouraged to explore the options available to them over the course of their time in the Upper School in order to develop a range of skills across disciplines and discover ways to express their artistic voice through multiple media.

Course Descriptions

Actor’s Studio
This physically engaging class focuses on building improvisation and character development skills, audition technique, original scenes, movement, and vocal presentation. Students also receive an introduction to scene work, focusing on integrating individual character subtext with overarching scene goals. This course will create a working ensemble, building towards performance at the end of the semester.

Semester Course (spring)

Art Trek
Art Trek offers an introduction to the arts from both a cultural and historical perspective. Students will explore and discover the arts of many cultures including those of Africa, Egypt, Greece, Eastern and Western Europe, Asia, Russia, and the Americas. Other periods of art covered will include Primitive, Medieval, Renaissance, Realism, Impressionism, Modern, and Contemporary art movements. Working primarily in the art studio, students will experience and learn both traditional and experimental techniques, working with a variety of media in which to imagine, design, explore, build, and create. Units will include watercolor painting, fused glass, woodblock and experimental printmaking, painting, drawing, ceramics, and an introduction to digital arts. Students will discover how universal themes, resources, and ideas will help to define, develop, and generate new ideas for their own creative voice and art work.

Semester Course (fall and spring)

Concert Choir
By exposing students to a wide variety of literature, including many styles of concert music from different stylistic eras, music from other cultures, African-American spirituals, and some popular forms such as modern a cappella, this ensemble is designed to emphasize learning healthy singing technique, develop sight-reading skills, and prepare students to participate in performances, including the district festival and state tournament. The US Concert Choir sings in a variety of languages and will have the opportunity to sing with internationally-known Artist in Residence choral specialists.

Semester Course (fall and spring): students may take it either semester but are encouraged to participate the full year.
Create/Design/Collaborate
Based in the EC3 Design Center studios, this class brings writers, tech designers (sound, lights, set, costumes), directors, videographers, performers, musicians and visual artists together in order to invent and support cross-disciplinary student-led work at OES. Operating as a collaborative team that fearlessly dives into hands-on experimentation and development of ideas, final projects will be shared with authentic audiences throughout the semester—whether that’s supporting OES mainstage shows, leading MS and LS creative projects, or proposing new venues like a student-run film festival, open mic, community mural, or fashion show. How will you leverage the collective’s unique skill sets and enthusiasm to investigate new possibilities together, to bounce back from challenges, and to open the horizons of your own creative vision?

Create/Design/Collaborate is an intensive, cross-disciplinary studio class that invites developing artists and designers to cultivate their own creative process. This course moves through a fast-paced creative “bootcamp” and a series of collaborative and individual projects. Students will explore the tools and materials in EC3, leverage peers’ unique skill sets and investigating new possibilities, learn to bounce back from challenges, and expand the horizons of their own creative vision. Each student’s final self-designed project builds upon growth and inspiration over the course of the semester and may take any number of creative forms: visual art, design, dance, theater, video, creative writing, music, and/or activism. In this class, experimentation, collaboration, and risk-taking are the path to discovery.

Semester Course (fall and spring)
Prerequisite: This is an excellent opportunity for those who want to deepen their existing creative practice and build their portfolio, but open-minded students of all grades with different strengths are invited to take a risk and learn a new skill in service to the team. Students are welcome to take this as a year-long course—just sign up for both semesters!

Foundations of Drawing and Design
The Drawing class introduces and explores the foundational elements of observational drawing and the creative process. After a series of structured projects focusing on technique, students will have the opportunity to apply their skill set to projects that utilize the intentional use of visual metaphor to convey meaning and express creative ideas. Students will gain skill and confidence in their application of linear perspective, proportion, contour and cross-contour, texture and mark-making, tonal modelling, composition, and anatomy. Students in this class will learn to control a variety of art-making media in order to create finished artwork that reflects their authentic artistic voice.

Semester Course (fall)

Graphic Arts and Design
This class introduces students to a process of visual design problem solving skills that answers practical needs, with an additional emphasis on formulation of concepts and their translation into graphic forms by way of traditional and digital techniques. Students will explore and learn how to produce and apply creative problem-solving solutions to artistic and design challenges. The course content includes an introduction to the history of graphic arts, graphic techniques, illustration, design principles, color theory, cartooning, and silkscreen printing. Projects include making a series of artworks focusing on compositional design using both traditional and digital media. Using the latest version of the application software program Adobe Creative Suite, students learn Photoshop and Illustrator. Students apply these skills to the development and creation of a several design projects, a portfolio website, and a portfolio of original work. Through a range of projects, students will explore the two main elements of graphic art: the pictorial image and the written word.

Semester Course (fall and spring)
Music Production
The first part of the class will explore the use of technology in the creation of music through digital and analog interfaces. Students will gain experience with hardware and software used for sequencing, coding, synthesis, and performance. Students will also learn the basics of music theory vital to the creation—and re-creation—of their projects. The primary focus of the class is on using music technology for the purposes of songwriting. Skills in composing and arranging will be developed and put into use using several different pieces of software and hardware, including Reason, Sibelius, and T-Racks. Students will discover how to record live music, write music in different styles, mix and master a recording, write an effective song in a popular style, which will culminate in a recording project of original music. In addition to a brief exploration of the history of how technology has shaped music, students will examine current copyright and intellectual property laws and be made aware of alternatives, such as Creative Commons licensing. Students will complete six songs by the end of the course.

Semester Course (fall and spring)

Paper/Book Arts
This course is designed as a semester course exploring the many exciting and varied uses of paper, paint, and ink in the making of two- and three-dimensional art forms. Students will have opportunities to learn how to apply several creative surface design applications to use in their projects. Units will include marbling, learning to make paste and dyed papers, papermaking, collage, bookbinding, calligraphy, and paper sculpture. Students will develop an ability to make effective choices concerning media, techniques, subject matter, methods of interpretation, and compositional design. Inspired by the work of contemporary paper book and sculpture artists, students will explore and use new techniques to create exciting and dynamic work for their own artistic expressions.

Semester Course (spring)

Stage and Screen
In Stage and Screen, students explore creating expressive media for performance. Students will collaborate with their peers and have the opportunity to engage in creative risk-taking throughout modules that include video, set and costume design, improv and public speaking, choreography, music composition and dramatic writing. Students will write scripts, direct films and theater, act in each other’s productions, and design tech elements for both stage and screen. After a series of structured projects, students select and refine their own media focus and develop an independently-driven project.

Semester Course (fall)

Symphony Band
This is an advanced, performance-based ensemble in which students will explore musical expression individually and as a group. In both rehearsals and performances, students have opportunities to lead, enhancing their abilities to offer critical input in the creation of a final piece. The group will perform music from genres and time periods using new and proven instrumental literature. Students will learn about various aspects of music (history, theory, relationships to society, and other art forms) while developing specific advanced performing skills (sight reading, note and rhythm recognition, simple chord analysis, simple melodic composition, and listening, etc.). Performances outside of the school day are required; there will be three or four evening performances during the year. All standard band and orchestral instruments are welcome and encouraged.

Semester Course (fall and spring): students may take it either semester but are encouraged to participate the full year

Prerequisite: prior large-group instrumental ensemble experience or director approval
Advanced Drawing and Printmaking
The Advanced Drawing and Printmaking class provides students with the studio time, tools, and space to explore the fundamental principle that drawing serves at the foundation of the creative process. Students begin by making art that responds to creative prompts, expresses a sense of voice and meaning, and considers the relationship between technique and concept. Students then begin to 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 develop the skills to nurture and develop an idea from concept to final form. Students are free to explore a variety of media in order to develop their own technical skill set while articulating a sense of voice and personal vision in their art.

Semester Course (spring)
Prerequisite: This is an advanced-level course. It is recommended that students have taken Art Trek, Beginning Drawing, or Graphics Arts prior to taking this course.

Contemporary Studio Art
The Contemporary Studio Art class is a place for students to explore traditional methods of painting and constructive sculpture and expand upon these techniques to include multimedia work, technology, and experimental approaches in their work. This blending of artmaking opportunities enhances the development of technical skill and provides a platform for the exploration of art theory while refining the student’s expression of their unique creative voice. Students will research themes and techniques found in modern and postmodern art history in order to develop a theoretical foundation on which to build informed, culturally relevant, and personally meaningful works of art. Students will have the opportunity to select and refine their own media focus as the semester progresses in order to develop an independently-driven, inquiry-based art project.

Semester Course (fall)
Prerequisites: This is an advanced-level course. It is recommended that students have taken Art Trek, Beginning or Advanced Drawing, or Graphics Arts prior to taking this course.

Digital Simulations/Digital Simulation 2
In Digital Simulations, students explore the use of computer graphics in a 3D virtual environment. The curriculum focuses on applying the fundamental skills (shape, value, perspective, texture, etc.) on a digital canvas using advanced graphics applications. Maya, a high-end 3D modeling and animation program, allows the students to discover how to manipulate and control virtual form and space. We begin our work in Maya by modeling architectural designs with polygons and providing the opportunity for students to manipulate shape by cutting, moving, scaling, and reshaping polygon primitives to achieve their modeling goals.

Digital Simulations 2 is an inquiry-based extension to the Digital Simulations course, giving students with previous experience in 3D modeling and rendering the opportunity to develop their skills and explore 3D computer graphics on a deeper level. Terragen software will allow students to expand their toolkit, facilitating the creation of robust digital terrains for their projects. Advanced-level work will include texturing and compositing as well as introductory rigging and animation. Both Digital Simulations and Digital Simulations 2 will be held together, facilitating the creation of a community of digital artists who support each other creatively as well as technically.

Semester Course (fall)
Prerequisite: It is recommended that students have taken Art Trek, Beginning Drawing, Graphic Arts, or Digital Simulations prior to taking this course.
Modern and Contemporary Ceramics
In Modern and Contemporary Ceramics, students will be exposed to sculptural techniques including coil building, slab construction and slip casting. They will learn basic wheel throwing techniques for both functional and sculptural artwork. Through an examination of where ceramics has been, where it may be going, and how we can use it as a tool of self-expression in relation to the visual culture we experience every day, students will learn about ceramics in art history, social justice applications, and the interdisciplinary use of ceramics today.

Semester Course (fall and spring)
Prerequisite: It is recommended that students have taken Art Trek or Contemporary Studio Art prior to taking this course.

Photography
This class introduces and explores 35mm black and white photography using SLR (single-lens reflex) cameras and darkroom techniques. As students develop an understanding of their craft, they will have the opportunity to explore digital photography techniques and equipment, digital editing and printing, and create an online portfolio. Properties of light, lenses, the chemical processing of film and photographs, photographic equipment and lighting, composition, contrast, and tone will be central themes. Students will learn to manipulate these tools and techniques in order to create finished images that reflect their aesthetic sensibility and their understanding of photography. Regular group critique sessions allow students to share their work with an audience of peers and develop skills in verbally presenting work and delivering/receiving constructive criticism. Students who have taken the class prior will have the opportunity to explore advanced level work using their choice of film and/or digital cameras.

Semester Course (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.

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 concept. Students must have fulfilled their four required Visual/Performing/Musical Arts classes to be eligible to apply for Inquiry In Arts. For more information on the application process, please refer to the Inquiry in Arts Proposal Form. Students who successfully complete this course receive an (I) designation on their transcript.

Deadline to submit approved fall and spring applications is May 1, 2019. Please note that applications are taken on a first-come-first served basis and space is limited to mentor availability (two per faculty member/semester).

Prerequisites: Completion of at least two credits (four courses) in Visual and Performing Arts; signed and approved application and written proposal.
World Languages

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

All Upper School students are required to complete a minimum of two consecutive years of study of the same language, regardless of the level at which they begin. It should be noted that while many colleges and universities require only two years of high school language study, three to four years is recommended. Enrollment in level one courses does not require a placement test or teacher recommendation; enrollment in level two or above requires placement by the Department Chair.

Upper School Language courses, which are designed to meet the academic and developmental needs of high school students, are a year-long commitment and may not be taken for one semester. All courses must have sufficient enrollment in order to be scheduled.

Course Descriptions

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

Yearlong Course

Chinese II
This course is designed for second-year Chinese students who have demonstrated a good command of basic daily conversational skills in Chinese, using correct grammar, and having a solid grasp of vocabulary. Students in this class will practice their speaking skills in Chinese, with an emphasis placed on natural, colloquial usage, as well as their reading and writing skills. This course introduces new themes such as making appointments, talking about one's studies and school life, shopping for clothes, and using transportation. Students are expected to make Chinese videos and participate in activities that simulate real-life tasks. Authentic materials such as video clips, calligraphy, music, and artifacts are used to supplement student learning of Chinese culture and language. Chinese holidays are celebrated throughout the year to expose students to a Chinese way of life.

Yearlong Course

Prerequisite: Current OES students must have successfully completed US Chinese I, MS Chinese 8, or the equivalent (normally determined through transcripts, a teacher recommendation, a placement exam, and/or an oral interview) in order to enroll in this course.
**Chinese III**
Chinese III is designed to enrich students’ reading, writing, listening, and speaking skills at the beginner-intermediate level. Students are exposed to different genres of writing, learn to compose brief texts for a variety of purposes, and deepen their comprehension of grammar. It is a one-year accelerated course that explores language for practical application—weather, food, direction, health. In this class, students participate in conversations, collaborative games and activities, give presentations and conduct interviews. Audio clips, interactive media, and cultural arts are used to engage students in the study of Chinese language and culture.

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

**Chinese IV**
This intermediate-level course is designed to improve students’ proficiency in reading, writing, listening, and speaking. Students will become familiar with themes such as going out with friends, renting an apartment, discussing sports, and using their language skills for travel. Listening comprehension is conducted by exposing students to unrehearsed text. Online rental ads, magazine articles, video clips, and other authentic multimedia resources are selected to provide plentiful examples of the grammatical structures introduced in the course. Students will be involved in higher-level reasoning and more sophisticated usage of grammar and vocabulary. Writing skills will be enhanced by writing longer compositions, skits, and songs, integrating a student’s understanding of both Chinese language and culture.

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

**Chinese V**
This course is a continuation of Chinese IV, and it is designed to integrate students’ skills in all areas at the intermediate-mid to intermediate-high level. It is a one-year accelerated course which will prepare students to conduct real life communications through frequent task-based conversations, the reading of sophisticated articles, email interactions, service learning events, the discussion of a Chinese movie, and the interpretation of popular Chinese TV programs. Students will have the opportunity to hone their skills through engaging online games and interactive activities. The ability to quickly and accurately compose and type complex and long paragraphs will be emphasized over precision in the handwritten form, reflecting the practices and needs of contemporary life. To further students’ understanding of Chinese history, culture, and society, historic and current events/topics will be presented through a variety of mediums (videos, articles), and will be explored in group discussion.

**Yearlong Course**
**Prerequisite:** Current OES students must have successfully completed US Chinese IV, or the equivalent (normally determined through transcripts, a teacher recommendation, a placement exam, and/or an oral interview) in order to enroll in this course.
**French I**
The first year of formal French studies introduces students to basic communication skills and the sound system of French. The goal of the program is to build a solid foundation of vocabulary and grammar structures, and to help students appreciate and respect customs and values of the cultures we study. Students develop communication skills through reading, writing, speaking, and listening activities. Through level-appropriate paired activities, compositions, reading assignments, and frequent games to bolster learning, students work toward fluency with a focus on authentic pronunciation. Students are introduced to different facets of the francophone world and build connections through cultural comparisons and via theme-based videos, films, music, media, and authentic resources from francophone countries. Students will learn to express themselves in the present, imperative, future, and past tenses.

*Yearlong Course*

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

*Yearlong Course*

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

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

*Yearlong Course*

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

**French Language AP**
French Language AP reviews French grammar with emphasis on complex structures and attention to idiomatic expressions. While continuing to write frequent compositions, students also make oral presentations and participate in class discussions on contemporary topics. French culture and major events in French history are addressed through the medium of feature movies. Readings include excerpts from medieval through twentieth century writings and full-length works that may include writings of Camus, Zola, Ionesco, Labro, Sarraute, Colette and others. Students also read articles from magazines, newspapers, and internet sites. At the end of this course, students may choose to take the Advanced Placement test in French Language.

*Yearlong Course*

**Prerequisite:** Current OES students must have successfully completed US French III, or the equivalent (normally determined through transcripts, a teacher recommendation, a placement exam, and/or an oral interview) in order to enroll in this course.
French Culture and Communication/Literature and Culture (FCC/FLC)
These courses are designed for students with advanced (post-AP) proficiency in French. Students will develop and improve skills in speaking and oral comprehension, reading ability, and written expression through activities such as following current events in the French press (newspapers, radio, television, blogs etc.), studying literary works (short stories, novels, plays, and poetry), and exploring other culturally relevant material (films, local art exhibits, festivals, and music). Regular written assignments (compositions, essays, and creative writing assignments) will be edited and revised, giving students the opportunity to review grammar in context and to develop skills in self-correction. The course includes a full service project and alternates its curriculum each year (the novels that are read and the countries that are studied), thus enabling students to continue with the course for a second year if they wish to keep taking advanced French.

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

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

Yearlong Course

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

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

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

Yearlong Course
Prerequisite: Current OES students must have successfully completed US Spanish II, or have been recommended from MS Spanish 8, or the equivalent (normally determined through transcripts, a teacher recommendation, a placement exam, and/or an oral interview) in order to enroll in this course.
Spanish IV
Spanish IV is designed to further increase students’ proficiency in the four language skills: speaking, listening, reading, and writing. It is an advanced class with emphasis on broadening and deepening vocabulary and cultural awareness while increasing the accuracy and complexity of the structures students are able to use. Students will learn to communicate in increasingly complicated situations while gaining additional cultural insights through the study of selected works of Spanish and Spanish-American literature, art, music, and podcasts. Students are expected to participate actively in Spanish during class activities designed to develop speaking and listening proficiency, prepare oral presentations for a variety of situations, read the assigned texts, complete study questions, participate in literature discussions, learn and incorporate new vocabulary into speaking and writing, prepare grammar review materials as assigned, and incorporate advanced structures into speaking and writing.

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

Spanish Language AP
Spanish Language AP emphasizes the use of the Spanish language for active communication. The objectives of the class stress the ability to comprehend formal and informal spoken Spanish, the acquisition of vocabulary and a grasp of structure to allow the easy and accurate reading of Hispanic literature, the ability to compose expository passages, and the ability to express ideas orally with accuracy and fluency. Materials include films, recordings, newspapers, and magazines as well as short stories, essays, poetry, drama, and excerpts from novels. Students may choose to take the Advanced Placement exam in Spanish Language for which college credit may be given.

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

Hispanic Literature and Communication/Culture and Communication (HLC/HCC)
Students in this course will continue to refine their skills in the four communication areas of language learning: speaking, reading, writing and listening. This course focuses on the literature, film, and culture of Spanish-speaking countries. The main goal of the course is to improve self-expression and knowledge of Spanish language and culture. This discussion-based course is conducted in Spanish, and students are expected to demonstrate a high degree of engagement in Spanish on a daily basis. An important requirement of the course is the service learning component: one class period per week, students work one-on-one with Spanish-speaking students at Vose Elementary School, and students may count this course as one of their service projects. This course alternates its curriculum each year (the novels that are read and the countries that are studied), thus enabling students to continue with the course for a second year if they wish to keep taking advanced Spanish.

Yearlong Course
Prerequisite: Current OES students must have successfully completed US AP Spanish, Spanish IV, or must demonstrate an equivalent level of understanding and communicative ability (normally determined through transcripts, a teacher recommendation, a placement exam, and/or an oral interview) in order to enroll in this course.
**ELS Academic Support**
All non-native English speaking students in grade 9 and new students in grade 10 are enrolled in ELS Academic Support, which is designed to support international students in gaining the confidence and skills required to be successful in both their academic courses and everyday living in the United States. The curriculum focuses on the language skill areas of reading, writing, listening, and speaking English at the advanced level.
Student Life

Inherent in our OES Identity Statement is the full affirmation and appreciation of our physical location, our Episcopal tradition, and the manner by which we engage students in learning. As such, we strive to create and foster an intentional, safe, and nourishing student life environment, at all times, and in all places.

The OES Upper School is committed to cultivating curiosity, critical thinking, and collaboration skills in all of our students by providing physical, emotional, academic, and spiritual support.

Advisory
Advisory groups are composed of 6-8 students, primarily of one grade, who move through the Upper School together. Advisory meets as a group twice a week, with extended periods throughout the year for academic planning and reflection. Advisory is a time for communal connection and informal conversation and activity. Groups eat snack, play games, and initiate discussions. Above all, it is a time when each student feels valued and known by their peers and Advisor, who is a guide, advocate, academic coordinator, and communications manager for advisees. As the “go-to” person for their advisees and parents, Advisors are central to individual student support; they serve as the conduit for communication between the many different resources available to support students in their academic and social-emotional journey.

Gathering
Gathering, which takes place three times a week in The Great Hall, is at the center of student life. This time provides a safe, playful, and valuable forum for student leadership, the sharing of important and timely announcements, the honoring of celebrations and transitions, the thoughtful and civil reflection on shared values, and the opportunity to regularly contemplate a sense of place and responsibility as citizens of the world.

Chapel
As a tangible example of both the school mission and Episcopal tradition, Chapel provides a welcoming, inclusive, and sacred opportunity for gathering and reflection. Chapel takes place for thirty minutes once a week, and is coordinated by the Chaplain. All students and faculty are expected to be present.

Chapel is a safe, healthy, and age-appropriate space for students to question, ponder, and begin to articulate the value they place on their own beliefs and practices. Moral and ethical development is central to the program. As such, there is a common and regular thread of exploration and connection between Chapel and the OES Service Learning program. Student leadership is actively encouraged in the Chapel program, and can be seen in a variety of ways, including student-led talks, music offerings, and coordination of the liturgy.
Athletics

OES believes that participating in team and individual sports helps students strive to reach the school’s mission. Through athletics, students develop self-confidence, good sportsmanship, discipline, and respect for self and others, all key skills in leadership. OES has a strong tradition of excellence in athletics, offering 15 sports with over 30 teams gauged for different levels of skill. The no-cut policy means every student who commits will have the opportunity to compete and to experience the reward of being a part of a team. At the Upper School level, about 85% of students participate in at least one sport. OES follows the OSAA guidelines.

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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.
Student Support

College Counseling
The college admission process—because it involves planning for the future, a range of options, and a good dose of uncertainty—is both exciting and daunting. The goal of the OES College Counseling office is to guide and support students and their parents through the process of researching and applying to colleges. Students should feel positive about the outcome and learn from the process. The College Counseling office offers a range of resources and programs designed to meet the needs of students and parents as they navigate the high school experience in relation 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. The library is staffed by a full-time librarian and a part-time library assistant. Resources include 15,000 books, an extensive periodical 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, or gathering bibliophiles for raucous book club meetings.

Hours
7 a.m. to 5 p.m., Monday through Thursday
7 a.m. to 4 p.m., Friday

Counseling and Academic Support Services
Counseling and Academic Support Services at OES uses a strengths-based, student-centered approach to create an inclusive, positive, and safe learning environment for all students. These elements are necessary for the development of lifelong skills, like self-advocacy, academic risk taking, and resiliency. We believe that focusing on strengths to support students in understanding and embracing their social-emotional and academic challenges empowers learning and promotes growth. OES is committed to removing barriers to student learning and we look for opportunities to provide flexible instruction and evaluation as needed. At the core of this program is relationship building, careful planning, collaboration, and accountability.

Technology
All 9th grade students are issued an Apple MacBook Air to use and care for during the school year. Students in grades 10-12 are required to bring their own device, which can be any number of types, so long as it’s equipped with currently updated operating system and anti-virus software that adheres to school network requirements around security. OES expects devices brought from home to be used responsibly, including not being used as “entertainment centers”, with distracting levels of gaming, movies and music being discouraged. The presence of inappropriate materials on student devices may lead to disciplinary proceedings. Please see the US Handbook for more details.