

# **OLIVER AMES HIGH SCHOOL**



## **PROGRAM OF STUDIES**

**2023-2024**

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## INTRODUCTION FROM THE PRINCIPAL

Dear Students and Families,

It is with great pride that we share with you the Oliver Ames High School Program of Studies for the 2023-2024 school year. The course offerings at Oliver Ames are thoughtfully developed to provide students with the opportunity to engage in a comprehensive education that allows them to explore a variety of interests. Our strong and well-designed core content courses, as well as the variety of electives offered, provide students with the skills needed to become independent learners and achieve the Easton Public Schools vision of empowering students to embrace curiosity, think critically, develop positive relationships, and exhibit resilience.

Please take the time to explore this document not only as a resource of the courses we offer, but also utilize the College and Career Connection section to examine which courses can provide the opportunity to explore studies in career areas of your interest. The Program of Studies also provides information about graduation and credit requirements, course levels, grade point average, and advanced placement course options.

The course recommendation and enrollment process happens each year during term 3 and students receive copies of their schedule in late August. This process is important. We encourage students to have thoughtful conversations with their parents, teachers, and counselors to request a course load that will be challenging and rewarding.

Enjoy looking through all that Oliver Ames has to offer and best wishes for a successful school year!

Sincerely,

A handwritten signature in black ink, appearing to read "Kelly Cavanaugh", with a stylized flourish at the end.

Kelly Cavanaugh

Principal

## **OLIVER AMES HIGH SCHOOL MISSION STATEMENT**

**The Oliver Ames High School** community of faculty, staff, students, parents, and residents believe that in order to fulfill its mission of excellence and equity in education, we must embody the ideals of a comprehensive high school. We will work together to create a safe, nurturing, and stimulating learning environment. Students will become critical thinkers, problem solvers and independent thinkers who contribute in many ways to our ever changing world. We recognize the need for a variety of educational experiences that extend beyond the classroom and promote intellectual curiosity, individual responsibility and respectful interaction. By achieving goals and overcoming adversity, students will be encouraged to reach their potential and be prepared to assume meaningful roles in society.

## **NOTICE OF NON-DISCRIMINATION**

Applicants for admission and employment, students, parents, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the Easton School District are hereby notified that this institution does not discriminate on the basis of race, color, national origin, sex, age, religion, sexual orientation, veteran status or handicap in admission or access to, or treatment or employment in, its programs and activities. Any person having inquiries concerning the Easton School District's compliance with the regulations implementing Title VI, Title IX, Section 504 or Chapter 622 is directed to contact the Assistant Superintendent of the Easton Public Schools, Christine Pruitt, 50 Oliver Street, North Easton, telephone # 508-230-3200, who has been designated by the Easton School District to coordinate the District's efforts to comply with the regulations implementing Title VI, Title IX, Section 504 and Chapter 622 or write to: Office For Civil Rights, John W. McCormack Post Office and Courthouse, Room 222, Post Office Square, Boston, MA 02109.

Oliver Ames High School is accredited by the  
New England Association of Schools and Colleges  
and  
has been recognized for excellence  
by the Federal Department of Education  
Secondary School Recognition Program

## EASTON PUBLIC SCHOOLS VISION STATEMENT

The vision of the Easton Public Schools is to provide a relevant, rigorous learning experience in a safe, supportive, and inclusive environment which empowers students and educators to embrace curiosity, think critically, develop positive relationships, and exhibit resilience.

### ***Core Values (and Beliefs)***

Students are at the center of our decision making; therefore, we value:

#### **Continuous Growth**

- We hold high expectations for ourselves and others
- We know that learning never ends
- We understand that valuable learning can come from mistakes or failure
- We must persevere to reach our goals

#### **Safety and Respect**

- We deserve the safest and most supportive learning environment
- We respect the safety and boundaries of others
- We are diverse learners, and all learners can thrive
- We embrace and honor our differences with empathy and understanding

#### **Communication and Collaboration**

- We clearly communicate our questions and concerns
- We share our views with respect and with the appropriate source
- We know teamwork is not always easy, but it is worth the effort
- We have a collective responsibility for the education of all children

#### **Leading by Example**

- We understand that others are watching and learning from us
- We are all models of integrity and respect
- We are accountable for our own actions and decisions
- We value what we can learn from others

## EASTON PUBLIC SCHOOLS - FOUNDATIONAL TRANSFER GOALS

All graduates of the Easton Public Schools will be able to independently use their learning to:

### **Demonstrate Character**

*Build positive relationships and make responsible choices that are physically, socially, emotionally, and intellectually sound.*

### **Exhibit Resilience**

*Persevere when facing challenges and taking risks.*

### **Communicate & Collaborate**

*Express ideas in a variety of ways and work responsibly with others.*

### **Embrace Curiosity**

*Investigate to seek knowledge and truth.*

### **Engage Locally & Globally**

*Act with respect, empathy and responsibility in a local and global community.*

### **Think Critically & Innovate**

*Generate new ideas, make informed decisions, draw conclusions, and solve problems.*

## EASTON PUBLIC SCHOOLS - STRATEGIC PLAN 2018-2024

### **Vision:**

The vision of EPS is to provide a relevant, rigorous learning experience in a safe, supportive, and inclusive environment which empowers students and educators to embrace curiosity, think critically, develop positive relationships, and exhibit resilience.

### **Theory of Action:**

*If* EPS provides a safe and supportive environment in which all students are engaged with a rigorous and relevant curriculum that meets the unique needs of each student provided by educators who are highly qualified and well-trained *then* students will demonstrate the skills to become well-adjusted, successful, and contributing members of society.

Objectives	Priorities
<p>1. <u>Student Achievement</u></p> <p>We will provide opportunities and equitable access to programs that meet all students' individual needs so that they will demonstrate optimal growth.</p>	<p>1.1 <a href="#">Utilize data for instructional decision making</a></p> <p>1.2 <a href="#">Provide equity of access to rigorous programming for all subgroups including special education, English Learners, and advanced learning</a></p> <p>1.3 <a href="#">Increase opportunities for students to explore career interests and develop career awareness</a></p> <p>1.4 <a href="#">Provide differentiation and targeted interventions to meet the individual needs of all students</a></p>
<p>2. <u>Student and Educator Wellness</u></p> <p>We will provide a safe and supportive environment that will improve the social, emotional and physical well-being of students and staff to promote academic, professional and personal success.</p>	<p>2.1 <a href="#">Develop a range of supports that enable students to excel</a></p> <p>2.2 <a href="#">Develop a district-wide positive behavior support system</a></p> <p>2.3 <a href="#">Ensure that educators have appropriate resources to work with all students</a></p> <p>2.4 <a href="#">Showcase the expertise of educators and provide opportunities for them to share best practices and successes</a></p>
<p>3. <u>Curriculum Development</u></p> <p>We will develop rigorous curricula with high-quality assessments to enhance student centered, personalized, and self-directed learning.</p>	<p>3.1 <a href="#">Develop high-quality, vertically aligned, standards-based units in all content areas and grade levels</a></p> <p>3.2 <a href="#">Maintain and revise units to reflect changes in content and concepts in a dynamic, ever-changing world</a></p>
<p>4. <u>Educator Excellence</u></p> <p>We will recruit, develop and continuously support high quality educators who are exemplars of best practice, collaboration, and investment in the whole child.</p>	<p>4.1 <a href="#">Develop and recruit diverse educators with varied educational and professional experiences</a></p> <p>4.2 <a href="#">Provide educators with high-quality professional development that meets their individual needs and supports the achievement of district goals</a></p> <p>4.3 <a href="#">Provide consistent and constructive feedback for all educators that promotes continuous reflection and development</a></p>

## OLIVER AMES HIGH SCHOOL CORE VALUES

Learn collaboratively  
Express Creativity  
Act with integrity  
Demonstrate responsibility  
Embrace curiosity  
Respect each other  
Strive for excellence

## 21<sup>st</sup> CENTURY ACADEMIC EXPECTATIONS FOR STUDENT LEARNING

OA students will **ACCESS** information in a variety of ways, including:

- A1. Actively and critically reading, listening and observing
- A2. Initiating appropriate questions
- A3. Conducting independent and collaborative research
- A4. Using appropriate technologies and networks to locate and retrieve information
- A5. Demonstrating initiative while seeking information

OA students will **PROCESS** information in a variety of ways, including:

- P1. Assimilating and organizing information
- P2. Recognizing patterns, evaluating trends, and making comparisons
- P3. Drawing inferences and making conclusions
- P4. Quickly responding and adapting quickly to unexpected challenges
- P5. Creating and designing solutions to problems and challenges
- P6. Applying and adapting appropriate form and technique to performance tasks

OA students will **COMMUNICATE** information in a variety of ways, including:

- C1. Doing, writing and speaking clearly and purposely for a variety of audiences
- C2. Presenting creative products in a variety of formats
- C3. Using technology to present information
- C4. Demonstrating leadership while promoting individual and collaborative activities

OA students will **DEVELOP** themselves in a variety of ways, including:

- D1. Demonstrating a sense of curiosity by considering alternative perspectives
- D2. Gaining a better understanding of their learning process through consistent self-reflection

## SOCIAL/CIVIC EXPECTATION FOR STUDENT LEARNING

OA students will **ACT RESPONSIBLY** for themselves and others in a variety of ways, including:

- SC1. Working cooperatively and collaboratively
- SC2. Respecting and understanding cultural differences
- SC3. Participating with a local/global perspective

OA students will **ACT RESPECTFULLY** to themselves and others in a variety of ways, including:

- SC4. Interacting appropriately with all members of the school community
- SC5. Honoring school policies and procedures
- SC6. Understanding and demonstrating academic integrity



## GRADUATION REQUIREMENTS

As voted on by the Easton School Committee, all students must complete 130 credits, pass the Massachusetts Comprehensive Assessment System (MCAS) in English Language Arts, Math, and Science, and receive a passing grade in the following courses to receive an Oliver Ames diploma:

English Language Arts	4 years
Math	4 years
Science (with a lab)	3 years
Social Studies	3 years
Business/Technology	1 year
Physical Education	4 years (see details below)
Art, Music, or Family Consumer Science	1 year

## PHYSICAL EDUCATION REQUIREMENTS

Consistent with Massachusetts General Laws, Oliver Ames High School requires 4 years of physical education for all students in grades 9-12, starting with the Class of 2022. Grade 9 and 10 students will meet this requirement through their scheduled physical education/health courses. Students in Grades 11-12 may elect from 3 options by which to meet the physical education requirement.

1. Through completion of a one-semester elective course in each of the 11th and 12th grade years.
2. Through participation in one of the school's athletic teams (subject to eligibility and completion of the season).
3. Through participation in a community based organized physical activity or activities totaling more than 30 hours in a school year after receiving prior administrative approval. In order to meet the requirements for approval, the proposed program must have a strong instructional component.

Students who select options 2 or 3 must complete and return the required form along with a detailed description of the activity during the course selection process in order to gain final approval. Any student who fails to return the completed form will be enrolled in a semester course here at the high school.

## GRADE POINT AVERAGE (GPA)

GPA is determined by the honor point value of each grade multiplied by the number of credits assigned to the course. The total number of these weighted honor points is then divided by the total number of credits attempted to determine the GPA. **All classes, regardless of whether they are included in the GPA, will be part of the student's permanent record and the course and grade will appear on the transcript.**

Other conditions involving calculating the GPA are as follows:

1. Courses taken as Pass/Fail are not included in the GPA.
2. One semester of Community Service taken as a senior with the Social Studies Department will count in the GPA. All other service and aide positions will not be counted.
3. **INDEPENDENT STUDIES** are available in all departments where students wish additional depth in areas not offered by regular courses. The student must find a teacher willing to undertake this project, and it is then formulated into a written proposal. It is submitted to the individual department head and guidance counselor for initial approval, and then submitted to the Principal for final approval. Courses may vary in length of time due to the nature of the subject. Credits are awarded based on course proposal and approval process, however, GPA and class rank **ARE NOT** impacted by courses taken as an Independent Study. Students may also earn credits in co-curricular academic activities (GPA and class rank **ARE NOT** impacted by co-curricular academic activities) with approval by the Principal.
4. Credits issued for trips, foreign exchanges, and other outside activities **will not** be included in the GPA.

## **COURSE RECOMMENDATION/ENROLLMENT PROCESS**

Each year during Term 3, students begin the course recommendation and enrollment process. The following items are important to consider you students enter this process:

1. All students must carry 35 credits per year.
2. Students are strongly encouraged to select a varied program each year from all departments along with courses required for graduation and college entry. We also strongly recommend that students select courses that allow you to explore your areas of interest by looking at the College and Career Connections diagrams.
3. Students must consult with their parents/guardians, teachers, and guidance counselor in selecting courses. We expect students to read course descriptions carefully and ask questions to obtain a clear understanding of course content and expectations.
4. Students should select course levels with the recommendation of their teacher. A student who wishes to elect a level other than that recommended by the teacher must submit a parental/guardian request in writing to their guidance counselor during course selection time. After course sections are determined and the master schedule is built, parental/guardian overrides will not be accepted.
5. Elective courses run based on enrollment numbers and will be offered if they meet the minimum number of requests.
6. Course requests can not be changed after the spring enrollment process is complete. Students requesting a course or level change may do so during the add/drop period in the fall.
7. If you are interested in playing college sports, please reference the [NCAA website](#) to review eligibility requirements

## **COURSE LEVEL DESCRIPTIONS**

**Advanced Placement (AP)**—These courses are developed through the College Board to be college level content and culminate with the administration of the Advanced Placement Examination. Students enrolled in these courses are required to take this exam at the conclusion of the course. The principal has the right to waive this requirement for individual students.

**Honors (H)** - Honors level courses are recommended for students who demonstrate exceptional academic achievement, earn honor grades, and display strong motivation in their subjects. Because these courses are rigorous and contain considerable enrichment and acceleration, students must possess well-developed study skills to be successful. Students are expected to organize their time, plan long-term assignments, and seek help when necessary, all on their own initiative. To move into an honors course from a college level course or program, students must have an A- average or teacher recommendation. To remain in an honors class, it is recommended that a student earn at least a B- average at the end of the first semester. To continue in the honors program for the next school year, a student should obtain at least a B for the yearly average in an honors course.

**College Prep 1 (CP1)** - College Prep 1 courses are academic programs in which students demonstrate independent learning skills and benefit from a slower pace than the Honors level. Students electing CP1 courses should read and compute with accurate comprehension and should expect regular homework assignments. CP1 courses offer academic preparation for students planning to further their education beyond high school in two or four-year college programs.

\*Courses not designated with a level in the course descriptions are College Prep .

**College Prep 2 (CP2)**- College Prep 2 courses are college preparatory courses in which students will work with increasing independence on inquiry, problem solving, critical thinking, and reading and writing. The courses are often smaller, feature more structured instruction, and in some cases offer co-teaching to allow for more individualized attention.

## **VIRTUAL HIGH SCHOOL**

Virtual High School (VHS) is a non-profit organization that offers online learning opportunities to high school students throughout the United States. VHS utilizes teachers from member schools to teach courses and these courses span a variety of disciplines and interests and are offered at the AP, Honors and College Preparatory level and are available for our juniors and seniors. Because VHS uses an online format, students need to possess a high degree of self-discipline and independence in order to keep up with the coursework. Interested students should peruse the VHS catalog of courses and speak to their school counselor for further information. Students may not take a VHS course that directly duplicates a course offered at Oliver Ames High School, although exceptions can be made for extenuating circumstances. Students will receive credit for VHS courses that will count towards their GPA. Any exceptions to these policies will require the approval of the relevant Department Chair, the Director of Guidance, and the Principal.

The VHS course will be placed into a student's schedule and students should understand that depending on the level of the course it may require 6-12 hours of work each week. Learning through VHS is asynchronous, which means that students can log in at any time to complete their work. Students are expected to log into VHS and participate on a weekly basis, and at a minimum of three times per week VHS courses run for either one semester (fall or spring) or a full school year.

## **CREDITS FOR COURSES TAKE OUTSIDE THE OLIVER AMES PROGRAM OF STUDIES**

Oliver Ames High School students (grades 9-12) may receive credits for courses taken outside of the program of studies, however, as a minimum, fifty percent of the high school's graduation requirement in each subject must be earned in courses offered at Oliver Ames. The following conditions must be met, if the student is to receive credits:

1. Students must have demonstrated some sustained effort during the regular school year in order to be allowed the privilege of attending summer or evening school for the purpose of making up credits.
2. Summer School Courses - Summer school courses may be taken at any recognized summer school run by a school system, or at a summer school approved in advance by OAHS. A student will be allowed to take two courses for credit to replace courses previously failed, and the amount of credit awarded will be based on the credit of the failed courses. A grade of "C-" or above must be achieved for the student to receive credit. Both the failed course and the summer school course will appear on the student's transcript. Students taking courses for improvement and not to replace failed courses may be granted credits only with the prior approval of the principal. A grade of C- or better is required to receive credit.
3. Evening School Courses - Each semester course will be worth 1.25 credits. Students who wish to improve a grade of a previous course must take the EXACT course and improvement must be one full grade higher; however, the minimum grade must be at least a C- to receive credit. A student may take two courses per semester for credit. Students who wish to take courses not offered at OAHS may do so, and these may appear on the student's transcript if the student requests it. Credits will not be granted for these courses unless prior permission has been granted by the principal. A grade of C- or better is required to receive credit.
4. College Courses - Students taking their senior year in high school at a college will be granted 30 credits for taking a full college load. These courses will be considered honors and will be computed in rank-in-class. Other courses taken at the college level will count 2 1/2 credits per semester and will be included on the transcript if the student wishes. Determination as to whether the course is to be considered for honors credit must be made in advance by guidance and administration. In all cases, an official college transcript must be received by OAHS before credits or a diploma is awarded.
5. All credits granted from outside the OAHS program of studies will be based on OAHS standards and not on those where the course was taken.

## **COLLEGE AND CAREER CONNECTIONS**

All courses at Oliver Ames are designed to prepare students to successfully transition to a variety of post graduate options including college, military, trade school, and the workforce and we want to provide students with the opportunity to explore different interest areas while in high school. Oliver Ames is committed to helping all of our students and families navigate the work of preparing for this ever changing world by helping you better understand how personal interests and skills can be linked to the courses we offer. In addition to this, we link the experiences they have in their courses to different college majors or career opportunities. On the following pages, you will see our College and Career Connections diagrams which tie major career clusters and college majors to the various courses and clubs offered at Oliver Ames. For example, if a student has an interest in business as a college major and career field, they may consider enrolling in Accounting, Statistics, Finance, Economics, or Senior Project to explore the field to see if these experiences strengthen or lessen their interest in the field. We encourage students and parents/guardians to discuss how the courses and clubs they participate in at Oliver Ames connect to various college major and career opportunities.

## OLIVER AMES COURSES

Art I: Foundational Art Workshop  
 Art 2: Media & Methods  
 Art 3: Advanced Composition & Drawing  
 Art 4: Advanced Studio  
 Sculpture  
 Graphic Design  
 Internship  
 Woodworking Technology 1-3  
 Metalworking Technology 1-3  
 Power Technology/Small Engine Repair  
 Technical Drawing  
 Engineering Graphics 1,2  
 Architectural Graphics 1,2  
 Construction Technology  
 Foods I  
 World Foods  
 Careers in Food Services  
 Statistics  
 Discrete Math  
 Math Topics

Environmental Science  
 AP Environmental Science  
 Biology II  
 AP Economics  
 Senior Project  
 French  
 Latin  
 Spanish

## RELATED COLLEGE MAJORS

Agriculture  
 Agricultural Engineering  
 Animal Sciences  
 Animal Grooming  
 Aquaculture  
 Commercial Fishing  
 Diver  
 Diving Instructor  
 Environmental Science  
 Equine Studies  
 Biology  
 Botany  
 Earth Sciences  
 Farm Management  
 Food Sciences  
 Forestry  
 Geology  
 Hazardous Materials  
 Horticulture Science

International Agriculture  
 Land Management  
 Landscaping  
 Livestock Management  
 Marine Science  
 Natural Resource Science  
 Nursery Management  
 Nutrition Science  
 Parks Management  
 Petroleum Technology  
 Paper Technology  
 Plant Science  
 Recycling Technology  
 Turf Management  
 Urban Forestry  
 Water Quality Management  
 Wildlife Science  
 Wood Science  
 Zoology

## AGRICULTURE FOOD AND NATURAL RESOURCES

Art Club  
 Architectural/Engineering Society  
 Donating Delights  
 Environmental Society  
 Envirothon  
 French Club  
 Healthy Tigers  
 International Travel & Study  
 Latin Club  
 Multicultural Club  
 Spanish Club

## CLUBS AND ORGANIZATIONS

Animal Caretaker  
 Agricultural Engineer  
 Agricultural Designer  
 Aircraft Mechanic  
 Animal Scientist  
 Animal Trainer  
 Aquacultural Manager  
 Biochemist  
 Biophysicist  
 Conservation Scientist  
 Chef  
 Chemical Technician  
 Construction Technology  
 Economist  
 Engineering Graphics  
 Environmental Scientist  
 Environmental Designer  
 Equipment Operator  
 Farm Manager  
 Fashion Designer  
 Fish & Game Warden  
 Floral Designer  
 Food Scientist  
 Forester  
 Furniture Designer

Groundskeeper  
 Housewares Designer  
 Landscaper  
 Lighting Designer  
 Mechanic  
 Mechanical Engineer  
 Nutritionist  
 Nursery Manager  
 OSHA Specialist  
 Package Designer  
 Painter  
 Petroleum Technician  
 Photographer  
 Product Designer  
 Park Naturalist  
 Pest Control  
 Reporter  
 Sculptor  
 Ship Captain  
 Soil & Plant Scientist  
 Veterinarian  
 Veterinary Technician  
 Water Specialist  
 Wildlife Biologist  
 Zoologist

## CAREER OPPORTUNITIES

## OLIVER AMES COURSES

Art I: Foundational Art Workshop  
Art 2: Media and Methods  
Art 3: Advanced Composition & Drawing  
Art 4: Advanced Studio  
Sculpture  
Graphic Design  
Entrepreneurship  
Internship  
Architectural Graphics 1,2  
Construction Technology  
Engineering Graphics 1,2  
Metalworking Technology 1-3  
Power Technology/Sm Engine Repair

Technical Drawing  
Woodworking Technology 1-3  
Statistics  
Math Topics  
Pre Calculus  
Physics II  
AP Physics  
AP Economics  
AP World History  
Senior Project  
French  
Latin  
Spanish

## RELATED COLLEGE MAJORS

Architecture  
Art History  
Construction Management  
CAD/CADD Technology  
Carpentry  
Cartography  
Civil Engineering  
Construction Technology  
Construction Trades  
Drafting  
Design Technology  
Electrical Engineering  
Energy Management  
Environmental Design  
Fine and Studio Arts  
Furniture Design  
Furniture Making

Glass  
Graphic Design  
HVAC Technology  
Illustration  
Industrial Design  
Interaction Design  
Interior Architecture  
Interior Design  
Ironworking  
Landscape Architecture  
Mechanical Engineering  
Metalsmithing  
Painting  
Plumbing Technology  
Precision Metal Working  
Sculpture  
Welder/Fabricator

## ARCHITECTURE AND CONSTRUCTION

Art Club  
Architectural Engineering Society  
DECA  
French Club  
International Travel & Study  
Latin Club  
Robotics  
Science Team  
Society of Women Engineers  
Spanish Club  
Tech Crew

## CLUBS AND ORGANIZATIONS

Appliance Repair  
Architect  
Architectural Graphics  
Automotive Designer  
Commercial Designer  
Construction Manager  
Digital Illustrator  
Drywall Installer  
Equipment Installer  
Engineer  
Environmental Designer  
Excavator  
Fabricator

Furniture Designer  
Graphic Designer  
Healthcare Designer  
Housewares Designer  
Historian  
Illustrator  
Interior Designer  
Landscape Designer  
Lumber Sales  
Machinist  
Mason  
Mechanical Drafter

## CAREER OPPORTUNITIES



## OLIVER AMES COURSES

Art 1 Foundational Art Workshop  
 Art 2 Media & Methods  
 Art 3 Advanced Composition & Drawing  
 Art 4 Advanced Studio  
 Graphic Design  
 Sculpture  
 Entrepreneurship  
 Media 1,2  
 Marketing  
 Web Design  
 Internship  
 Foods  
 Career in Restaurant & Foods  
 World Foods  
 Fashion Design  
 Woodworking Technology 1-3  
 Metalworking Technology 1-3  
 Technical Drawing  
 Engineering Graphics 1,2  
 Architectural Graphics 1,2  
 Construction Technology  
 Metal Shop  
 Small Engine Repair  
 Technical Drawing  
 Power Technology/Small Engine Repair

Performance Ensembles  
 Music Technology/Theory  
 Guitar 1-3  
 AP Music Theory  
 Music Tech  
 Music Theory  
 AP Music Theory  
 Statistics  
 Journalism  
 Public Speaking  
 AP Psychology  
 AP Economics  
 Senior Project  
 Psychology  
 AP Physics  
 Physics  
 Spanish  
 French  
 Latin

## RELATED COLLEGE MAJORS

Acting  
 Advertising  
 Animation  
 Apparel Design  
 Art Education  
 Art History  
 Ballet  
 Ceramics

Classics  
 Communications  
 Computer Graphics  
 Conducting  
 Dance  
 Design and Applied Arts  
 Digital Communication  
 Directing  
 Drama  
 English  
 Entertainment Design  
 Entrepreneurship  
 Environmental Design  
 Fashion Design  
 Film Production  
 Fiber Arts  
 Fine & Studio Arts  
 French  
 Furniture Design  
 Gaming  
 Glass  
 Graphic Design  
 Illustration

Industrial Design  
 Interaction Design  
 Interior Architecture  
 Interior Design  
 Jewelry Design  
 Journalism  
 Marketing  
 Merchandising  
 Metalsmithing  
 Music  
 Painting  
 Photography  
 Political Science  
 Printmaking  
 Product Design  
 Psychology  
 Sculpture  
 Spanish  
 Surface Design  
 Textiles  
 Theatrical Production  
 Visual communications  
 Web Development

## ARTS AUDIO VISUAL TECHNOLOGY AND COMMUNICATIONS

Architectural Engineering Society  
 Art Club  
 Chamber Orchestra  
 Concert Band  
 Daily Olivian  
 DECA  
 French Club  
 Guitar Club  
 Jazz Band  
 Math Team  
 Medium (Literary Magazine)  
 Musical Production  
 OA Drama  
 Panache Show Choir  
 Pit Band  
 Spanish Club  
 Tech Crew  
 Tiger Productions

## CLUBS AND ORGANIZATIONS

Book Illustrator  
 Cinematographer  
 Choreographer  
 Composer  
 Computer Programmer  
 Commercial Designer  
 Concept Designer  
 Creative Director  
 Curator  
 Dancer  
 Desktop Publisher  
 Digital Artist  
 Editor  
 Entertainment Designer  
 Exhibition Designer  
 Fashion Designer  
 Filmmaker  
 Footwear Designer  
 Furniture Designer  
 Game Illustrator  
 Graphic Designer  
 Historian  
 Illustrator  
 Interior Designer  
 Lighting Designer  
 Muralist  
 Music Video Director  
 Package Designer  
 Painter  
 Performance Artist  
 Photographer  
 Photojournalist  
 Product Designer  
 Promotions Manager  
 Print Media Illustrator  
 Public Relations  
 Reporter  
 Restaurant Design  
 Screenwriter  
 Social Media Manager  
 Sound Engineer  
 Technical Writer  
 Toy Designer  
 Video Game Designer  
 Video Editor  
 Video Sound Artist  
 Web Designer  
 Writer/Author

## CAREER OPPORTUNITIES

Advertising  
 Actor  
 Agent  
 Archivists  
 Art Educator  
 Artist  
 Athletics Designer  
 Audio Technician  
 Automotive Designer  
 Camera Person

## OLIVER AMES COURSES

Art I: Foundational Art Workshop  
 Art 2: Media and Methods  
 Art 3: Advanced Composition & Drawing  
 Art 4: Advanced Studio  
 Sculpture  
 Graphic Design  
 Accounting  
 Advanced Accounting  
 Entrepreneurship  
 Finance  
 Internship  
 Marketing  
 Calculus  
 Computer Science  
 Discrete Math  
 Pre Calculus  
 Statistics  
 AP Economics

Law & Legal  
 AP Psychology  
 Psychology  
 Senior Project  
 French  
 Spanish

## RELATED COLLEGE MAJORS

Accounting  
 Advertising  
 Architecture  
 Art Education  
 Art History  
 Auditing  
 Business Administration  
 Business Commerce  
 Business Statistics

Construction Management  
 Customer Service  
 Drafting  
 Economics  
 Electrical Design  
 Electrical Engineering  
 Entertainment Design  
 Entrepreneurship  
 Environmental Design  
 Fashion  
 Finance  
 Fine and Studio Arts  
 Furniture Design  
 Furniture Making/Design  
 Glass  
 Graphic Design  
 Human Resources  
 Illustration  
 Industrial Design  
 Interaction Design  
 Interior Architecture  
 Interior Design

International Business  
 Jewelry Design  
 Labor Studies  
 Logistics  
 Management Information  
 Marketing  
 Materials Management  
 Mechanical Engineering  
 Merchandising  
 Metalsmithing  
 Operations Management  
 Operations Research  
 Organizational Behavior  
 Painting  
 Photography  
 Printmaking  
 Product Design  
 Public Relations  
 Sculpture  
 Surface Design  
 Visual communications

## BUSINESS ADMINISTRATION AND MANAGEMENT

Art Club  
 Architectural/Engineering Society  
 DECA  
 International Travel & Study  
 French Club  
 Math Team  
 Society of Women Engineers  
 Spanish Club  
 Student Council

Accountant  
 Advertising Manager  
 Architectural Graphics  
 Art director  
 Assistant  
 Auditor  
 Budget Analyst  
 Business Manager  
 Chief Executive  
 Computer Programmer  
 Construction Technology  
 Creative Director  
 Credit Analyst  
 Curator  
 Design Director  
 Digital Director  
 Economist  
 Editor  
 Engineer  
 Engineering Graphics  
 Entrepreneur

Financial Analyst  
 Human Resources  
 Information Manager  
 Insurance Executive  
 Logisticians  
 Mail Carriers  
 Marketing Manager  
 Market Researcher  
 Operations Analyst  
 Power Technician  
 Public Relations  
 Retail Manager  
 Sales  
 Sales Management  
 Social Media Manager  
 Statistician  
 Tax Examiner  
 Technology Sales  
 Training & Development  
 Writers & Authors

## CLUBS AND ORGANIZATIONS

## CAREER OPPORTUNITIES



## OLIVER AMES COURSES

Art I: Foundational Art Workshop  
 Art 2: Media and Methods  
 Art 3: Advanced Composition & Drawing  
 Art 4: Advanced Studio  
 Sculpture  
 Graphic Design  
 Careers in Foods  
 Clothing & Textile Arts  
 Fashion Design  
 Construction & Technology  
 Foods  
 World Foods  
 Accounting  
 Advanced Accounting  
 Finance  
 Internship  
 Public Speaking  
 Woodworking Technology 1-3  
 Metalworking Technology 1-3  
 Power Technology/Sm Engine Repair  
 Technical Drawing  
 Engineering Graphics 1,2  
 Architectural Graphics 1,2  
 Construction Technology  
 AP Music Theory

Music Technology  
 Guitar  
 Science Design  
 Law & Legal  
 AP World History  
 Senior Project  
 AP Economics  
 AP Psychology  
 Psychology  
 Advanced Weight Training  
 Advanced Team Games  
 CPR & First Aid  
 Personal Fitness  
 Group Exercise  
 Lifetime Sports  
 Mindful Fitness  
 Team Games  
 Nutrition  
 French  
 Latin  
 Spanish

## RELATED COLLEGE MAJORS

Accounting  
 Advertising  
 Animation  
 Apparel Design  
 Architecture  
 Art Education  
 Art History  
 Business Administration  
 Business Management  
 Ceramics  
 Classics  
 Counseling  
 Curriculum & Instruction  
 Early Childhood Education  
 Elementary Education  
 English  
 Entertainment Design  
 Environmental Design  
 Fashion  
 Fine and Studio Arts  
 French  
 Furniture Design  
 Glass  
 Graphic Design  
 Health Education  
 History  
 Humanities  
 Health Fitness  
 Illustration  
 Industrial Design  
 Interior Architecture  
 Interior Design  
 Jewelry Design  
 Library Science  
 Mathematics  
 Metalsmithing  
 Movement Therapy  
 Music  
 Painting  
 Personnel Services  
 Photography  
 Physical Education  
 Printmaking  
 Product Design  
 Reading  
 Recreation  
 Science  
 Sculpture  
 Secondary Education  
 Spanish  
 Special Education  
 Speech Education  
 Surface Design  
 Visual communications

## EDUCATION AND TRAINING

84 Club  
 Art Club  
 DECA  
 Envirothon  
 French Club  
 Future Educators of America  
 Gender Sexuality Alliance (GSA)  
 Healthy Tigers  
 Jimmy Fund Club  
 Latin Club  
 Mindfulness Club  
 OA Environmental Society  
 Rugby Football Club  
 Science Team  
 Spanish Club  
 Students Against Destructive Decisions (SADD)  
 Ultimate Frisbee Club  
 Yoga Club

## CLUBS AND ORGANIZATIONS

Accountant  
 Administrator  
 Art Director  
 Art Educator  
 Art Supervisor  
 Athlete  
 Athletic Director  
 Camp Director  
 Career Counselor  
 Coach  
 College Professor  
 Construction Supervisor  
 Counselor  
 Creative Director  
 Curator  
 Curriculum Writer  
 Design Director  
 Dietician  
 Education Administrator  
 Elementary Educator  
 ELL Educator  
 Fitness Trainer  
 Guidance Counselor  
 Health Educator  
 Historian  
 Human Resources  
 Inspector  
 Instruction Design  
 Judge  
 Lawyer  
 Librarian  
 Music Educator  
 Nutritionist  
 Paraprofessional  
 Physical Education  
 Preschool Educator  
 Reading Educator  
 Secondary Educator  
 Special Education  
 Technical Arts Educator  
 Technology Sales  
 Writer & Author

## CAREER OPPORTUNITIES

## OLIVER AMES COURSES

Accounting  
Advanced Accounting  
Entrepreneurship  
Internship  
Marketing  
Statistics  
Pre Calculus  
Calculus  
Computer Science  
AP Psychology  
Psychology  
AP Economics  
Senior Project  
Spanish  
French

## RELATED COLLEGE MAJORS

Accounting  
Actuarial Science  
Banking  
Business Administration  
Business Commerce  
Consumer Economics  
Credit Management  
Entrepreneurship  
Finance  
French  
Health Policy Administration  
Human Resource Management  
Insurance  
International Business  
Investments & Securities  
Marketing  
Real Estate  
Spanish

## FINANCE

DECA  
French Club  
Spanish Club  
International Travel & Study  
Math Team  
Student Council

## CLUBS AND ORGANIZATIONS

Accountant  
Actuary  
Bank Teller  
Bank Manager  
Budget Analyst  
Claims Adjuster  
Controller  
Credit Analyst  
Credit Counselor  
Economist  
Financial Advisor  
Insurance Adjuster  
Insurance Appraiser  
Insurance Sales  
Loan Officer  
Personal Finance Advisor  
Sales Representative  
Securities Advisor  
Statistician  
Stockbroker  
Tax Preparer  
Treasurer  
Underwriter

## CAREER OPPORTUNITIES

## OLIVER AMES COURSES

Accounting  
Advanced Accounting  
Entrepreneurship  
Finance  
Internship  
Journalism  
Public Speaking  
Discrete Math  
Statistics  
AP Environmental Science  
Environmental Science  
AP Economics  
AP Psychology  
AP World  
Law & Legal  
Psychology  
Senior Project  
French  
Latin  
Spanish

## RELATED COLLEGE MAJORS

Air transportation  
American Government and Politics  
Business Administration  
Civil Engineering  
Criminal Justice  
Economics  
Finance  
History  
Military Studies  
Organizational Management  
Political Communication  
Political Science  
Public Administration  
Public Health  
Public Policy Analysis  
Sociology  
Taxation  
Urban Planning  
Urban Studies

# GOVERNMENT AND PUBLIC ADMINISTRATION

Amnesty International  
Architectural/Engineering Society  
Close-Up  
DECA  
Environmental Society  
Envirothon  
French Club  
Hockomock Senate  
International Travel and Study  
Latin Club  
Mock Trial  
Multicultural Club  
Spanish Club  
Student Council  
UNICEF

## CLUBS AND ORGANIZATIONS

Accountant  
Administrative Service Managers  
Air Traffic Controller  
Auditor  
Correctional Officer  
Criminal Investigator  
Engineers  
Financial Examiner  
Homeland Security Agent  
IRS Agent  
Journalist  
Lawyer  
Legislator  
News Analyst  
Occupational Health Specialist  
Operations Managers  
Political Scientist  
Politician  
Postal Worker  
Public Relations  
Real Estate Appraiser  
Tax Examiners  
Tax Preparers  
Transportation Managers  
Urban Planner

## CAREER OPPORTUNITIES

## OLIVER AMES COURSES

Art 1: Foundational Art Workshop  
 Art 2: Media and Methods  
 Art 3: Advanced Composition & Drawing  
 Art 4: Advanced Studio  
 Sculpture  
 Graphic Design  
 Careers in Foods  
 Foods  
 World Foods  
 Internship  
 Calculus  
 Discrete Math  
 Pre Calculus  
 Statistics  
 AP Music Theory  
 Music Tech  
 Music Theory  
 Performance Ensembles  
 Advanced Team Games  
 Advanced Weight Training  
 CPR & First Aid

Group Exercise  
 Lifetime Sports  
 Mindful Fitness  
 Nutrition  
 Personal Fitness  
 Team Games  
 Senior Project  
 Anatomy & Physiology  
 AP Biology  
 AP Chemistry  
 AP Environmental Science  
 Environmental Science  
 Chemistry II  
 Physics II  
 AP Psychology  
 Psychology  
 AP Physics  
 Biology II  
 Spanish  
 French  
 Latin

## RELATED COLLEGE MAJORS

Acupuncture  
 Allied Health  
 Anesthesiology  
 Applied Kinesiology  
 Art Therapy  
 Athletic Training  
 Audiology  
 Biology  
 Biotechnology

Classics  
 Community Health  
 Dance Therapy  
 Dental Hygiene  
 Dentistry  
 Dietetics  
 Electrocardiography  
 Electronic Production & Design  
 Emergency Medical Technology  
 Environmental Health  
 Fitness Club Administration  
 Food & Nutrition Health Studies  
 French  
 Gene Therapy  
 Genetic Counseling  
 Healthcare Administration  
 Health Promotion  
 Health Science  
 Kinesiology  
 Medicine  
 Motor Therapy

Nutrition  
 Occupational Therapy  
 Optometry  
 Pathology  
 Performance  
 Pharmaceutical Sciences  
 Phlebotomy  
 Physical Therapy  
 Physician Assistant  
 Pre-Occupational Therapy  
 Pre-Physical Therapy  
 Pre-Physical Therapy  
 Psychology  
 Public Health  
 Radiology  
 Respiratory Medicine  
 Spanish  
 Sports Management  
 Sports Medicine  
 Strength & Conditioning  
 Veterinary Medicine

## HEALTH SCIENCE

84 Club  
 Architectural/Engineering Society  
 Art Club  
 Environmental Society  
 Envirothon  
 French Club  
 Gender Sexuality Alliance (GSA)  
 Healthy Tigers  
 HOSA  
 Jimmy Fund Club  
 Latin Club  
 Mindfulness Club  
 Rugby Football Club  
 Science Team  
 Spanish Club  
 Students Against Destructive Decisions (SADD)  
 Ultimate Frisbee Club  
 Yoga Club

## CLUBS AND ORGANIZATIONS

Adjustment Counselor  
 Art Therapist  
 Athletic Trainer  
 Audiologist  
 Biological Scientist  
 Cardiovascular Tech  
 Counselor  
 Dental Hygienist  
 Dentist  
 Dietitian  
 Emergency Medical Tech  
 Exercise Physiologist  
 Fitness Instructor  
 Home Health Aide  
 Interpreter  
 Massage Therapist  
 Medical Assistant  
 Music Therapist  
 Nuclear Medicine  
 Nurse  
 Nurse Practitioner  
 Nursing Assistant  
 Nutritionist

Occupational Therapist  
 Optician  
 Optometrist  
 Orthodontist  
 Paramedics  
 Personal Trainer  
 Pharmacist  
 Pharmacy Technician  
 Physical Therapist  
 Physical Therapist  
 Physician  
 Physician Assistant  
 Physicist  
 Prosthetic Designer  
 Psychiatrist  
 School Psychologist  
 Speech Pathologist  
 Speech Therapist  
 Sports Medicine  
 Strength & Conditioning  
 Surgeon  
 Translator  
 Veterinarian

## CAREER OPPORTUNITIES



## OLIVER AMES COURSES

Art I: Foundational Art Workshop  
Art 2: Media and Methods  
Art 3: Advanced Composition & Drawing  
Art 4: Advanced Studio  
Graphic Design  
Entrepreneurship  
Internship  
Marketing  
Web Design  
Careers in Foods  
Foods  
World Foods  
Discrete Math  
Math Topics  
Statistics  
AP Music Theory  
Guitar 1-3  
Music Technology/Theory

Performance Ensembles  
AP Economics  
AP Psychology  
Law & Legal  
Psychology  
Senior Project  
French  
Latin  
Spanish

## RELATED COLLEGE MAJORS

Air Transportation  
Business Commerce  
Business Management  
Communications  
Culinary Arts  
Facilities Planning and Management  
Food Service Management  
Foreign Language  
Hospitality  
Hotel Administration  
International Studies  
Leisure and Recreation  
Marketing  
Recreation Operations  
Resort Management  
Restaurant Management  
Theatre and Drama  
Tourism and Travel Services  
Tourism Promotion Operations

## HOSPITALITY AND TOURISM

Art Club  
DECA  
Donating Delights  
International Travel and Study

## CLUBS AND ORGANIZATIONS

Baker  
Bartender  
Chef  
Club Manager  
Concierge  
Farm Management  
Food Preparation Worker  
Food Service Manager  
Gaming Dealer  
Gaming Manager  
Host/Hostess  
Hotel Management  
Lifeguard  
Recreation Club Management  
Tour Guide  
Travel Agent

## CAREER OPPORTUNITIES

## OLIVER AMES COURSES

Internship  
 Finance  
 Public Speaking  
 Discrete Math  
 Math Topics  
 Statistics  
 AP Music Theory  
 Music Tech  
 Music Theory  
 Performance Ensembles  
 AP Economics  
 AP Psychology  
 Law & Legal  
 Psychology  
 Senior Project  
 French  
 Spanish

## RELATED COLLEGE MAJORS

Behavioral Sciences  
 Child Development  
 Consumer Economics  
 Consumer Science  
 Cosmetology  
 Criminal Justice  
 Ethics  
 Finance  
 Funeral Service  
 Gerontology  
 Human Services  
 Logic  
 Marketing  
 Marriage & Family Therapy  
 Mental Health Counseling  
 Mortuary Science  
 Pastoral Studies  
 Psychology  
 Psychotherapy  
 Public Administration  
 Public Health  
 Salon Management  
 Social Work  
 Social Work  
 Sociology  
 Theology  
 Women's Studies  
 Youth Ministry  
 Youth Services

## HUMAN SERVICES

Amnesty International  
 Best Buddies  
 DECA  
 Donating Delights  
 French Club  
 Healthy Tigers  
 International Travel and Study  
 Jimmy Fund Club  
 Leo Club  
 OA Kids for Wish Club  
 OA Random Acts of Kindness  
 School on Wheels  
 Spanish Club  
 Students Against Destructive Decisions (SADD)  
 The PAWS Project  
 The Residence Senior Kindness Club  
 UNICEF

Child Care Worker  
 Clergy  
 Cosmetologist  
 Credit Counselor  
 Editor  
 Emergency Management  
 Epidemiologist  
 Fashion Designer  
 Financial Advisor  
 Fitness Trainer  
 Funeral Service Manager  
 Home Care Aide  
 Interpreter  
 Makeup Artist  
 Marketing Manager  
 Marriage & Family Therapist  
 Mathematician  
 Mental Health Counselor  
 Minister  
 Music Composer  
 Music Director  
 Occupational Therapist  
 Political Scientist  
 Preschool Teacher  
 Probation officer  
 Protective Services  
 Psychologist  
 Recreational Therapist  
 Rehabilitation Counselor  
 Religious Worker  
 Sales Manager  
 Social Worker  
 Sociologist  
 Substance Abuse Worker  
 Youth Worker

## CLUBS AND ORGANIZATIONS

## CAREER OPPORTUNITIES

## OLIVER AMES COURSES

Graphic Design  
Internship  
Media I  
Media II  
Web Design  
Architectural Graphics 1 & 2  
Construction Technology  
Engineering Graphics 1 & 2  
Metalworking Technology 1-3  
Power Technology/Sm Engine Repair  
Technical Drawing  
Woodworking Technology 1-3  
Computer Science  
Discrete Math  
Statistics  
AP Physics  
Physics II  
Senior Project  
French  
Spanish

## RELATED COLLEGE MAJORS

Artificial Intelligence  
Computer Engineering  
Computer Programming  
Computer Science  
Database Administration  
Data Management  
Data Modeling  
Desktop Publishing  
Information Science  
Management Information Systems  
Math  
Multimedia Management  
Software Engineering  
System Administration  
System Networking  
Systems Analysis  
Technical Writing  
Web Development

## INFORMATION TECHNOLOGY

Architectural/Engineering Society  
Art Club  
DECA  
French Club  
Math Team  
Robotics  
Spanish Club  
Science Team  
Society of Women Engineers  
Tiger Productions

Animator  
Architectural and Engineering Manager  
Computer Hardware Engineer  
Computer Network Architect  
Computer Programmer  
Computer Scientists  
Computer Support Specialist  
Database Administrator  
Graphic Designer  
Information Security Analyst  
Information Systems Manager  
Multimedia Artist  
Network Administrator  
Software Developer  
Technical Writer  
Video Game Designer  
Web Developer

## CLUBS AND ORGANIZATIONS

## CAREER OPPORTUNITIES

## OLIVER AMES COURSES

Accounting  
Advanced Accounting  
Entrepreneurship  
Finance  
Marketing  
Internship  
Public Speaking  
Journalism  
Statistics  
Architectural Graphics 1 & 2  
Construction Technology  
Engineering Graphics 1 & 2  
Technical Drawing  
Forensic Science  
AP Economics  
AP Psychology  
Law & Legal  
Psychology  
Senior Project  
French  
Latin  
Spanish

## RELATED COLLEGE MAJORS

Accounting  
Corrections Administration  
Court Reporting  
Criminal Justice  
Criminology  
Fire Science  
Forensic Science  
Government  
Homeland Security  
International Business  
International Law  
Law Enforcement  
Legal Studies  
Paralegal Studies  
Political Science  
Safety Technology  
Social Work  
Sociology  
Taxation  
Urban Studies

# LAW PUBLIC SAFETY CORRECTIONS AND SECURITY

Amnesty International  
Architectural/Engineering Society  
Close-Up Program  
DECA  
French Club  
Hockomock Senate  
Latin Club  
Mock Trial  
Science Team  
Spanish Club  
Student Council  
UNICEF

## CLUBS AND ORGANIZATIONS

Animal Control Worker  
Arbitrator  
Bailiff  
Coroner  
Correctional Officer  
Court Reporter  
Detective  
Dispatcher  
Firefighter  
Fire Inspectors  
Fish & Game Warden  
Forensic Scientist  
Immigration Officer  
Lawyer  
Legal Secretary  
Mediator  
Paralegal  
Park Ranger  
Police Officer  
Private Investigator  
Probation Officer  
Public Defender  
Security Guard  
Social Worker  
Title Examiner  
Transit Police

## CAREER OPPORTUNITIES



## OLIVER AMES COURSES

Art I: Foundational Art Workshop  
Art 2: Media and Methods  
Art 3: Advanced Composition & Drawing  
Art 4: Advanced Studio  
Sculpture  
Graphic Design  
Entrepreneurship  
Internship  
Fashion Design  
Architectural Graphics 1 & 2  
Construction Technology  
Engineering Graphics 1 & 2  
Metalworking Technology 1-3  
Power Technology/Sm Engine Repair  
Technical Drawing  
Woodworking Technology 1-3  
Computer Science  
Discrete Math  
Statistics  
AP Music Theory

Music Tech  
Music Theory  
Performance Ensembles  
AP Chemistry  
AP Physics  
Chemistry II  
Physics II  
AP Economics  
AP World  
Law & Legal  
Senior Project  
French  
Spanish

## RELATED COLLEGE MAJORS

Apparel and Textiles  
Biomedical Technology  
Chemical Technology  
Computer Engineering  
Drafting and Design  
Electrical Engineering  
Environmental Engineering  
Furniture Design  
Health Technology  
HVAC Technology  
Industrial Engineering  
Industrial Maintenance  
Instrument Fabrication

Logistics  
Machine Tool Technology  
Manufacturing Technology  
Occupational Safety  
Operations Management  
Physical Science  
Robotics Technology  
Telecommunications  
Textile Science  
Toon & Tie Technology  
Welding Technology  
Woodworking

## MANUFACTURING

Architectural/Engineering Society  
Art Club  
French Club  
Math Team  
Robotics  
Science Team  
Society of Women Engineers  
Spanish Club

## CLUBS AND ORGANIZATIONS

Automotive Tech  
Assembler  
Carpenter  
Construction Worker  
Diesel Mechanic  
Elevator Installer  
Engineering Technician  
Environmental Engineer  
Fabricator  
Furniture Finisher  
Industrial Engineer  
Industrial Machinery Mechanic  
Interior Designer  
Jewelers  
Locksmith  
Logistician

Machinist  
Mechanical Engineer  
Millwrights  
Packer/Packager  
Quality Control Technician  
Safety Inspector  
Sheet Metal Worker  
Software Developer  
Communications Specialist  
Tool and Die Maker  
Tool Grinder  
Upholsterer  
Watch Repairer  
Welder  
Woodworker

## CAREER OPPORTUNITIES

## OLIVER AMES COURSES

Art I: Foundational Art Workshop  
Art 2: Media and Methods  
Art 3: Advanced Composition & Drawing  
Art 4: Advanced Studio  
Graphic Design  
Sculpture  
Entrepreneurship  
Finance  
Internship  
Marketing  
Media I  
Media II  
Web Design  
Fashion Design

Discrete Math  
Statistics  
AP Economics  
AP Psychology  
Law & Legal  
Psychology  
Senior Project  
French  
Spanish

## RELATED COLLEGE MAJORS

Apparel & Textile  
Business Administration  
Business Commerce  
Communications  
Economics  
Entrepreneurship  
Human Relations  
Finance  
International Business  
Management Information  
Marketing

Sales  
Real Estate  
Operations  
E-Commerce  
Fashion Merchandising  
International Marketing  
Buying and Merchandising  
Retailing  
Market Research  
Fashion Modeling

## MARKETING

Art Club  
DECA  
French Club  
International Travel and Study  
Spanish Club  
Tiger Production Club

## CLUBS AND ORGANIZATIONS

Account Manager  
Advertising Manager  
Appraiser  
Assessor  
Buyer  
Customer Service Rep  
Database Administrator  
Entrepreneur  
Event Planner  
Interior Designer  
Inventory Controller  
Lodging Manager  
Marketing Manager  
Market Research Analyst  
Property Manager

Purchasing Agent  
Real Estate Agent  
Real Estate Broker  
Reservation Coordinator  
Retail Salesperson  
Sales Associate  
Sales Engineer  
Sales Manager  
Social Media Coordinator  
Telemarketer  
Transportation Attendants  
Travel Agent  
Travel Guide  
Warehouse Manager  
Wholesale Buyer

## CAREER OPPORTUNITIES

## OLIVER AMES COURSES

Art I: Foundational Art Workshop  
 Art 2: Media and Methods  
 Art 3: Advanced Composition & Drawing  
 Art 4: Advanced Studio  
 Graphic Design  
 Sculpture  
 Entrepreneurship  
 Internship  
 Media I  
 Media II  
 Web Design  
 Architectural Graphics 1 & 2  
 Construction Technology  
 Fashion Design  
 Foods  
 World Foods  
 Careers in Foods  
 Engineering Graphics 1 & 2  
 Metalworking Technology 1 - 3  
 Power Technology/Sm Engine Repair  
 Technical Drawing  
 Woodworking Technology 1 - 3  
 Music Tech/Theory  
 Performance Ensembles  
 AP Environmental Science  
 Environmental Science

Anatomy & Physiology  
 Chemistry II  
 AP Biology  
 AP Chemistry  
 AP Physics  
 Biology II  
 Forensics  
 Physics I/Calculus  
 Computer Science  
 Discrete Math  
 Pre Calculus  
 Robotics  
 Statistics  
 AP Economics  
 AP Psychology  
 AP World  
 Senior Project  
 Law & Legal  
 Psychology  
 Spanish  
 French  
 Latin

## RELATED COLLEGE MAJORS

Aerospace Engineering  
 Algebra and Number Theory  
 American History  
 Ancient Civilization Studies  
 Anthropology  
 Applied Mathematics  
 Archeology  
 Astronomy  
 Atomic Physics  
 Behavioral Sciences  
 Biochemistry  
 Bioengineering  
 Biological Science  
 Biology  
 Biomedical Science  
 Botany  
 Chemical Engineering  
 Chemistry  
 Civil Engineering  
 Computer Engineering  
 Construction Engineering  
 Ecology  
 Economics  
 Electrical Engineering  
 Exercise Physiologist  
 Functional Analysis  
 Geology  
 Gerontology  
 Marine Biology  
 Marine Engineering  
 Mathematics  
 Mechanical Engineering  
 Meteorology  
 Microbiology  
 Molecular Biology  
 Molecular Physics  
 Nuclear Physics  
 Nutrition Science  
 Oceanography  
 Optical Sciences  
 Organic Chemistry  
 Paleontology  
 Pharmacology  
 Physical Science  
 Physics  
 Plant Physiology  
 Statistics & Probability  
 Water Engineering  
 Wildlife Biology  
 Zoology

## SCIENCE TECHNOLOGY ENGINEERING AND MATHEMATICS

Architectural/Engineering Society  
 Art Club  
 Environmental Society  
 Envirothon  
 HOSA - Future Health Professionals  
 Math Team  
 Robotics  
 Science Team  
 Society of Women Engineers  
 Tech Crew  
 Tiger Production Club

## CLUBS AND ORGANIZATIONS

Aerospace Engineer  
 Agricultural Engineer  
 Anthropologist  
 Archeologist  
 Archivist  
 Astronomer  
 Atmospheric Scientist  
 Biochemist  
 Biologist  
 Biomedical Engineer  
 Biophysicist  
 Botanist  
 Cartographer  
 Chemical Engineer  
 Chemist  
 Civil Engineer  
 Computer Hardware Engineer  
 Computer Programmer  
 Curator  
 Dietician  
 Drafter  
 Electrical Engineer  
 Engineering Technician  
 Environmental Engineer  
 Environmental Scientist  
 Epidemiologist  
 Fire Protection Engineer  
 Geographer  
 Geologist  
 Geoscientist  
 Marine Architect  
 Mathematician  
 Mechanical Engineer  
 Microbiologist  
 Museum Conservator  
 Nuclear Engineer  
 Nutritionist  
 Physicist  
 Software Developer  
 Statistician  
 Survey Researcher  
 Technical Writer  
 Wildlife Biologist  
 Zoologist

## CAREER OPPORTUNITIES

## **COURSES AND DESCRIPTIONS BY DEPARTMENT**

### **BUSINESS AND APPLIED ARTS\***

\*Please note that the Business and Applied Arts Department was formerly 3 separate departments: Business and Technology, Family and Consumer Sciences, and Industrial Arts and Engineering. They are still divided into these three types of courses for organizational purposes to match the Oliver Ames course requirements for graduation.

### **BUSINESS & TECHNOLOGY COURSES**

Business and Technology offers opportunities to the college bound student as well as to the student who will enter the workforce upon graduation. Courses are available in Accounting and Finance, Marketing and Entrepreneurship, Media, Web Design and Yearbook. Each class focuses on improving student's knowledge of the global business world. Students learn to appreciate how critical business decisions and ever-changing technology impact consumers and affect business operations. Students enrolled in business and media classes are also invited to participate in DECA and Tiger Productions. Both extra-curricular organizations provide students with opportunities to build their skill through real world projects and experiences. The Business and Technology Department follows National Standards for Business Education to ensure all high school competencies are met.

#### **WEB PAGE DESIGN**

**(534)**

**5 credits**

This hands-on course will focus on the use of applications such as Adobe Dreamweaver, Adobe Photoshop, Google Sites, Codecademy, and Pixlr to create web pages for the internet. This course also introduces students to coding in HTML (Hypertext Markup Language) and CSS (Cascading Style Sheets). Web Design is specifically recommended for students interested in Computer Science and/or Graphic Design. During the second half of the course, the focus will be the integration of multimedia elements into the web design process including music, animation, and video. Students will also create personal academic websites that serve as portfolios for their work inside and outside of the course.

#### **MARKETING**

**(535)**

**5 credits**

Marketing is a project-based course that explores a critical component of today's evolving business organizations. This college-bound course is intended to build leadership skills in the different marketing competencies. Through the study of marketing, students will learn to apply economic, human resource and marketing principles in order to analyze, evaluate and solve business problems. Key concepts covered in this course will include: marketing careers, marketing

economics, market research, promotion, advertising and social media, pricing and selling, ethics and social responsibility and the impacts and criticisms of marketing in society.

#### **ACCOUNTING I**

**(531)**

**5 credits**

This course is designed for students who have an interest in understanding the finances of running or owning a business. Concepts covered will include analyzing transactions into debit and credit parts, journalizing transactions, posting to the general ledger and preparing financial documents. Accounting procedures for sole proprietorships, service and merchandising businesses and payroll will be addressed. Projects will be completed both manually as well as electronically.

#### **ACCOUNTING II HONORS**

**Prerequisite: Accounting I**

**(532)**

**5 credits**

Accounting II is designed for those students who have successfully completed Accounting I. The content of the course will include a complete review of the accounting cycle. Advanced concepts will include recording, adjusting and closing entries, accounting for non-collectable accounts, inventory-costing methods, depreciation, and accounting for plant assets, and accounting for notes and interest. Students' skills will be refined in preparation for further study at the college level or entry-level employment. Use of a computer to complete accounting projects will be an integral part of this course

#### **PERSONAL FINANCIAL LITERACY**

**(533)**

**5 credits**

Personal Financial Literacy is designed to show students how to manage their finances now and in the future. The course will focus on the various sectors in the financial services industry. The objective of this course is to educate students in the areas of saving, investing, borrowing, insurance, banking, real estate, employment opportunities, investments and retirement. Students will learn how to prepare a financial plan. Students will conduct internet research on various career and financial services.



## **ENTREPRENEURSHIP - HONORS**

**Prerequisites: Marketing, Finance, Accounting  
Economics or Instructor Approval**

**(536) One year 5 credits**

The Entrepreneurship course is designed to provide students with a solid foundation in understanding the rewards and risks of owning or operating a business enterprise. Topics covered include identifying the characteristics of an entrepreneur, discovering entrepreneurial opportunities and researching and analyzing domestic, global and market trends. Students will be exposed to a variety of business studies including production, marketing, finance, human resources, global competition and social, environmental and legal issues. All students will prepare a business project and will be encouraged to participate in DECA by presenting their projects at DECA competitions.

### **PRINCIPLES OF BUSINESS**

**(541) (Semester) 2.5 credits**

This foundational business course covers a variety of management concepts based on traditionally accepted management theory and presents practical tools that managers commonly use to meet organizational challenges and objectives. The course is designed to help students understand how our economic systems operate and how they can contribute to the business society as a consumer, employee and entrepreneur. Subject matter includes an analysis of the specialized fields within the business organization with specific focus being given to management functions, organizational structures, leadership, human resources and decision-making processes.

**\*Course dependent upon enrollment numbers and staffing**  
**BUSINESS LAW**

**(542) (Semester) 2.5 credits**

The purpose of this course is to provide students with an understanding of the legal environment in which business decisions are made, and to develop the skills needed to be effective business leaders. Students examine our court systems and trial procedures as well as other aspects of legal activities which influence the operation of a business and personal life activities. Throughout the course, students focus on legal ethics, court procedures, torts, contracts, consumer law, property law, employment law, environmental law, and international law. Students also explore the impact of laws, regulations, and judicial decisions on society at large. Students' analytical skills will be developed as they read actual case studies, prepare briefs and orally communicate and defend their cases.

**\*Course dependent upon enrollment numbers and staffing**

## **YEARBOOK**

**Grade 11 and 12**

**(096) 5 credits**

Yearbook is a senior elective course that gives students marketable experience in print media, advertising, selling and distribution. This course solely works toward the completion and selling of a large finished product - the OA yearbook. Students will compose, construct, and edit all elements of computerized text layout, graphic art, and digital photography. Because Yearbook is a monetary business, students will learn valuable organization, communication and budgeting skills. Both creative and critical thinking skills will be utilized to produce a final product that effectively represents all members of the senior class and the school community as a whole.

### **MEDIA 1**

**(546) 5 credits**

Media I is an introduction to the art and science of video production. Students will learn the three phases of production and how to create a project from initial idea to product delivery. Scriptwriting, storyboarding, proper framing, composition, continuity, sequencing, and exporting are some of the topics covered in this course. Since video production is a collaborative process, students will be expected to work in groups to create projects. Development of a school tour, montages, commercials, trailers, etc. will be covered. The class will participate in a number of group viewings of classic and impactful work from film and television. Media I is open to sophomores, juniors, and seniors.

### **MEDIA 2**

**(547) 5 credits**

Media II is an advanced course for students who have completed Media I and are thinking about a career in media. Focus will be on the advanced features of camera operation and editing with Final Cut. In this class, students will take a step past the basics and learn the art of storytelling with a refined approach. Development of news segments, short films, talk shows, music videos, etc. will be covered. Students will be encouraged to incorporate advanced techniques and personal creative freedom when shooting and editing their work. Media II is open to juniors and seniors who have completed Media I.

### **FILM MAKING PRODUCTION & ANIMATION**

**(548) 5 credits**

Sound, music, pre-production, post-production and script writing are all critical elements in the creation of digital media and film. Utilizing transferable skills such as written and verbal communication, analytical reasoning, creativity, organization and teamwork, students will learn to create and produce content that

meets the needs of diverse audiences. Particular emphasis will be put on editing and the creation of animated titles and graphics. Students will be an integral part of the filmmaking process through independent and collaborative work.

## **FAMILY & CONSUMER SCIENCE COURSES**

Family and Consumer Sciences is an integral part of Oliver Ames High School's comprehensive high school ideal. Within the content areas of our classes, emphasis is placed on creating a healthy, safe, and nurturing environment. The aim is to support the individual creativity of each student and the development of a productive work setting. Classrooms are "hands-on" laboratories that provide a variety of learning experiences and interaction with a diverse student population. The decision-making and life skills students learn will aid them as they continue to become independent thinkers in our ever-global community.

### **FAMILY AND CONSUMER SCIENCES**

#### **Grade 9**

**(791)**

**5 credits**

This course is intended to further the eighth grade introductory program and lead into the skill-specific Family and Consumer Sciences courses offered for students in grades 10-12. This is a general introductory course covering many of the components of Family and Consumer Sciences. It is an elective course for ninth graders.

The students will study the areas of Foods, Nutrition, Clothing and Textiles. Food preparation will include the parts of the meal from appetizers to desserts. Students are expected to supply an ingredient on "Free Cook Days." Students will also learn to use both the conventional and serger (industrial type) sewing machines. Students will be required to sew one garment during the course. Students may select additional projects of their choice, such as crafts, garments, quilting and holiday projects.

#### **FOODS 1**

#### **Grades 10, 11 and 12**

**(701)**

**5 credits**

This course is designed to introduce the student to the basic principles of nutrition, meal planning, budgeting, food preparation, serving, and etiquette. Students are required to supply materials for "Free Cook Days." Students will also complete weekly news articles in the fields of nutrition, health, and food preparation and maintain a notebook of course materials.

## **FASHION I: DESIGN, CONSTRUCTION & TECHNOLOGY**

**(704) (Semester)**

**2.5 credits**

In this course students will explore the world of fashion and design. Coursework will involve creating a portfolio of illustrations, work samples, and finished products applying a variety of advanced techniques.

Projects will require research of the following areas: famous fashion designers; fashion history; the fashion cycle (past, current, and future trends). Careers in the fields of fashion, retail, merchandising, and interior design will be explored by researching colleges, universities, and programs offering advanced study of design. Students will use technology to research, design and create fashion using recycled materials.

## **FASHION II: TEXTILE ARTS AND NASA HUNCH SOFT GOODS DESIGN**

**(705) (Semester)**

**2.5 credits**

This semester course is designed for students who wish to further their understanding of fashion design and to develop enhanced sewing skills utilizing industrial equipment. Students in this class will participate in the Oliver Ames NASA HUNCH program. The mission of the HUNCH program is to empower and inspire students through project-based learning. Oliver Ames students work with NASA to create products used by astronauts at both the International Space Station and the Johnson Space Center. Students learn 21st century skills and have the opportunity to launch their careers through participation in the design and fabrication of real world valued products for NASA

## **INTERIOR SPACES AND UPCYCLING DESIGN**

**(706) (Semester)**

**2.5 credits**

This semester-long, project-based course integrates the application of design principles with the living environment. Emphasis is placed on the importance of environmentally friendly design, color, texture and the efficient use of design in the context of individual and family lifestyles. Students will...

- draw on past eras to inform new design choices
- study current trends in design
- redesign interior spaces using materials that are sustainable, upcycled, and earth friendly.

This course will support the Massachusetts frameworks for Consumer Health and Resource Management which states that students will acquire the knowledge and skills necessary to obtain, manage, and evaluate resources to maintain physical and mental health and well being for themselves, their family, and the community.

**\*Course dependent upon enrollment numbers and staffing**

## **WORLD FOODS**

**(703) (Semester)**

**2.5 credits**

This semester course introduces students to the ways in which culture and traditions of regions and countries influence food choices. Students will identify and prepare foods from various areas to compare cuisines, ingredients, and cooking methods. Issues and conditions which affect the availability and quality of food in the global market will be examined. Through this investigation, students will understand and appreciate diverse cultures.

Students will have the opportunity to examine the wide variety of career paths in the food industry.

## **CHILD DEVELOPMENT**

**Grades 10-12**

**(707)**

**5 credits**

Child Development: Students will undertake a thorough study of the physical, social, emotional and cognitive growth and development of children. Emphasis is placed on helping students acquire knowledge and skills essential to the care and guidance of children. Students learn to create environments that promote optimal development. Factors influencing a child's development from conception through childhood are explored.

This class is a basic foundation course for any student wanting to pursue a career in education or to work with children in any capacity (for example, teacher, pediatric medicine/dentistry, adjustment counselor or school psychologist, child care worker, etc) . Opportunities for service and project-based learning are incorporated within the course.

## **INDUSTRIAL ARTS & ENGINEERING COURSES**

The objective of each course is to have students receive hands-on experiences with measuring and layout tools as well as the technical equipment used in the field. The students will learn the mathematical and technical skills that are an integral part of the subject chosen for study.

In every course students will be introduced to the technological advancements made for the area. Occupational information will be taught, as well as how the course and the skills learned can be used for vocational and domestic needs after graduation.

## **ENGINEERING AND MANUFACTURING TECHNOLOGY WITH LUMBER AND RENEWABLE RESOURCES**

**(601)**

**5 credits**

This course will provide a fundamental knowledge base for students interested in the basics of construction, carpentry, and computer aided drafting. Topics will include: principles of house carpentry and furniture

design, finish carpentry, and CNC technology. The students learn the properties of wood, elements of joinery, gluing, and clamping, and machining methods. As theory is presented, projects are built to incorporate classroom work into actual practice, including mass production of a product.

## **ADVANCED ENGINEERING AND MANUFACTURING TECHNOLOGY IN A SUSTAINABLE WORLD**

**(602)**

**5 credits**

Students will be introduced to advanced construction and design, set-up and woodworking skills. Frame and panel construction will be applied to design challenges. Focus will be given to the creation of custom projects that incorporate and use renewable and recyclable resources, with the primary goal of lessening the impact on the environment.

## **METALWORKING ENGINEERING AND MANUFACTURING TECHNOLOGIES I**

**(611)**

**5 credits**

This course prepares students to enter the workforce as skilled welders, welder technicians, metal fabrication technicians and more. Students are taught a variety of welding processes, including oxy-fuel cutting and welding, shielded metal arc welding (SMAW), gas metal arc welding (GMAW) and gas tungsten arc welding (GTAW), as well as light plated and sheet metal fabrication. Students will also learn a number of metal fabrication practices including layout, forming, rolling, bending, punching, shearing and inspection, using the latest manual and semi-automatic equipment found in today's fabrication facilities.

## **ADVANCED METALWORKING ENGINEERING AND MANUFACTURING TECHNOLOGIES**

**(612)**

**5 credits**

This course builds upon the skills learned in the introductory course. Students gain precision in a variety of welding techniques and advanced projects are provided in a laboratory/shop setting. Students are given an opportunity to thoroughly understand aspects of toolmaking and are exposed to the use of the vertical and horizontal miller. Students are encouraged to explore, design, discover and explore in a hands-on learning environment.

## **MECHANICAL ENGINEERING DESIGN AND DEVELOPMENT**

**(621)**

**5 credits**

The focus of the curriculum is on modeling, design, integration and best practices for use of machine elements such as bearings, springs, gears, cams and mechanisms. Modeling and analysis of these elements is based upon extensive application of physics, mathematics and core mechanical engineering principles

(solid mechanics, fluid mechanics, manufacturing, estimation, computer simulation, etc.). These principles are reinforced via hands-on laboratory experiences and a substantial design project wherein students model, design, fabricate and characterize a mechanical system that is relevant to a real world application. This course aligns with ANSI and SME standards.

## **INTRODUCTION TO ENGINEERING DESIGN**

**(Project Lead The Way/PLTW)**

**(631)**

**5 credits**

Engineers make a world of difference! Students are introduced to the engineering design process, applying math, science, and engineering standards to identify and design solutions to a variety of real problems. They work both individually and in collaborative teams to develop and document design solutions using engineering notebooks and 3D modeling software. Utilizing the activity-project-problem-based learning, students will progress from completing structured activities to solving open-ended projects and problems that require them to develop planning, documentation, communication, and other professional skills. This course is recommended for students who are interested in pursuing an engineering related career path.

## **CIVIL ENGINEERING AND ARCHITECTURE**

**(Project Lead The Way/PLTW)**

**(641)**

**5 credits**

Students will learn the fundamentals of building design, site design, and development. They apply math, science, and standard engineering practices to design residential and/or commercial projects. They document their work using 3D architectural design software and create physical scaled models, utilizing the activity-project-problem-based learning methods. This course is recommended for students who are interested in pursuing a construction and/or architecture related career path.

## **ENGINEERING CAPSTONE (PLTW - Honors)**

**(642)**

**5 Credits**

The knowledge and skills students acquire throughout PLTW Engineering come together in Engineering Design and Development as they identify an issue and then research, design, and test a solution, ultimately presenting their solution to a panel of engineers. Students apply the professional skills they have developed to document a design process to standards, ready to take on any post-secondary program or career. It is an open-ended engineering research course in which students work in teams to solve an open-ended problem by applying an engineering design process. While progressing through the engineering design process, students will work closely with experts and will continually hone their organizational, communication

and interpersonal skills, their creative and problem solving abilities, and their understanding of the design process. PLTW Capstone is a high school level course that is appropriate for 11th/12th grade students. The course should be taken as the final capstone PLTW course since it requires application of the knowledge and skills introduced during the PLTW foundation courses.

**\*Course dependent upon enrollment numbers and staffing**  
**MODIFIED WOOD**

**(605) (One Year)**

**5 Credits**

Modified Wood is open to all students enrolled in the Pre Vocation/Vocation Special Needs Program for those between the ages of 18 and 22. In this course which is designed for the beginner level of woodworking, students will learn the properties of wood, the elements of joinery, gluing and clamping, and the use of hand tools and basic machinery. Students will work on individual projects as well as occasional group projects.

## **MANUFACTURING AND DESIGN CAPSTONE**

**(664)**

**5 Credits**

This senior capstone course offers students an opportunity to leverage design and building skills as they learn to address a real-world situation. Students will be required to identify a problem or a need in their school or local community and, showcasing learned skills, develop a plan to meet the need or solve the problem. Students will employ time-based manufacturing skills in order to meet deadlines and will utilize 3D design software (CAD) and a variety of other resources for problem solving. Final presentations of finished projects will be presented to “client” community members. Course requires a prerequisite in either the Engineering and Design Manufacturing with Lumber and Renewable Resources or Metalworking Engineering and Manufacturing Technologies Course

**\*Course dependent upon enrollment numbers and staffing**



## ENGLISH

In all English classes, students are versed in the three elements of language: the practical, communicating information; the hortatory, persuasion through various genres; and the literary, the predominant desire to convey experience.

Our goal is to provide our students with a sound basis for literary study, including the abilities to handle concepts and to express ideas intelligently both in oral and written formats. The English courses provide the basis for each individual to develop the ability to guide himself/herself through valuable reading and writing experiences in his/her post high school years, both for further education and careers. The content of each course fulfills the Oliver Ames mission statement and follows the guidelines of the EPS Language Arts Curriculum as well as the Massachusetts State Frameworks.

### **WRITING REQUIREMENTS: Guidelines**

Writing requirements form an integral part of every course offered in English. For this reason, the department offers the following guidelines for writing requirements at each level for the four years of high school English.

**HONORS COURSES** - Students will write at least once every week. Assignments will consist of analytical papers and special projects based on independent research. All examinations will include questions requiring essay responses. Creative writing will be included.

**COLLEGE COURSES** - Students will write once every week. Assignments will consist of analytical papers and a research or term paper. All examinations will include questions requiring essay responses. Creative writing will be included.

**ALL OTHER COURSES** - Students will write every week. Assignments will consist of themes and written homework. Some examination questions will require essay responses. Some creative writing will be included.

### **GRADE 9**

#### **ENGLISH 9 -HONORS**

**(010)**

**5 credits**

Designed for academically talented and highly motivated students who can pursue both language and literature study at a rigorous pace, this course combines independent study and a creative approach with traditional, formal English criteria. Literary study includes titles from both multi-cultural and traditional works of World Literature. Extensive reading and writing are required. In addition, students will complete a research paper, practice speaking and listening skills, and study vocabulary, usage, and mechanics.

#### **ENGLISH 9 - COLLEGE**

**(011)**

**5 credits**

This course includes the study of literary genres as well as the basic skills of language arts. Literary study includes titles from both multi-cultural and traditional works of World Literature. Composition work focuses on organization and clarity of expression in personal and critical writing. In addition, students will complete a research paper, practice speaking and listening skills, and study vocabulary, usage, and mechanics.

### **GRADE 10**

#### **LITERARY TYPES AND THEMES - HONORS**

**(020)**

**5 credits**

This course is the study of archetypes in the literary genres of Romance, Tragedy, Satire and Irony. Extensive independent reading, writing, vocabulary study and grammar are required, along with formal vocabulary study and sophisticated grammar review. A formal term paper will involve research and evaluative writing.

#### **LITERARY TYPES AND THEMES - COLLEGE**

**(021)**

**5 credits**

This course is the study of archetypes in the literary genres of Romance, Tragedy, Satire and Irony. The genres include novels, short stories, poetry, drama, and nonfiction. Extensive reading, writing, vocabulary study and grammar required. The major themes are Rites of Passage, Heroes, Women, and Choices and Consequences. A formal term paper is also an integral part of the course.

#### **ENGLISH 10 - COLLEGE**

**(022)**

**5 credits**

This course places emphasis on the Communicating skills. Particular emphasis is placed on usage, mechanics, organization, and spelling. Literature is read and discussed with emphasis placed on interpretation. Students will write a term paper as part of their writing assignment.

### **GRADE 11**

#### **AP ENGLISH LANGUAGE AND COMPOSITION**

**(030AP)**

**5 credits**

AP Language and Composition is designed to augment students' critical reading/writing skills through the exploration of a wide variety of rhetorical contexts. Units are based upon a common eleventh grade core curriculum, consisting of American nonfiction and fiction selections. Each theme is explored through a variety of texts, critical lenses and multimedia including fiction, historic nonfiction, contemporary nonfiction, visual texts and poetry. Writing in this course will include critical, persuasive, formal, informal and personal narrative essays, and students will compose a

research paper. Students will also conduct a comprehensive review of usage, grammar and compositional mechanics. Upon completion of this course, students are prepared to take the Advanced Placement Exam in Language and Composition. Both AP Language and Composition and Pre- AP American Literature are taught at the same level of rigor and expectations. Students in this course may not move to Pre-AP American Literature course.

#### **AMERICAN LITERATURE - PRE-AP**

**(030)**

**5 credits**

This rigorous course examines the development of American culture through literature. Extensive outside reading and writing are required; independent projects are frequent. The readings are studied chronologically from Native American poetry through contemporary American fiction. All genres and critical approaches to literature will be studied in a sophisticated manner. Writing in this course will include critical, persuasive, formal, informal and personal narrative essays and students will compose a research paper. Both Pre- AP American Literature and AP Language and Composition are taught at the same level of rigor and expectations. This course prepares students to meet the standards for taking the College Board AP Literature and Composition exam their senior year.

#### **AMERICAN LITERATURE - COLLEGE**

**(031)**

**5 credits**

This course is a study in the progressive trends of American Literature with thematic emphasis on mankind's conflicting ideas, his/her relationship to nature and youth's initiation into adulthood. The course is designed to develop critical insight into the works of major American writers and develop an awareness of the historical context of these writings. The moods of America are traced through literature of the Romantic, Realistic, Naturalistic and Modern Periods. Units are based upon a common eleventh grade core curriculum, consisting of American nonfiction and fiction selections. Writing in this course will include critical, persuasive, formal, informal and personal narrative essays and students will compose a research paper. This course includes a review of usage, grammar and mechanics.

#### **ENGLISH 11 - COLLEGE**

**(032)**

**5 credits**

This course places particular emphasis on communicating skills. Titles from American Literature are read on interpretive and analytical levels. The focus of literary study is centered more on relevance than on the theoretical criteria of American Literature courses. Writing in this course will include critical, persuasive, formal, informal and personal narrative essays and

students will compose a research paper. This course includes a review of usage, grammar and mechanics.

#### **GRADE 12**

#### **PREPARATORY ENGLISH - COLLEGE**

**All students in grade 12 must take and pass this course (except for AP students) and choose another one semester Senior Level English course in order to meet graduation requirements.**

**(041)**

**2.5 credits**

In this course, students will explore the craft and conventions of fiction and nonfiction texts. Students will read a variety of articles, works of drama, essays, memoirs, and books in order to examine the ways that writers question and draw conclusions about themselves and the world around them. The texts discussed in class will serve as springboards to writing explorations about life and the ways in which students see and understand the world. Students will fully engage in the writing process, and will be expected to plan, revise, and rewrite in the class. Students will write literary analysis, research assignments, personal essays, and creative pieces to develop their own writing skills as well as their awareness of literary themes, devices, and styles. A general goal of the course is for students to develop an authentic voice and a facility in writing that will prepare them for the rigors of college level work.

#### **AP ENGLISH LITERATURE & COMP.**

**(040AP)**

**5 credits**

The English Literature AP course is one in which the curriculum frameworks are shared by all students, worldwide, who are taking English Literature AP. The course includes the reading of sophisticated, challenging literary works of diverse genre spanning the history of the English language.

The approach to the literature may vary in that some works are read from a structuralist point, some historical, some deconstructive, some sociological and some from a psychological point of view. In addition, works are studied as an example of a particular genre. Each approach is studied as a means in which the writer conveys meaning. Students are urged to enhance their reading with the reading of scholarly criticism pertaining to each work. All assigned titles are considered to hold merit in the literary canon of Western Civilization.

The writing portion of the course is very important as well. The AP Board assumes that students have developed a high level of skill regarding the elements of language arts. Therefore, writing should reflect sophistication of style, an individual voice, depth of thought, powerful diction, and organization. In both the

spoken and the written word, students will be required to discuss and interpret difficult works. The Advanced Placement Examination in English Literature and Composition must be taken at the conclusion of the course.

### **WRITING SEMINAR**

<b>(091) (Full year)</b>	<b>5 credits</b>
<b>(094) (Semester)</b>	<b>2.5 credits</b>
<b>Grades 9-12</b>	

A student may elect a Writing Seminar or may be assigned to a Writing Seminar by his/her English teacher. The Writing Seminar provides the maximum one-to-one interaction between student and teacher in an effort to individualize instruction in the process of writing. Students will receive guidance in the process of writing, editing, and research. Cooperative learning as well as teacher directed study will also be included as deemed effective means of instruction. Written work and research across all curricula are suitable assignments for this course. Every student will be graded.

### **SPECIALIZED STUDY SKILLS/ELL**

<b>Study Skills Freshman (1000)</b>	<b>5 credits</b>
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This course is designed to provide individualized and small group study skills/ELL instruction for students who may want to improve upon the essential skills necessary for reading, writing and basic English language success. To provide students to become more efficient learners, the course will focus on basic English language skills. The course will also introduce study skills such as time management, outlining, note taking, memory techniques, and test preparation strategies. These skills will then be utilized in their content area class assignments.

### **LANGUAGE BASED ENGLISH**

<b>Grade 9 (017)</b>	<b>5 credits</b>
<b>Grade 10 (027)</b>	<b>5 credits</b>
<b>Grade 11 (037)</b>	<b>5 credits</b>
<b>Grade 12 (057)</b>	<b>5 credits</b>

This course is designed to provide individualized and small group instruction to students who have been identified with a language based learning disability and are currently on Individualized Education Plans. Emphasis is placed on assisting students in accessing the curriculum through modifications to the content area as determined by their IEP. Works read at this level include a combination of traditional and contemporary titles. The elements of reading and writing are studied in depth and aim to increase each student's proficiency in language arts. Further, with the goal of fostering proficiency in oral and written communication skills, students will complete assigned grammar and vocabulary lessons. Study skills such as time management, outlining, note

taking, memory techniques, and test preparation strategies will be covered.

### **ELA MCAS PREP**

<b>(016) (Semester)</b>	<b>1.25 credits</b>
<b>Grades 9-10</b>	

This course is designed to help students with MCAS examination requirements. Students will practice their skills regarding the literature and language strands of the Massachusetts State Frameworks. Intensive work will include responding to literature through writing open response questions and mastering the elements of writing a long essay. In addition, students will hone their reading comprehension skills. Students will learn strategies for being successful on standard-based tests. In addition, individual student results from the Grade 7 and grade 8 MCAS exams will be analyzed to further define course content.

### **ONE SEMESTER SENIOR COLLEGE LEVEL COURSES:**

### **JOURNALISM/MEDIA LITERACY**

<b>(044)</b>	<b>2.5 credits</b>
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This course is intended to provide a broad overview of the role media plays in our society as well as provide detailed skills to improve media literacy. Half the course focuses on print journalism as students will be taught the technical skills involved in reading and creating nonfiction texts. The second half of the course will focus on media literacy, with students taking a deep look at how the media - including social media and advertising - manipulates users. Students will leave the course with a strong sense of how the media works and skills to become more critical users of all media.

### **PUBLIC SPEAKING: THE POWER OF WORDS**

<b>(045)</b>	<b>2.5 credits</b>
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The students in this course will hone their public speaking skills, will learn to manage their anxiety through breathing, tongue twisters, and practice techniques. They will improve their speech writing by learning about how to hook an audience, to create logical sequencing, incorporating stories and listening skills. Students are required to present in front of the class a variety of speeches: informational, persuasive, tributes, demonstrations and many more.

### **THE PERFECT CRIME: DETECTIVES AND MYSTERY**

<b>(047)</b>	<b>2.5 credits</b>
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This course is for students who wish to explore the genre of crime and detective literature. Emphasis in this class will be developing an understanding of the elements of narrative, especially the elements that apply to crime and detective literature. We will examine crime

fiction literature from Edgar Allan Poe, Arthur Conan Doyle to modern day crime fiction writers.

## **CONTEMPORARY FICTION & ANALYTICAL WRITING**

**(048)**

**2.5 credits**

This senior course will focus on contemporary works of literature and nonfiction to help students critically read and analyze fiction and nonfiction. The following question is the overarching premise of the course: “What do the characters (or authors) within the works discover about themselves, and what elements impact the complex nature of humanity and its societies?” The writing will enable students to perform four essential writing functions of analyzing, synthesizing, persuading, and inspiring. Specifically, students will develop and master fluencies in diverse writing modes: expository, analytical, and creative. Finally, students will explore how the basic principles of rhetoric can be used strategically in a diverse array of media so that they may become critical consumers in the digital age. Representative examples of literature include: “Eleanor and Park,” “The Kite Runner,” “Sway” and “Great American Short Stories.”

## **HUMANITIES**

**(050)**

**2.5 credits**

Humanities deals with the individual and his/her relationship to art, music, literature, politics and philosophy. After an initial period whereby students gain the necessary academic tools to understand the various areas, the creative trends of a particular time and place are investigated. Finally, a study of contemporary America is made using the background material gained in previous units. Outside reading is required, as are independent trips to museums, art galleries, theaters and concerts. A culminating activity requires the student to examine some facet of his/her immediate surroundings in a humanistic way. Students will consider the following essential questions:

1. Why do I view the world as I do?
2. How do others view the world?
3. How do I arrive at evaluative conclusions about the artistic expression of others?

4. What do different artistic movements reflect about the culture in which they were created?
5. What is the essence and purpose of art in society? In my own life?

## **DYSTOPIAN LITERATURE**

**(053)**

**2.5 credits**

In this course, students will analyze the concept of dystopia as it is conceptualized through various texts. This process will be completed through a study of fiction (novels, short stories and poetry) and supplemented through other texts such as film, art and photography, music and theatre. Students will use political and social theories and concepts of morality as a foundation and basis to reflect upon our evolving and developing notions of dystopia.

## **MARGINALIZED VOICES IN LITERATURE**

**(059)**

**2.5 credits**

The standard high school English curriculum is based on a variety of literary works dominated by white male authors writing about issues relevant to them. “Others” who do not identify with this description are expected to conform, and as a result, their voices are pushed to the side and viewed as inconsequential. This course aims to address this injustice by focusing on these writers whose voices have been viewed as insignificant within our society. Students will develop multiple interpretations and responses to literary texts and support their viewpoints with textual evidence, both in discussions and writing. Also, they will discover how texts communicate cultural values and ideas through a variety of approaches to the reading and appreciation of literature. A general goal of the course is for students to develop an authentic voice and a facility in writing.

## FINE ARTS

The objective of all art classes is to give the student a broad understanding of art. The student will work with a variety of media to creatively produce esthetically pleasing works of art within his/her capabilities. Art history is taught at all levels so that the student acquires an intellectual basis as to what constitutes a work of art and the effects art has had on society throughout history up to the present day. The student is taught to understand the influence art has had in his or her everyday life. Homework assignments are required in all art courses.

### **ART 1 - FOUNDATIONAL ART WORKSHOP**

**Grade Level: 9-12**

**(801)**

**5 credits**

This course gives students an introduction to the visual arts as it welcomes students who would like to gain knowledge and skills in the visual arts. Students will learn how to draw and compose successful artworks in this course. Coursework explores the foundations of art making, theory, and history. Students will study the elements and principles of design; line, shape, color, value, texture, space, rhythm, contrast, unity, balance, emphasis, pattern, and movement. Students will be introduced to drawing as a basic foundation for all visual arts disciplines. From there, students will learn and explore various types of drawing, mixed media, 3D, and painting medium. It is recommended that students take Art 1 before taking any semester art courses in order to gain basic art concept knowledge.

### **ART 2 - MEDIA AND METHODS**

**Grade Level: 10-12**

**Prerequisite: Art 1 Foundational Art Workshop**

**(802)**

**5 credits**

This course further explores the basic concepts that students learned in Art I: Foundational Art Workshop, with a heightened focus on compositional elements, drawing, and observation. Drawing is the discipline of art. Students will be given a solid foundation in drawing and learn how to utilize composition and drawing skills as they explore other media, methods and materials. Students are expected to know and understand the basic concepts and skills in art. This course welcomes students who would like to gain further knowledge and skills in the visual arts. This course is also necessary to prepare students who might be interested in a career in art. Most importantly, students will learn and explore how drawing is a part of various types of art movements, media, techniques and styles. Students are expected to practice drawing as a discipline in and out of school.

### **ART 3 - ADVANCED COMPOSITION AND DRAWING - HONORS**

**Grade Level: 11&12**

**Prerequisite: Successful completion of Art 2-**

**Media and Methods with a minimum average of B+ or teacher recommendation**

**(803)**

**5 credits**

This course is a creative and actively hands-on studio class. Students are expected to utilize their knowledge and skills obtained in Art 2: Media and Methods as a solid foundation for accurate, unique and expressive compositions as students are expected to know various basic techniques in art making which they can build upon to further advancement. Students will have the opportunity to explore variations of a subject, technique, media, and make various creative decisions. A wide variety of projects will help define skills and individual artistic styles. Art portfolios will be developed in this course for students who will need them. This course focuses on observational work and art making in every media, style and technique possible. In addition, students will explore art historical and theoretical ideas in depth. Writing assignments on artists/styles/movements are required and essential to the advancement of further study in art. Students are expected to practice their craft in and out of school. Senior art students who maintain a portfolio are expected to leave one piece of artwork with the school to be considered for the Alumni Art Gallery.

### **ART 4 - ADVANCED STUDIO - HONORS**

**Grade Level: 12**

**Prerequisite: Successful completion of Art 3 -**

**Advanced Composition and Drawing with a minimum average of B+ or teacher recommendation**

**(804)**

**5 credits**

This course is an actively hands-on studio class for the serious art student. Students will be expected to utilize a range of approaches in creating their works from formal to expressive techniques. Coursework will stem from a culmination of the knowledge skills students have obtained in Foundational Art Workshop, Media and Methods, and Advanced Composition and Drawing. A wide variety of projects will help refine students' skills and individual artistic styles and interests along with the ability to recognize quality within their work. A concentration in subject matter and/or theme will be emphasized to help students find their visual voice in order to begin their artistic statements and further develop their portfolio. This class will have challenging and exciting art making projects along with an in depth exploration of art history. Multimedia assignments both inside and outside the classroom will be a requirement. Senior art students who maintain a portfolio are expected to leave one piece of artwork with the school to be considered for the Alumni Art Gallery. Writing assignments on artists/styles /movements are

required and essential to the advancement of further study in art.

## **GRAPHIC DESIGN 1**

**Grade levels: 9-12**

**(808A) (Semester)**

**2.5 Credits**

This course will focus on the principles of design. These building blocks of art will be reinforced through the exploration of the computer as a tool for visual language. Instruction in Adobe's Creative Suite will primarily focus on, but not limited to, Photoshop and Illustrator. Students will explore various types of design through traditional and digital media. In addition, students will become familiar with the history of graphic design, as well as fields in design such as product design, advertising and illustration.

## **GRAPHIC DESIGN 2**

**Grade Level: 10-12**

**Prerequisite: Successful Completion of Graphic Design 1**

**(808B) (Semester)**

**2.5 Credits**

This course further explores Adobe Illustrator and Photoshop and introduces other programs within Adobe's Creative Suite where practical design application will be focused upon. Coursework continues emphases of the elements and principles of design foundations acquired in Graphic Design 1. Deeper focus in creating effective design through traditional and digital media. Further exploration of the history of graphic design, digital illustration methods and typography. Design as visual communication will be emphasized and students will be expected to demonstrate their understanding of the computer as a tool for visual language.

Students will further explore: Design Fundamentals, Image Manipulation, Typography, Graphic Design Illustration and Practical Design Application.

## **SCULPTURE 1**

**Grade Level: 9-12**

**(809A) (Semester)**

**2.5 Credits**

This course will allow students to explore traditional and contemporary sculptural materials and processes emphasizing the elements and principles of design. Non-functional and functional three-dimensional art forms constructed from a variety of materials will be produced. Students will examine and use a variety of sculptural methods throughout the class. Course goals will include learning and using technical skills, understanding the physical and expressive possibilities of sculptural materials, and safe use of tools for various techniques throughout the class.

## **SCULPTURE 2**

**Grade Level: 10-12**

**Prerequisite: Successful Completion of Sculpture 1**

**(809B) (Semester)**

**2.5 Credits**

The objective of this course is to fine tune skills for students who have achieved a level of technical competence in Sculpture 1. Emphasis will be placed on developing skills in personal expression, conceptual exploration, and aesthetic value in relation to various sculptural media and techniques. The elements and principles of design will be utilized in creating non-functional and functional three-dimensional art forms from a variety of materials. Refinement of technical skills related to the various sculpture methods will be emphasized. Students will be expected to demonstrate their understanding of the physical and expressive possibilities of sculptural materials, to do out of class research and participate in written as well as oral critiques. Students will further explore including but not limited to: Assemblage, Found Objects, Installation /Public Art.

## **CERAMICS**

**Grade Level: 9-12**

**(810) (Semester)**

**2.5 Credits**

In this course, students will explore a variety of construction methods, surface decoration and glazing techniques through a series of projects. Students will be encouraged to develop their own creative concepts, ideas and individual direction while discovering the creative capabilities of the clay medium. In addition, students will explore historical and multicultural ceramic art and the influence they have on contemporary art. Students will be expected to complete out of class research and participate in written as well as oral critiques. Emphasis will be placed on studio safety, developing skills in personal expression, conceptual exploration, and aesthetic value.

## **DIGITAL IMAGING**

**Grade Level: 9-12**

**(812) (Semester)**

**2.5 credits**

This course welcomes students that would like to learn how to take digital photographs as fine art. With the elements and principles of design guiding students throughout this course, students will learn the importance of composition and the difference between a fine art photograph and a snapshot. Students will learn how to use the modes and settings on cameras and their smartphone cameras. Coursework explores, but is not limited to: enhancing digital photographs using Photoshop, famous photographers as inspiration, stop motion animation, and how to critique a photograph. Through theme-based projects, students will develop an understanding of what makes photography a communicative medium.

# Mathematics Scope & Sequence Grades 9 -12

## HONORS

Honors  
Geometry

Honors  
Algebra II

Honors  
Pre-Calculus

AP Calculus  
BC

AP Calculus  
AB

AP  
Statistics

## ELECTIVES

CPI  
Geometry

CPI  
Algebra II

CPI  
Pre-Calculus

**Elective  
A, B, C, H  
F, G, I**

A. Calculus  
B. AP Statistics  
C. Statistics  
D. Algebra III  
E. Math Topics  
F. Intro to CS  
G. Robotics  
H. Discrete Math  
I. AP CS

## COLLEGE

CPI  
Geometry

CPI  
Algebra II

CPI  
Algebra III

**Elective  
C, H  
F, G, I**

CPI  
Algebra I

CPI  
Geometry

CPI  
Algebra II

**Elective  
C, H  
D, F, G**

CPII  
Algebra I

CPII  
Geometry

CPII  
Algebra II

**Elective  
E, F, G**

## FOUNDATIONS

Algebra &  
Geometry  
A

Algebra &  
Geometry  
B

**Enter into College  
Sequence  
D**

All of the math courses at Oliver Ames High School follow the Massachusetts (MA) State Standards, which are reflected in the Easton Public Schools (EPS) Curriculum. The standards remain the same across the honors and college level courses, reflected in a series of five sequences to prepare students for continuing their study of mathematics at a four-year college. The Honors Sequence includes honors geometry, honors algebra II, honors pre calculus, and advanced placement calculus or statistics. The College Sequence includes four options, all which meet the EPS and MA standards for each course. Sequences include:

- College geometry, college algebra II, college pre-calculus, college calculus or senior elective
- College geometry, college algebra II, college algebra III, college pre-calculus or senior elective
- College algebra I, college geometry, college algebra II, college algebra 3, college pre-calculus or senior elective
- Algebra I, geometry, algebra II, math topics

In addition to the above Sequences, we offer a Foundations Sequence to integrate the fundamentals of algebra and geometry to enhance students' basic skills and knowledge in these disciplines to prepare students for continuing their study of mathematics at a two-year college.

## MATHEMATICS

The mathematics curriculum reflects an awareness that we live in a complex age in which mathematics plays an increasingly important role for society and the individual alike. An understanding of mathematics to help students adapt in a continuously changing, technical world will be developed by challenging students through problem solving, communicating, reasoning, and making connections. The core courses for all college preparatory students include Algebra I, Geometry, and Algebra II. Beyond this, a full range of opportunities exists for students to broaden and refine their mathematical skills through specialized and advanced courses.

All courses make an appropriate use of technology and share a universal problem solving theme. The content of each course fulfills the Oliver Ames Mission Statement and follows the guidelines of the EPS Mathematics Curriculum as well as the Massachusetts State Frameworks.

**HONORS COURSES** - are designed for those students planning to take Advanced Placement math senior year. The work pace, workload, and daily expectations are significantly more demanding than all other levels. Students should understand that there is an obligation to exert extra time and effort in order to ensure success in these courses. Placement is based on maintaining a B- or better in previous honors courses along with teacher recommendation. Students planning to take AP Calculus should successfully complete the Honors sequence.

**COLLEGE COURSES CPI/CPII** - are designed for those students who are preparing for post secondary education. These courses maintain high standards and expectations. Students enrolling in these courses should be prepared to complete nightly homework assignments, requiring both reading and written work, projects, and a variety of assessments.

**FOUNDATIONS COURSES** - are designed to integrate the fundamentals of Algebra I and Geometry and to enhance the basic skills and knowledge necessary for success within the discipline. Courses are activity centered and concepts are introduced through a variety of instructional strategies. Students enrolling in these courses should be prepared to complete nightly homework assignments and to actively participate in class projects and discussions.

### FOUNDATIONS OF ALGEBRA & GEOMETRY PART A

**Prerequisite: recommendation of grade 8 math teacher, guidance counselor or special education teacher.**

**(204)**

**5 credits**

Students who have not yet mastered computations with fractions, decimals, and percents, and whose conceptual understanding of mathematics is below grade level should elect this course. This course reinforces pre-algebra concepts and introduces students to algebra and geometry topics to help prepare students for the 10<sup>th</sup> grade MCAS. Students enrolling in this course should take Part B their sophomore year.

#### **ALGEBRA I - CPI**

**Prerequisite: C or better in Pre-Algebra**

**(201)**

**5 credits**

Algebra I is the essential foundation for all following successive mathematics courses. The concepts of algebra are introduced with an examination of the structure and the techniques of algebra. Topics include: functions, linear, exponential and quadratic equations, inequalities, systems of equations, and graphing. Probability and statistics are integrated throughout the course.

#### **ALGEBRA I - CPII**

**Prerequisite: Passing grade in Pre-Algebra**

**(202)**

**5 credits**

Algebra I is the essential foundation for all following successive mathematics courses. This first year course in algebra focuses on the essential topics in Algebra I. Topics include: functions, linear, exponential and quadratic equations, inequalities, systems of equations, and graphing. Probability and statistics are integrated throughout the course.

#### **GEOMETRY - HONORS**

**Prerequisite: B or better in Honors Algebra I**

**(210)**

**5 credits**

This course provides an accelerated and more rigorous treatment of the fundamental principles of inductive and deductive reasoning. This course is designed to cover plane geometry and solid geometry, including translations and algebraic reasoning. Real life applications will motivate each topic taught. The structure of geometry as a well-organized system of thought, including formal proofs, is emphasized throughout. This course is intended for those students who have demonstrated exceptional ability in algebra.



## **GEOMETRY - CPI**

**Prerequisite: C or better in CPI Algebra I**

**(211) 5 credits**

In this course students explore the theories and applications of Euclidean geometry. Topics include triangles and their properties, congruence and similarity, transformations, right triangle trigonometry, area, volume, geometric construction, and inductive and deductive reasoning. The structure of geometry as a well-organized system of thought, including proofs, is discussed.

## **GEOMETRY - CPII**

**Prerequisite: Passing grade in CPII Algebra I**

**(212) 5 credits**

This course is offered to students who have successfully completed CPII Algebra I. Topics include triangles and their properties, congruence and similarity, transformations, right triangle trigonometry, area, volume, geometric construction, and inductive and deductive reasoning.

## **FOUNDATIONS OF ALGEBRA & GEOMETRY**

### **PART B**

**Prerequisite: Successful completion of Part A**

**(214) 5 credits**

This course is a continuation of Algebra & Geometry Part A and serves as a foundation for all future math courses. This course continues to discuss introductory concepts in algebra and geometry. Students who successfully complete this course will be prepared to take additional courses in algebra and geometry. This course meets the state guidelines for all students' learning the basics of algebra.

## **ALGEBRA II - HONORS**

**Prerequisite: B or better in Honors Algebra I and Honors Geometry**

**(220) 5 credits**

This course provides an accelerated and more rigorous treatment of the logical development of algebra. The objective of this course is to work with, interpret, and apply a variety of functions, including linear, quadratic, polynomial, rational, exponential, and logarithmic. Graphing calculators are necessary for this course. All students planning to take AP Calculus should take this course.

## **ALGEBRA II - CPI**

**Prerequisite: C or better in CPI Algebra I and CPI Geometry**

**(221) 5 credits**

This course emphasizes facility with algebraic expressions and forms. Functions based on linear powers, roots, and polynomials are studied for their

abstract properties and as tools for modeling real-world situations. Graphing calculators are necessary for this course.

## **ALGEBRA II - CPII**

**Prerequisite: Passing grade in CPII Algebra I & CPII Geometry**

**(222) 5 credits**

This course is offered to students who have successfully completed Algebra I and Geometry. It is designed primarily for those students who need the course to fulfill requirements for college. Emphasis is placed on equations, functions, problem solving, factoring, algebraic fractions. Emphasis is placed on working with a variety of function types, including linear, exponential, quadratic, and rational, along with statistics and probability. Problem solving is a main component of the course.

## **ALGEBRA III/TRIGONOMETRY - CPI**

**Prerequisite: C or better in College Algebra II**

**(231) 5 credits**

This course is designed to strengthen and increase the understanding of basic algebraic and trigonometric concepts before a student undertakes advance courses in mathematics. Major topics include functions, exponential and logarithmic functions, polynomial and rational functions, equations and inequalities, and trigonometry. Applications found in the real world will be a major focus of this course.

## **PRE-CALCULUS - HONORS**

**Prerequisite: B or better in Honors Geometry and Honors Algebra II**

**(240) 5 credits**

This course covers all topics found in Pre-Calculus with more depth and at an accelerated pace. Students also study additional topics relating to the study of calculus. Independent study topics and/or projects will be assigned. Students taking this course should be planning to enroll in AP Calculus as seniors. A graphing calculator is required.

## **PRE-CALCULUS & TRIGONOMETRY - CPI**

**Prerequisite: B or better in College Algebra II or Algebra III or teacher recommendation**

**(241) 5 credits**

This course extends a student's knowledge of geometry and algebra to investigate trigonometric functions. The periodic nature of these functions, as well as their relationship to circles, will be explored. Applications of trigonometry found in the real world will be a major focus of this course. Graphing calculators are necessary. This course is recommended for students with a good background in geometry and algebra.

## **MATH TOPICS**

### **Prerequisite: successful completion of Algebra II (252) 5 credits**

This course is designed to provide students with an opportunity to reinforce and enhance their algebraic and graphical skills and to connect them to practical business and personal financial applications. This course for seniors teaches and uses advanced algebra in the content areas of expenses, banking, credit, auto and homeownership, employment, taxes, entrepreneurship, stock market, & budgeting. The course draws upon selected topics from algebra, geometry, and statistics and probability.

## **STATISTICS**

### **Prerequisite: successful completion of Algebra II and teacher recommendation**

#### **(251) (Semester) 2.5 credits**

This senior course is an introduction to statistics and probability. Students will explore methods for collecting, analyzing, and drawing conclusions from data. Computing and interpreting basic probabilities, decision-making and sampling techniques, confidence intervals, and hypothesis testing will be stressed. The use of a graphing calculator will be an important component of this course. To be successful, a student must be self-motivated and work well independently.

## **CALCULUS - COLLEGE**

### **Prerequisite: B or better in Pre-Calculus (271) 5 credits**

This course is intended for students who have a thorough knowledge of algebra, geometry and trigonometry, and would like a solid introductory course in differential and integral calculus.

## **AP CALCULUS AB**

### **Prerequisite: B or better in Honors Pre-Calculus or teacher recommendation (270AP) 5 credits**

This course is intended for students who have a strong knowledge of Algebra, Geometry and Trigonometry, as well as a good understanding of polynomial, trigonometric and rational functions. Topics include limits, continuity, differentiation, and integration. Applications related to many fields, including business, engineering and science are considered. This course follows the College Board AB Calculus outline. Students are required to take the AP AB exam in Calculus. Use of the graphing calculator is required in this course.

## **AP CALCULUS BC**

### **Prerequisite: A or better in Honors Pre-Calculus or teacher recommendation (280AP) 5 credits**

This is an advanced placement course following the Calculus BC outline as presented by The College Board. (Calculus BC is the more extensive of two Advanced Placement programs in Calculus). Students are required to take the AP BC exam in calculus. Use of the graphing calculator is required in this course.

## **AP STATISTICS**

### **Prerequisite: B or better in Honors Algebra II or teacher recommendation (250AP) 5 credits**

This course is intended to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data and is the equivalent of a one-semester introductory college statistics course. Students are exposed to several conceptual themes including describing patterns and departures from patterns, planning and conducting a study, exploring random phenomena using probability and simulation, and estimating population parameters and testing hypotheses. This course follows the College Board AP Statistics outline. Students are required to take the AP Statistics exam. Use of a graphing calculator is required in this course.

## **AP COMPUTER SCIENCE A**

### **Prerequisite: Intro to Computer Science or teacher recommendation (260AP) 5 credits**

AP Computer Science A utilizes the Java programming language to introduce students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data, approaches to processing data, analysis of potential solutions and the ethical and social implications of computing.

## **LANGUAGE BASED MATH**

<b>Grade 9 (207)</b>	<b>5 credits</b>
<b>Grade 10 (217)</b>	<b>5 credits</b>
<b>Grade 11 (227)</b>	<b>5 credits</b>
<b>Grade 12 (237)</b>	<b>5 credits</b>

This course is designed to provide individualized and small group instruction to students who have been identified with a language based learning disability and are currently on Individualized Education Plans. Emphasis is placed on assisting students in accessing the curriculum through modifications to the content area as determined by their IEP. Emphasis is on students who have not yet mastered computations with fractions,

decimals, and percents and whose conceptual understanding of mathematics is below grade level. This course reinforces pre-algebra concepts and introduces students to algebra and geometry topics to help students prepare for the 10th grade MCAS.

### **INTRODUCTION TO COMPUTER SCIENCE**

**Prerequisite: Algebra 1**

**(10012)**

**5 credits**

This is an introductory programming course that examines basic computer programming concepts and techniques, using programming languages to focus on the big ideas of computing such as variables, conditionals, modularization, iteration, recursion, and simulations. Students become computational thinkers, applying a variety of problem solving techniques as they create solutions to problems in a variety of contexts. Students work with lists, sorting, searching, and other fundamental algorithms of computer science to design programs. No prior programming experience is required.

### **ROBOTICS**

**(232)**

**5 credits**

Robotics is an interactive, inquiry based course designed to engage students to promote creativity and to develop math and science skills. Students work in groups to explore the engineering design process, to construct various projects, and to program their robot. Projects examine principles such as gear ratios, pulleys, levers, torque, speed, and the programming required to automate the robot. The course includes preparation for the robotics team's participation in the FIRST Tech Challenge, where students are presented with a new challenge and have a six week window to build a robot.

### **MCAS MATH**

**Grade 9-10**

**(216) Every other day**

**1.25 credits**

This course is designed to help students with MCAS examination requirements. The course is a focused, semester long math course that meets every other day to provide intervention to students based on previous performance. Classes review major content standards, focusing on skill building, practice, and application. Students also work individually based on their specific areas of need and complete a series of online activities to demonstrate understanding and mastery of concepts. Individual student results from the Grade 7 and grade 8 MCAS exams are analyzed to further define course content and individual student focus.

### **DISCRETE MATH**

**Prerequisite: successful completion of Algebra II and teacher recommendation**

**(253) (Semester)**

**2.5 credits**

This course is designed to explore the connection between discrete math and real world applications. Topics include: estate division, election theory, weighted voting, graphs and their applications, combinatorics and probability, arithmetic and geometric recursion.

## MUSIC AND PERFORMING ARTS DEPARTMENT

The Performing Arts Department (Music/Theatre) desires to make it possible for every student to sing, play instruments, write and compose or listen to music intelligently; to learn about the foundations of theatre arts and acting; to become a more knowledgeable consumer and producer of music and theatre according to his/her individual interest and ability, and to make music and the performing arts pleasurable experiences as well as vital forces in daily lives. The development of self-expression, refinement of skills and exposure to significant musical and theatrical literature are important objectives in all performing arts classes. Students taking two performance classes per year must have the permission of each instructor, and are held responsible for all material covered on a daily basis. All students in performance ensembles are expected to put in the amount of practice time necessary to master the music. All ensemble rehearsals and performances require mandatory attendance outside of the school day as part of the class grade.

### BEGINNER INSTRUMENTAL MUSIC

**(872)**

**5 credits**

Do you wish you had taken up an instrument in 4th grade? Did you move to Easton and never get to study an instrument? Quit in middle school and wish you hadn't? This course is for you! The Beginner Instrumental Music course is an opportunity for High School students to start fresh in a small ensemble setting. Select instruments are available through the department. The course will focus on basics, including, posture, tone production, articulation, and ensemble skills. We explore a variety of traditional and popular music with a capstone project of putting on a small performance for families and friends.

**\*Course dependent upon enrollment numbers and staffing**

### HISTORY OF MUSIC IN FILM

**(875)**

**5 credits**

This course will examine the function of music throughout the history of film and visual media. Students will explore the early history of silent films, commercials/sound effects, current Hollywood media, as well as the influence of film scoring in other parts of the world. Classes will include watching select films and media, class discussions, in-class group projects, basic music theory instruction, and writing assignments. The class will allow room for student voices and suggestions throughout the year as well.

**\*Course dependent upon enrollment numbers and staffing**

### MUSIC THEORY I (PRE-AP)

**(859)**

**5 credits**

Pre-AP Music Theory is designed to fulfill prerequisite requirements of the AP Music Theory Course. Students will gain a fundamental understanding of the basic elements of music theory including Pitch and Pitch Notation, Rhythmic Values, Major and Minor Keys, Relative and Parallel Keys, Interval Size and Quality, as well as basic Chord Qualities. Elements of theory will be explored in written and performed music through score analysis, listening, and ear training.

**\*Course dependent upon enrollment numbers and staffing**

### CONCERT BAND - CP

**(851CP) Every day**

**5 credits**

Band is open to students in grades 9 through 12 who demonstrate the ability to play music from intermediate to advanced levels on a wind or percussion instrument. Members of the band learn a wide range of skills through rehearsing and performing a variety of band and wind ensemble literature for school and community programs. This class requires an average of 4 evening performances including 2 concerts as well as class night and graduation exercises. Private lessons are strongly encouraged to promote individual growth.

### CONCERT BAND - HONORS

**(851H) Every day**

**5 credits**

Musicians who wish to earn honors credit for Concert Band may enroll in 851-H. Students receiving honors credit must complete all the requirements and obligations of 851-CP. Honors students are required to write a term paper at the conclusion of each semester and must also complete one major project per year. Term paper and project requirements will be distributed in September. Students receiving honors credit will be held to a high academic, musical, and performance standard.

### ORCHESTRA - CP

**(853CP) Every day**

**5 credits**

Orchestra is open to students in grades 9 through 12 who demonstrate the ability to play music from intermediate to advanced levels on a stringed instrument (violin, viola, cello, or string bass). Its members continue to refine their technical and sight-reading skills and learn elements of music history and theory as they study string literature from various historical periods. Students are strongly encouraged to take private lessons to promote individual growth. The Orchestra has two major performances a year, in the winter and in the spring, and additional performances in the community on occasion. Extra rehearsals are called as needed,

especially prior to concerts and/or festivals. Students also have the opportunity to audition for participation in Chamber Orchestra and in music festivals such as SEMSBA, Southeast District, and the Massachusetts All State, as long as they are scheduled members of Orchestra.

### **ORCHESTRA - HONORS**

**(853H) Every day 5 credits**

Musicians who wish to earn honors credit for Orchestra may enroll in 853-H. Students receiving honors credit must complete all the requirements and obligations of 853-CP. Honors students are required to write a term paper at the conclusion of each semester and must also complete one major project per year. Term paper and project requirements will be distributed in September. Students receiving honors credit will be held to a high academic, musical, and performance standard.

### **CONCERT CHOIR - CP**

**(855CP) Every day 5 credits**

Concert Choir is open to students in grades 9 through 12 who have an interest in singing. Members learn vocal technique and elements of tone production, music theory, and sight-singing skills, through the active study and rehearsal of choral literature. A diverse selection of music is covered, spanning the historical periods. Students perform in school and community programs, and in competition at the regional, state and national levels. A musical production is presented annually, and choral members are encouraged to participate. Students also have the opportunity to audition for Participation in music festivals such as Southeast District, Massachusetts All-State, and Senior SEMSBA, as long as they are scheduled members of Concert Choir. The Concert Choir has four major performances a year, The Winter Concert, Spring Concert, Class night and Graduation Exercises, and additional performances in the community on occasion. Extra rehearsals are called as needed, especially prior to concerts and/or festivals. Students are strongly encouraged to take private lessons to promote individual growth.

### **CONCERT CHOIR - HONORS**

**(855H) Every day 5 credits**

Musicians who wish to earn honors credit for Concert Choir may enroll in 853-H. Students receiving honors credit must complete all the requirements and obligations of 855-CP. Honors students are required to write a term paper at the conclusion of each semester and must also complete one major project per year. Term paper and project requirements will be distributed in September. Students receiving honors credit will be held to a high academic, musical, and performance

standard.

### **GUITAR 1**

**Class Fee: 25.00 (guitar rental)**

**(867A) 5 credits**

Guitar I is an introductory course for students with no or little knowledge of the instrument. Students will learn many different styles and techniques of guitar playing such as open chords, power chords, strumming patterns, melody and accompaniment techniques. Students will also learn to read music, chord symbols, tablature, and lead sheets. Practice time outside the class is expected to achieve success. In addition, students will be encouraged to attend performances and perform themselves. This course is open to all students in grades 9-12.

### **GUITAR 2**

**Class Fee: 25.00 (guitar rental)**

**(867B) 5 credits**

Guitar II is a course for intermediate guitarists who have some experience on the instrument and are familiar with basic music notation. This course will allow students to perfect all music skills previously learned through development of better technique, good tone quality as well as further instruction on music fundamentals. Students will be introduced to guitar music from different cultures and styles and learn to play guitar as part of a guitar ensemble. This course is open to all students in grades 9-12.

### **THEATRE ARTS**

**(868) 5 credits**

The primary objective of this course is to introduce students to the main facets of theatre including history, dramatic structure, performance skills, the rehearsal process and theatrical production. The Theatre Arts class is designed to provide students with an understanding and appreciation of drama, play production, along with an understanding of self and others, while building confidence through a variety of theatrical experiences. Students will also examine theatre as a part of daily life, a way of enhancing performance skills with the ability to critically reflect and evaluate. Students will be required to participate in either the Drama Club play or annual Musical Production. A workbook is also required for this course.

### **THEATRE ARTS 2: MUSICAL THEATER PERFORMANCE AND ANALYSIS**

**Prerequisite: Theatre Arts I**

**(870) 5 credits**

This course is an extension of Theatre Arts, delving deeper into the performance element. Students will have the opportunity to select, analyze, and perform monologues and musical numbers on a weekly basis. Classes run similarly to a collegiate repertoire class, in

which students and the instructor can provide feedback, and the performer will work on their selection in front of the class. All students will be required to act and sing, though no previous training is required.

**\*Course dependent upon enrollment numbers and staffing**  
**BEAT WRITING/MUSIC TECHNOLOGY**

**(871)**

**5 credits**

What is Music? An introduction to the building blocks of music using cloud based music programs such as Noteflight, Soundcloud and MIDI keyboard instruction combined with Loop-based composition using the Garage Band Program. Instruction will be a combination of hands-on exploration and creating, guided individual and group projects. Students learn basic piano keyboarding skills and performance technique in addition to exploration of sound production, recording and transmission, electronic music composition and arranging, live audio reinforcement, multi-track studio recording, editing, mixing and mastering, basic harmonic structures and ear training. There will also be an examination of current legal and ethical issues regarding digital music and the recording industry.

**AP MUSIC THEORY**

**Prerequisite: Beat Writing/Music Theory or Instructor Approval**

**(860)**

**5 credits**

The ultimate goal of the AP Music Theory course is to develop a student's ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score. The achievement of these goals may best be approached by initially addressing fundamental aural, analytical, and compositional skills using both listening and written exercises. Building on this foundation, the course should progress to include more creative tasks, such as the harmonization of a melody by selecting appropriate chords, composing a musical bass line to provide two-voice counterpoint, or the realization of a figured-bass notation. The course syllabus has been approved is representative of college courses in Music Theory. At the end of the year, students are required to take the AP test in order to maintain their AP status in the class. Students must purchase the AP Theory Workbook that accompanies the textbook used for class.

**ADAPTIVE MUSIC EXPLORATORY**

**(869)**

**5 Credits**

The adaptive music exploratory is a multi-modal course designed to enhance musical ability and appreciation of music and musical concepts. Students will play instruments, dance, sing, and increase beat competency alongside peers with unique needs. All activities are adjusted and differentiated so that each

student can participate to the fullest extent of their ability.

**CO-CURRICULAR INSTRUCTION**

**PRIVATE MUSIC INSTRUCTION**

Instrumental and vocal music instruction can be taken by all students, either to learn how to sing or play an instrument, or improve individual performance. All members of the band, choir and orchestra are encouraged to supplement their training either during or after school hours with the organization's director or a qualified private teacher.

**MARCHING BAND/COLOR GUARD**

The Marching Band and Color Guard is open to students in grades 8-12. The ensembles rehearse regularly between August and November for a minimum of two times per week. Private lessons are strongly encouraged to promote individual growth. Each season, the Marching Band performs a minimum of four competitions, four parades, and all home football games, in addition to the Thanksgiving Day game. Performances are mandatory. Instrumentalists that elect to join the Marching Band must be scheduled in the band class.

**JAZZ ENSEMBLE**

The Jazz Ensemble is open to students in grades 9-12 by audition. This group rehearses a minimum of one afternoon and one evening each week during the months of October through May. A variety of big band jazz, blues, and jazz-rock is studied and played in order to learn the various styles of this American art form. Students that are accepted into Jazz Ensemble must be scheduled in Band Class. (Exceptions are made for bass, guitar and piano players) Students that are accepted into the ensemble must take a regularly scheduled private lesson on the instrument they play. This ensemble performs a minimum of three jazz festivals per year.

**SHOW CHOIR**

Show Choir is an auditioned ensemble that requires the ability to sing and move with coordination. It is open to all students in grades 9 -12 through auditions held in May of each year. The Show Choir not only performs in the community, but also competes at the regional, state and national levels. Students must demonstrate the ability to sing in tune, and move within the structure of music. Students must also demonstrate energy and enthusiasm, enjoy performing, and must be willing to make a serious commitment to the ensemble. Students that are accepted into Show Choir must be scheduled in a performance ensemble during the school day.

**SHOW CHOIR PIT BAND**

The Show Choir Pit Band is the instrumental ensemble that provides the band accompaniment for the



Show Choir. All Pit Band members must be scheduled for Band Class. Rehearsals are held once per week, with students also making a commitment to participate in weekend festivals and performances. Pit Band members have the opportunity to perform jazz repertoire in a small-group setting with work on improvisation. Students learn techniques and styles of show and jazz literature. The Pit Band consists of the following instruments: piano, synthesizer, drums, auxiliary percussion, bass guitar, lead guitar, trumpets (2), trombones (2) saxophones (alto, tenor, baritone) Students are selected by audition.

### **CHAMBER ORCHESTRA**

The Oliver Ames High School Chamber Orchestra is based on the requirements for the High School Orchestra but necessitates a more advanced playing ability. This is an auditioned group that rehearses one night a week for an average of two hours. The Chamber Orchestra's main performance of the year is the Annual Easton Messiah Sing. They also perform at the Spring Scholarship Concert and Chamber Orchestra members play at community events throughout the year. A variety of string techniques and styles will be studied and played. Students who audition for the OA Chamber Orchestra must be independent learners who are very self-motivated. Students are strongly encouraged to study their instrument privately to promote individual growth. Students accepted into the Chamber Orchestra must be scheduled in the Orchestra Class.

### **ENSEMBLES**

Vocal and instrumental ensembles of varying types and sizes such as Jazz Band Combo, Madrigal Singers, Trios, Quartets, OA Capella, etc. are organized in the fall of each school year. These groups function as units for the year, playing and singing appropriate music, listening to related recordings, and attending concerts. These ensembles are open by audition and may fluctuate due to student interest/participation. Students who become members must schedule an ensemble class during the day to be eligible for the after school program.

## PHYSICAL EDUCATION, HEALTH & WELLNESS

The physical education program is an integral part of the total high school experience and reflects local implementation of state and national standards. The curriculum is designed to promote lifetime skills that enhance the physical, social, emotional, and intellectual dimensions of wellness. Through participation in physical education students acquire health-related knowledge and are exposed to a variety of situations that refine motor skill performance and improve physical fitness. Classes provide opportunities that provide students to formulate and assess individual fitness goals. The secondary program is a culmination of learning experiences that incorporate wellness, social interaction and movement skills. The courses facilitate critical thinking, problem solving, and responsible behavior in physical activity settings. Emphasis is on personal wellness, which occurs when one commits to the continuous process of developing a lifestyle based on healthy attitudes and actions. The Physical Education Department strives to teach students how to take control of their own personal health habits and choose options that result in growth and balance in their lives.

### MUSCLE FITNESS

#### Grade 9 Required

**(911) Every day (Term) 1.25 credits**

This introductory course focuses on the skill related components of fitness, with emphasis on the various methods of training and conditioning. Components of a workout will be analyzed, including the importance of the warm-up and proper ways to stretch and cool down. Agility, balance, coordination, power, reaction time and speed, are combined and integrated into a series of progressive units that include plyometrics, pilates, medicine and stability ball training and circuit training. Students will develop an awareness of how to isolate and target various muscle groups to maximize the effectiveness of training. Traditional sports and lifetime games will also be offered throughout the year.

Fitness testing will be conducted to establish a baseline for improvement and chart progress. Written assignments to supplement material presented in class and fulfill portfolio requirements will be completed during the term. The difference between aerobic and anaerobic exercise will be explained and applied through a variety of activities that promote physical fitness, decrease sedentary lifestyle, and relieve mental and emotional tension.

### HEALTH & WELLNESS

#### Grade 9 Required

**( 931) Every day (Term) 1.25 credits**

This course will introduce students to the understanding of the comprehensive health and wellness education. It will give students the knowledge and skills to critically analyze the effects of personal decisions on growth & development and to engage in positive behaviors. This will help students maintain a healthy lifestyle. Tobacco/vaping, alcohol, and marijuana education will be discussed by looking at brain research and the effects on the brain. Other topics will include nutrition, mental health/stress management, and disease prevention/ safety.

### CARDIOVASCULAR WELLNESS 10 - Required

**(921) Every day (Term) 1.25 credits**

This course addresses the benefits of regular exercise and how to conduct a personal fitness program. A healthy lifestyle is a composite of choices, behaviors, and attitudes that incorporate the health related components of physical fitness. The focus of the course is on developing a framework for understanding the fundamentals of cardiovascular endurance, muscular strength and endurance and body composition. The importance of achieving and maintaining optimal levels of fitness and preventing disease will be stressed with emphasis on the principles of training and application to individual workouts.

Fitness testing is administered as self-assessment and compared to scores the previous year Fitness results are used for prescription and individual goal setting. Student scores are analyzed to identify strengths and weaknesses based on comparisons of national averages. Fitness profiles are compiled and recorded to monitor progress toward personal fitness goals. Profiles are included in student portfolios, which also contain written assignments.

Heart rate monitors will be utilized during some units to demonstrate the importance of safe training practices and individual guidelines during workouts. The use of this innovative technology allows students to determine the intensity of each training session. The monitors provide feedback and authentic assessment relative to target heart rate and appropriate training zones.

Various sports and recreational games will be integrated into the lessons throughout the term. Participation in these team endeavors fosters good sportsmanship and cooperative efforts in accomplishing group success.

## **HEALTH & WELLNESS**

### **Grade 10 Required**

#### **(932) Every day (Term) 1.25 credits**

This course will provide students with the opportunity to learn the main components of health education for a high school student: physical, social, emotional and psychological. Students will engage in differentiated instruction between healthful and harmful behaviors and to recognize the effects of the behaviors they choose. The units will address: addiction, Opioid & OTC drug abuse, human sexuality & pregnancy, sexually transmitted diseases, interpersonal relationship & family life, dating & violence prevention, consumer health and community health resources.

### **TEAM SPORTS**

#### **Elective**

#### **(916) Every day (Semester) 2.5 Credits**

This course will introduce students to a variety of team sports and the history of each sport. Using a variety of team sports and recreational games, students will learn technical and tactical aspects for each sport. Students will have the opportunity to learn the different roles for each sport: officiating, coaching, organization, game play, and sportsmanship. This course will address the following topics: The relationship of sportsmanship and cooperative behavior that leads to group success and the role of sports in society today; ex. youth sports, fan behavior and professional athletes as role models. Students will have the opportunity to learn the different roles for each sport: officiating, coaching, organization, game play, and sportsmanship. Sports played will depend on the time of year and weather of the season.

### **WEIGHT TRAINING & PERSONAL FITNESS**

#### **Grades 9 & 10 Elective**

#### **(917) Every day (Semester) 2.5 Credits**

In this course students will learn how to design, monitor, and follow a comprehensive personal fitness plan. The students will learn the importance of achieving and maintaining optimal levels of fitness. This course will be an extension of Muscle Fitness, where students will have the opportunity to take on the role of personal trainer. Personal fitness goals will be determined and assessed by both the student and the instructor. This course is designed to provide an opportunity for students to develop a fitness workout plan through the activities of weight lifting and aerobic exercise. Flexibility, cardiovascular and muscular endurance, as well as muscular strength will be emphasized.

### **MINDFUL FITNESS**

#### **Grades 9 & 10 Elective**

#### **(934) Everyday (Semester) 2.5 Credits**

In this course students will learn and participate in mindful practices. The course is intended for students to

learn the strategies of paying attention to the present moment without judgment or attachment, allowing you to live in the moment and awaken to experience. Mindful movement that's performed with inward focus and clarity. Practices will include: yoga, pilates, tai chi, meditations, barre, and other mindful movements.

### **GROUP EXERCISE - Dance, Kickboxing & More**

#### **Grades 9 & 10 Elective**

#### **(935) Everyday (Semester) 2.5 Credits**

This course will focus on students achieving and maintaining a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, and strategies. Students will establish personal fitness goals, using principles of aerobics, strength and core training. Heart rate monitors will be used to understand different modes of exercise and determine benefits. Activities will include: kickboxing, interval training, p90x, aerobics, piyo, 21 day fix, cardio boot camps and other cardio workouts.

### **LIFETIME SPORTS**

#### **Grades 9 & 10 Elective**

#### **(933) Everyday (Semester) 2.5 Credits**

This course will highlight the significance of lifetime physical fitness, leisure time activities and sportsmanship. In the course students will learn technical and tactical aspects for each sport. Students will have the opportunity to learn the different roles for each sport: officiating, coaching, organization, game play, and sportsmanship. This course will introduce students to a variety of individual/partner sports that can be played throughout a lifetime and the history of each sport. Lifetime Sports activities will focus on individual sports with an emphasis on partner games. Examples of these activities include: Badminton, Tennis, Nitroball, Disc Golf, Walking, and PickleBall. Sports played will depend on the time of year and weather of the season.

### **ADVANCED WEIGHT TRAINING**

#### **Grades 11 & 12 Elective**

#### **(918) Everyday (Semester) 2.5 Credits**

This course is designed as an extension to Weight Training & Personal Fitness (prerequisite Weight Training & Personal Fitness). The class will focus on olympic lifts, use of the barbells, safety, and all types of fitness equipment accessible in the fitness center. These advanced lifts will require development of skill and techniques as these lifts are multiple joints and muscle groups being used at once. The integration of cardio, strength, and flexibility will be focused upon while designing personal programs.

## **COMMUNITY ACTION- CPR & First Aid**

### **Grades 11 & 12 Elective**

**(919) Everyday (Semester) 2.5 Credits**

This course is designed to give students the ability to make appropriate choices when in an emergency situation. Students will learn how to respond to provide necessary skills during emergency situations to sustain life/minimize further consequences until medical personnel arrive. This course follows the guidelines of the American Heart Association First Aid/CPR/AED for schools and the community. In addition, added components to the curriculum include substance abuse emergencies (blood alcohol poisoning, drug overdosing); self-assessment on substance abuse risk; responsibilities of being part of a community and guest speakers from the health professions (Fire and EMT's). Upon completion of exam and course students will receive a certificate and be certified in both CPR/AED and First Aid.

## **NUTRITION**

### **Grades 11 & 12 Elective**

**(920) Everyday (Semester) 2.5 Credits**

This course will introduce the role of nutrition in health and wellness as it applies to the needs of the human body due to changes throughout one's life cycle. This class will assist students in understanding how to set and achieve healthy weight goals and prevent chronic disease. Students will learn how to apply nutrition principles to the selection of food. Students will gain a base knowledge of critical information concerning macro and micronutrients, vitamins, minerals and antioxidants and explore the effect of certain foods on the human body. Students will utilize science skills as they apply to food prep and human nutrition.

## **ADVANCED TEAM GAMES & LIFE SPORTS**

### **Grades 11 & 12 Elective**

**(938 ) Everyday (Semester) 2.5 Credits**

Students will demonstrate knowledge of rules, history and must be able to perform various skills. Students will learn how to play as a team and to show good sportsmanship. Students will understand and demonstrate self-officiating at all levels of play.

## **ADVANCED MINDFUL FITNESS**

### **Grades 11 & 12 Elective**

**( 939) Everyday (Semester) 2.5 Credits**

Students will demonstrate knowledge in the sequential movement practices, a variety of postures, and guidance by deliberate breath. Students will learn a mindful practice which revitalizes the mind and body.

## **UNIFIED PHYSICAL EDUCATION**

### **Grades 11 & 12 Elective**

**(936) Everyday (Semester) 2.5 credits**

Unified Physical Education focuses on the physical, intellectual and social growth of all participants. Engaging in physical activity and sports alongside peers with and without disabilities fosters important relationships. This class is designed to have each student gain an appreciation and understanding of each other's abilities in a physical activity setting. This understanding will promote class participation, team building, tolerance of diversity and sportsmanship. Students will participate in their fullest capacity, in all of the activities, including warm-up and daily activities. They will adapt and adjust the activity as needed in order for all students to participate. Juniors and Seniors can participate in Unified PE to fulfill their physical education requirement.

## SCIENCE

The science curriculum is structured to provide students of all abilities with the opportunity to gain knowledge and skills in the Life Sciences, Chemistry & Physics and includes electives; Anatomy & Physiology, Environmental Science and Science Leadership Project.

**HONORS SEQUENCE** - is designed to meet the needs of academically advanced science students. Students are placed in honors classes by teacher recommendation based upon previous success in science courses. Students enrolling in honors level science courses should be prepared to solve multi-step mathematical problems, work independently on assigned research, complete substantial supplemental reading and problem solving assignments, and understand, discuss and write about scientific concepts in detail.

**COLLEGE SEQUENCE** - is designed for those students who are preparing for post secondary education. Most courses are laboratory oriented. Students in college preparatory courses are expected to complete an independent research and/or building project, be prepared for nightly homework assignments, such as solving mathematical problems, and science related reading and writing assignments.

**OTHER COURSES** - are designed for those students not planning to pursue post secondary education. Daily lessons will incorporate technology education and life skills. Courses are activity centered and concepts are introduced through a variety of instructional strategies. Students enrolling in these courses should be prepared to complete nightly homework assignments and to actively participate in class projects and discussions.

### CONCEPTUAL PHYSICS

#### **CONCEPTUAL PHYSICS - HONORS**

**(390) 5 credits**

Conceptual Physics is a required ninth grade subject. The topics covered in this course include motion and forces, energy and momentum, heat and heat transfer, waves, electricity and electromagnetic radiation. This course will introduce basic laboratory skills, emphasize multi-step problem solving and prepare students to take the Physics MCAS exam. Students must be self motivated and capable of independent research. Students in the honors level will be expected to complete an additional independent project.

#### **CONCEPTUAL PHYSICS - CP I**

**(391) 5 credits**

Conceptual Physics is a required ninth grade subject. The topics covered in this course include motion and forces, energy and momentum, heat and heat transfer, waves, electricity and electromagnetic radiation. This course will introduce basic laboratory skills, emphasize problem solving and prepare students to take the Physics MCAS exam.

#### **CONCEPTUAL PHYSICS - CP II**

**(393) 5 credits**

Conceptual Physics is a required ninth grade subject. The topics covered in this course include motion and forces, energy and momentum, heat and heat transfer, waves, electricity and electromagnetic radiation. This activity-based course will introduce basic laboratory skills as well as prepare students to take the Physics MCAS exam. This course is designed for students who do not plan to attend a four year college.

### BIOLOGY

#### **BIOLOGY I - HONORS**

**(300) 5 credits**

Biology is a required tenth grade subject for all students. The course will provide an in depth study of living things. Topics include cells, heredity, evolution, classification, ecology, and human structure and function. Students must be self-motivated and capable of independent research. Students in the honors level will be expected to complete an additional independent project. Students are encouraged to take the SAT II Biology exam.

#### **BIOLOGY - CPI**

**(301) 5 credits**

Biology is a required tenth grade subject for all students. It is the science of living things; and through laboratory experiences, the functions and processes of all living things are investigated. Topics include cells, heredity, evolution, classification, ecology, and human structure and function.

#### **BIOLOGY - CP II**

**(303) 5 credits**

Biology is a required tenth grade subject for all students. It is the science of living things and through activity based learning, the functions and processes of all living things are investigated. Topics include cells, heredity, evolution, classification, ecology, and human structure and function. This course is designed for students who do not plan to attend a four-year college.

## **AP BIOLOGY II**

**Prerequisite: Biology I Honors and Chemistry I Honors**

**(310AP)**

**5 credits**

This course is designed to prepare students for the AP Biology exam. Each student is required to take the AP Biology exam. Course content consists of a comprehensive overview of general biology. Topics covered include cells, genetics, evolution, biological diversity, plant anatomy and physiology, animal anatomy and physiology, and ecology. The course is designed for students to achieve the following instructional goals.

Biology Knowledge – gain an in-depth understanding of the fundamentals

Problem Solving – demonstrate competence in analyzing and solving biological problems

Student Attributes – enhance students' ability to think clearly and to express their ideas orally and in writing, with clarity and logic

Connections – understand the connections of biology to other disciplines and to social issues

## **BIOLOGY II - HONORS**

**Prerequisite: Honors Biology, Honors Chemistry**

**(310)**

**5 credits**

Biology II honors, builds on the topics explored in Biology I honors. It seeks to instill an understanding of the underlying principles of biology with an emphasis on relating these topics to life in today's world. There is an in depth study of topics in Ecology and Evolution. Students will study advances in molecular biology and genetics and the bioethical concerns of these new technologies. Students will be required to conduct independent research and present their findings to the class.

## **BIOLOGY II - COLLEGE**

**Prerequisite: College Biology**

**(311)**

**5 credits**

Biology II college seeks to instill an understanding of the underlying principles of biology with an emphasis on relating these topics to life in today's world. Current topics in the cell, genetics, molecular biology, plant and animal biology, and ecology are included. Students will have opportunities to research individual topics as they relate to the curriculum.

## **AP ENVIRONMENTAL SCIENCE**

**Prerequisite: Biology I**

**(370AP)**

**5 credits**

The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study. Students prepare for and are required to take the AP exam in May.

## **CHEMISTRY**

### **CHEMISTRY - HONORS**

**Prerequisite: Honors Algebra**

**(320)**

**5 credits**

Students in this course use modeling, laboratory experimentation, and extensive mathematics to understand the composition and interactions of matter. Students must be self-motivated and capable of independent research.

### **CHEMISTRY - CP I**

**Prerequisite: College Algebra**

**(321)**

**5 credits**

This course explores the chemical changes and properties of elements and compounds. Through laboratory sessions, the laws and properties of matter are studied.

### **CHEMISTRY - CP II**

**(323)**

**5 credits**

This course is an activity centered laboratory class for those students not planning on continuing to higher education. Scientific knowledge and techniques are emphasized in career, consumer related, and technical activities.

### **CHEMISTRY II - HONORS**

**Prerequisite: Chemistry Honors**

**(330)**

**5 credits**

This course is designed to be the equivalent of a general chemistry taken during the first year of college. This course builds on topics explored in Chemistry I honors and gives students an in-depth understanding of the following topics: structure of matter, chemical reactions, thermochemistry, kinetics, equilibrium, and nuclear chemistry.

This course will help the student to develop critical thinking skills that will allow them to solve various chemical problems. Students will be



expected to express their ideas and understanding of chemical principles, orally and in writing, with clarity and logic.

## **AP CHEMISTRY II**

**Prerequisite: Chemistry Honors**

**(330AP)**

**5 credits**

This course is designed to prepare students for the required AP Chemistry examination. For some students, this will provide them to undertake, as freshmen, second-year work in the chemistry sequence at their institution or to register for courses in other fields where general chemistry is a prerequisite. Topics covered include atomic structure, bonding and molecular structure, and control of chemical reactions. The course is designed with the following instructional goals:

Chemistry Knowledge – an in-depth understanding of the fundamentals;

Problem Solving – reasonable competence in dealing with chemical problems;

Student Attributes – fostering students' ability to think clearly and to express their ideas orally and in writing, with clarity and logic; and

Connections – understanding the connections of chemistry to the other disciplines and to societal issues.

## **CHEMISTRY II - COLLEGE**

**Prerequisite: College Chemistry**

**(331)**

**5 credits**

This course builds on the concepts explored in Chemistry I. Students will study advanced topics such as molecular structure, bonding theory, reaction mechanisms and kinetics, thermal chemistry, electrochemistry, and acid/base theories. One-third of the class time is spent doing laboratory procedures and calculations.

## **PHYSICS**

### **PHYSICS - HONORS**

**Prerequisite: Honors PreCalc**

**(340)**

**5 credits**

This course focuses on the interaction of matter and energy, both in the classical fields and introduction into the modern extensions. Laboratories are the major emphasis of this course. Students are required to complete an additional independent research project.

### **PHYSICS - COLLEGE**

**Prerequisite: College Algebra 3/Trig**

**(341)**

**5 credits**

This course presents a unified view of the field of classical physics. The study of the interaction of

matter and energy is done in classroom and laboratory settings with emphasis on the inquiry and discovery techniques.

## **AP PHYSICS 1**

**Prerequisite: Honors Pre-Calc**

**(340AP-1)**

**5 credits**

This course is a rigorous, fast-paced program designed to prepare students for the AP Physics 1 examination, which is required of all students taking this course. Extensive outside study and homework are required. AP Physics 1 is the equivalent to a first semester college course in algebra based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy & power; mechanical waves & sound. It will also introduce electric circuits. Laboratory investigations make up 25% of the course and foster student engagement in the practice of science through experimenting, analyzing, making conjectures and arguments and solving problems collaboratively.

## **ELECTIVES**

### **ENVIRONMENTAL SCIENCE**

**Prerequisite: Biology I**

**(371)**

**5 credits**

The goal of the Environmental Science course is to provide students with the scientific concepts to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative impact of these problems, and to examine alternative solutions. Science is interdisciplinary; it embraces a wide variety of topics from different areas of study. This course may not be used to meet the science graduation requirement.

### **INTRODUCTION TO HUMAN ANATOMY AND PHYSIOLOGY - CP1**

**Prerequisite: CP I Biology, CP I Chemistry**

**(357)**

**5 credits**

This course is designed for students desiring a better understanding of the human body and how it operates. The anatomy and physiology of the major systems of the human body will be examined in detail. A dissection of a vertebrate will be an essential component of the course. Dissection will provide a greater understanding of the physiological processes and a true comparison with the human system. Case studies will be used and they allow students to apply their knowledge through real life situations. This course is especially helpful for students interested in medicine, nursing, or a health

related field. This course may not be used to meet the science graduation requirement.

### **INTRODUCTION TO HUMAN ANATOMY AND PHYSIOLOGY - HONORS**

**Prerequisite: Honors Biology, Honors Chemistry (358) 5 credits**

This course is designed for students entering the allied health fields and who desire a jump start to their higher education! The course is designed to be fast paced and will give a comprehensive understanding of the human body and how it operates. The anatomy and physiology of the major systems of the human body will be examined in detail. An emphasis will be placed on case studies which allow students to apply their knowledge through real life situations. A dissection of a vertebrate will be an essential component of the course. Dissection will provide a greater understanding of the physiological processes and a true comparison with the human system. This is an elective course and not used to meet the science graduation requirement.

### **SCIENCE LEADERSHIP PROJECT- HONORS**

**Prerequisite: Honors Biology, Honors Chemistry and/or Teacher Recommendation**

**(355) 5 credits**

Students in this course will design and carry out group projects that engage with authentic problems found in the Easton community and in the world. All students will participate in common activities and labs related to sustainability, materials science, and environmental engineering to help inform their project design. Using the scientific method and/or engineering design process, students will gather data and communicate what they learn through a presentation to community stakeholders. This course will help students to communicate & collaborate, embrace their curiosity, engage locally & globally, think critically, and innovate. This course may not be used to meet the science graduation requirement.

## SOCIAL STUDIES

Understanding the interrelationship of past, present and future in a rapidly changing world is the essence of social studies. To encourage effective participation in a society based on the free exchange of ideas, our courses foster critical thinking skills for analyzing information and making informed decisions. As Americans, an understanding of our democratic heritage with its complex political, economic and social systems is essential for effective citizenship, but we are also citizens of the world who must become aware of the connections, historical and contemporary, between America and other nations. Finally, our courses strive to promote a respect for individual and cultural differences to increase our understanding of ourselves.

### **WORLD HISTORY**

#### **WORLD HISTORY - HONORS**

**(190)**

**5 credits**

World History is a requirement for all 9<sup>th</sup> grade students. The course focuses on the major topics and trends from the 13<sup>th</sup> through the early 20<sup>th</sup> century. Emphasis will be placed on analytical skill development, reading and writing, throughout the year as well as open response questions. Honors history features extensive homework.

#### **WORLD HISTORY - CPI**

**(191)**

**5 credits**

World History is a requirement for all 9<sup>th</sup> grade students. The course focuses on the major topics and trends from the 13<sup>th</sup> through the early 20<sup>th</sup> century. Emphasis will be placed on analytical skill development as well as the critical thinking and writing skills needed for success in college will be emphasized.

### **UNITED STATES HISTORY I**

#### **UNITED STATES HISTORY I - PRE-AP**

**(100AP)**

**5 credits**

US History I is the first year in a two year program which is a requirement for all 10<sup>th</sup> grade students. By using numerous primary resources, students analyze the major concepts and trends underlying the growth and development of the United States from settlement through the 19<sup>th</sup> Century. Emphasis is on political, social, economic and cultural factors and their interrelationships. This course is intended for students who are likely to pursue AP US History in 11<sup>th</sup> grade. It includes extensive readings and major essays often based on detailed analysis of primary sources, and homework each night. There will be an emphasis placed on the skills required to excel in the AP US History course offered junior year.

#### **UNITED STATES HISTORY I - HONORS**

**(100)**

**5 credits**

US History I is the first year in a two year program which is a requirement for all 10<sup>th</sup> grade students. By using numerous primary resources, students analyze the major concepts and trends underlying the growth and development of the United States from settlement through World War I. Emphasis is on political, social, economic and cultural factors and their interrelationships. Students who take US History Honors are expected to be able to work independently.

#### **UNITED STATES HISTORY I - CPI**

**(101)**

**5 credits**

US History I is the first year in a two year program which is a requirement for all 10<sup>th</sup> grade students. Students in US History analyze topics dealing with the political, social, economic and cultural developments of the United States from settlement through World War I. The causes for change in the governing process and their effects on the country are an integral part of the course. Development of critical thinking and writing skills needed for success in college will be emphasized.

#### **UNITED STATES HISTORY I - CPII**

**(103)**

**5 credits**

US History I is the first year in a two year program which is a requirement for all 10<sup>th</sup> grade students. US History I is designed to meet the career, citizenship, and technological requirements for life in 21<sup>st</sup> Century America. It will also develop strong social studies skills. The course will stress the roles and services of the local, state, and federal government from 1763 to 1920. Topics dealing with the political, social, economic, and cultural development of the United States will be presented.

### **UNITED STATES HISTORY II**

#### **AP UNITED STATES HISTORY**

**(110AP)**

**5 credits**

US History II is the second year in a two year program which is a requirement for all 11<sup>th</sup> grade students. It is encouraged that all students successfully complete US History I Pre-AP. The AP US History course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in US History. The course prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials — their relevance to a given interpretive problem, reliability, and importance — and to weigh the evidence and interpretations presented in

historical scholarship. The AP US History course thus develops the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format. The course has a mandatory action civics project.

#### **UNITED STATES HISTORY II - HONORS**

**(110) 5 credits**

US History II is the second year in a two year program which is a requirement for all 11<sup>th</sup> grade students. Using primary and secondary sources, students analyze American history since World War I through a series of essays, simulations, and independent projects. Emphasis is placed on the ability to work independently. Extensive outside primary source readings are used. The course has a mandatory action civics project.

#### **UNITED STATES HISTORY II - CPI**

**(111) 5 credits**

US History II is the second year in a two year program which is a requirement for all 11<sup>th</sup> grade students. Using primary and secondary sources, students analyze American history since World War I. Foreign affairs are studied to help the student understand the present United States relationships and how they have evolved. Development of critical thinking and writing skills needed for success in college will be emphasized. The course has outside reading and a mandatory action civics project.

#### **UNITED STATES HISTORY II - CPH**

**(113) 5 credits**

US History II is the second year in a two year program which is a requirement for all 11<sup>th</sup> grade students. Students study the United States by discussing the relevant political, social, military, and economic issues and concerns of the twentieth and twenty-first centuries. The course has a mandatory action civics project.

#### **ELECTIVES**

#### **APPLIED LEARNING PROJECT - HONORS**

**(formerly Senior Project)**

**Grade's 11 and 12 only**

**(132) 5 credits**

The Applied Learning Project (formerly known as Senior Project) is an academic as well as a hands-on experience that allows students to demonstrate and display their mastery of the social and academic skills they acquire during their years at Oliver Ames High School. Students propose a topic or area of which they have a desire or passion to explore. Upon approval, students seek out a mentor from the community and in consultation with a Senior Project coordinator, develop challenging but achievable project goals that represent a "learning stretch." Students then complete a minimum

of 40 fieldwork hours developing and working toward achieving their project goals.

In addition to fieldwork, Senior Project students also complete an eight to ten page research paper on a topic related to their fieldwork in addition to a digital portfolio. The Applied Learning Project culminates in a final presentation before a Senior Project board that consists of faculty and community members. Students are guided through each aspect of the Senior Project program through a variety of assignments, class meetings, and individual conferences. All Applied Learning Project students are required to attend the fall Community Night and the spring Final Presentation. The course prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses and requires a high level of independence.

#### **COMMUNITY SERVICE**

**Grade 12 only**

**(125) - Full Year 5 credits**

**(126) - Semester 2.5 credits**

In order to provide practical experiences for students, a community service course is offered. The student has the opportunity to become more actively involved in the activities of the school community on a daily basis. All students must complete quarterly writing assignments as well as a final exam essay.

#### **CONTEMPORARY ISSUES**

**Grades 11 or 12**

**(122) (Semester) 2.5 credits**

Contemporary Issues is a half year seminar that examines the current issues facing America and the world. Students will have daily discussions about the news of the day and important current events. Students will research and examine a variety of topics (examples: terrorism, race relations, foreign affairs) with the goal of helping students to create their own worldview. Students also have the opportunity to suggest topics they would like to discuss. At the end of the seminar students will have added depth and nuance to their political, economic, & social ideologies, while also learning to respect and understand opposing viewpoints.

#### **APECONOMICS**

**(135AP) 5 credits**

This full-year course is an introduction to microeconomics and macroeconomics. The first semester focuses on microeconomics, and the second semester focuses on macroeconomics. Microeconomics explores how individuals and businesses make decisions. Major topics include supply and demand, the role of the government in individual markets, and the different types of markets. Macroeconomics explores

how the economy as a whole works. Major topics include inflation, economic growth, and monetary policy. The course prepares students for both the AP Microeconomics and AP Macroeconomics exams in May.

## **HUMAN GEOGRAPHY**

### **Grades 11 or 12**

**(121) (Semester)**

**2.5 credits**

Human Geography is a half year seminar where students study the patterns and processes that have shaped human understanding and the use of the Earth's surface. Students use their knowledge of spatial concepts and landscape analysis to examine socio economic organization and its environmental consequences. At the end of this course students will understand that the modern world is ecologically, politically, and economically interconnected and interdependent. Students will also gain problem solving skills from a geography perspective and understand the importance location plays.

## **LAW AND THE LEGAL SYSTEM**

### **Grades 11 or 12**

**(131) (Semester)**

**2.5 credits**

Law and the Legal System is a half year course that introduces students to the legal system in the United States. Students will examine how laws and legislation are created in the United States, while also learning criminal law, torts, and the justice system. Students will research case studies, participate in mock trials, debates, and group activities to better understand how the law works in America. The class will also participate in the Governor of Oliver Ames campaign to fully understand the campaign process and the important issues facing the country.

## **FILM HISTORY**

### **Grades 11 or 12**

**(137) (Semester)**

**2.5 credits**

Film History is a half year seminar which serves as an introduction to the history of film and covers the period from the late 19th through early 21st century. Students develop the skills to recognize, analyze, describe and enjoy film as both art and entertainment. Students will engage in film analysis, criticism and discussion. They will also learn to apply and understand its historical relevance and impact on culture. The course will focus on the major industrial, technological, artistic, and cultural developments in motion picture history and make connections to the historical events and issues of the time. Topics will include the invention of motion pictures, the establishment of a film industry and audience, the creation of narrative film, developments in the use of cinematic technique, the establishment of national cinemas, the idea of film as art, changing

notions of what is cinematic, the world of cinema in America's development, and the way in which social, cultural and political norms of the country impact film. Films will include the works of legendary directors such as Orson Welles, Alfred Hitchcock and Stanley Kubrick. The course will also look at mainstream Hollywood legends like Steve Spielberg and Christopher Nolan. Students will also have the opportunity to research and analyze the work of the new voices of modern film through the works of directors such as Ryan Coogler, Chloe Zhao and Greta Gerwig.

**\*Course dependent upon enrollment numbers and staffing**

## **LOCAL HISTORY**

### **Grades 11 or 12**

**(135) (Semester)**

**2.5 credits**

Local History is a semester course that explores the history of the town and region that students are living in through research, discovery and hands-on projects. Throughout the year students will participate in lessons and activities that will help them to understand the geological and geographical conditions that make Easton what it is; the effect of geography on human activity and the changing pattern of land use; the development, purpose, and achievements of town government; the development and diversity of economic activity and their interaction with other aspects of town life; the social interaction of the diverse citizens of Easton through history; and the impact of national and international events on Easton.

## **PHILOSOPHY - HONORS**

### **Grade 12 only**

**(120)**

**5 credits**

Philosophy is designed as an introductory survey course. The course is divided into thematic units introducing students to a number of areas in philosophy: government, ethics and justice, philosophical writing, metaphysics, educational philosophy and aesthetics. Current issues are often examined from a philosophical viewpoint. Major western philosophers such as Socrates, Plato, Aristotle, Descarte, Locke, Marx, Rand, Nussbaum, Singer and Rawls are studied in detail. Extensive outside readings are required, and a major portion of the grade is based on response papers, term projects, presentations and effective seminar preparation and participation.

## **AP PSYCHOLOGY**

### **Grades 11 or 12**

**Prerequisite: B- or better in Honors Social Studies and Science**

**(123AP)**

**5 credits**

The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and

other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. All students must take the Advanced Placement exam in May.

### **US FOREIGN POLICY**

#### **Grades 11 or 12**

**(133) (Semester)**

**2.5 credits**

US Foreign Policy is a half year seminar where students explore late 20th and early 21st century US foreign policy. Students will answer questions such as: Who is involved in making American foreign policy? What caused past US involvement in wars and interventions? Would other policies have produced better results? What are the greatest foreign policy concerns currently facing the United States? At the end of the course students will have the conceptual and critical tools to understand and analyze how US foreign policy outcomes and current events fit together, especially in the 21st century.

### **AP WORLD HISTORY**

#### **Grade 12 only**

**(160AP)**

**5 credits**

The AP World History course content is structured around the investigation of six themes, from 1200 C.E. to the present. Students make connections among historical developments in different times and places: humans and the environment, cultural developments and

interactions, governance, economic systems, social interactions and organization, and technology and innovation. The scope of the course will necessitate extensive reading in both the text, a university level book, as well as primary and secondary sources. Students should plan to devote an hour to the course each night and be able to work independently. All students must take the Advanced Placement exam in World History. The course has a mandatory summer assignment that is key part of the course.

### **TRAVEL PROGRAMS**

#### **WASHINGTON D.C. CLOSE-UP**

**(198)**

**2 credits**

The Washington, D.C. Close-up Program is a week-long experience which takes students behind-the-scenes in Washington to learn how their government works and how they can become involved citizens. Students participate in seminars with political leaders, take part in study visits to such places as Capitol Hill and the Supreme Court, and share ideas on current issues with students from across the nation. There are mandatory preparatory and follow-up meetings. All expenses for this program are paid by the student. Credits issued in this program are not calculated in GPA.



## **SPECIAL EDUCATION**

### **ACADEMIC SUPPORT**

**(959) Full Year**

**5 credits**

**Students must have an Individualized Educational Plan (IEP) in order to participate in this program.**

The Academic Support classroom offers support to special education students (students on an Individual Education Plan), who have been identified with low to moderate levels of need and require specific accommodations in order to make effective progress accessing the grade level curriculum. The Special Education teachers focus on goals and benchmarks for remediation and educational planning for classroom accommodations. The teachers serve as liaisons to content area teachers to help provide students with opportunities to develop the tools necessary for success at the high school level and beyond by concentrating on organizational and study skills, learning strategies and understanding their personal learning styles

### **FOUNDATIONS**

#### **UNIFIED PE**

**(936)**

**5 credits**

Unified Physical Education focuses on the physical, intellectual and social growth of all participants. Engaging in physical activity and sports alongside peers with and without disabilities fosters important relationships. This class is designed to have each student gain an appreciation and understanding of each other's abilities in a physical activity setting. This understanding will promote class participation, team building, tolerance of diversity and sportsmanship. Students will participate in their fullest capacity, in all of the activities, including warm-up and daily activities. They will adapt and adjust the activity as needed in order for all students to participate. Juniors and Seniors can participate in Unified PE to fulfill their physical education requirement.

#### **COMMUNITY SERVICE**

**(962)**

**5 credits**

In order to provide practical experiences for students, a community service course is offered. The student has the opportunity to become more actively involved in the activities of the school community on a daily basis. All students must complete quarterly writing assignments as well as a final exam essay.

#### **PRE-VOCATIONAL SKILLS**

**(965)**

**5 credits**

Students who are not on a diploma track and who have completed the MCAS Alternate Assessment process will learn skills related to vocational development. They will participate in a variety of

introductory work opportunities within the school building to learn soft skills and practical skills related to employment.

#### **ELA FOUNDATIONS**

**(966)**

**5 credits**

The reading program is individualized to meet students' needs. Students will read one or two age appropriate pieces of literature during the year. They will also learn essential skills related to reading: vocabulary development, comprehension, spelling, standard English grammar and usage, and writing. Materials used include grade level novels and literature, MCAS preparation materials, TCR's Grammar Practice, Remedia Publications Reading, ELA materials, and a wide variety of additional materials based on student interest and reading level. Sophomore students receive preparation for the MCAS exam, if applicable.

#### **MATH FOUNDATIONS**

**(967)**

**5 credits**

The mathematics program is individualized to meet each student's needs. Students learn essential knowledge and skills relating to number sense and operations, geometry, measurement, data analysis, statistics and probability and patterns, relations and algebra using MCAS preparation materials, McDougal Littell Middle School Math, Glencoe Mathematics Applications and Concepts, Remedia Publications Practical Practice, teacher created materials and a wide variety of additional materials. Sophomore students receive preparation for the MCAS exam, if applicable.

#### **PHYSICAL SCIENCE/BIOLOGY**

**(970)**

**5 credits**

Students will learn a variety of skills relating to Life Science or Physical Science. The topic chosen depends on the needs of the current students. This course is typically taken by students on MCAS Alternate Assessment portfolios, or students requiring an introduction to or review of the topic before taking a general education class.

#### **SOCIAL SKILLS (Freshman Only)**

**(975)**

**5 credits**

Students will learn and practice skills relating to friendship, high school behavior and community involvement. Topics of study include personal development, mindfulness, self determination, conversation, friendship skills, social behavior and leisure skills using The Big Life Journal, Personal Management, the Model Me Kids DVD series, a variety of curriculum materials and a hands-on learning approach.

## **TRANSITION SKILLS**

**(979)**

**5 credits**

Students will learn a variety of skills relating to transition to post secondary living. Topics of study covered over the four year program include learning styles, self determination, self advocacy, shopping, budgeting, paying bills, personal banking, household management and post secondary options, using a wide variety of materials based on student interest and topic.

## **LIFE SKILLS**

### **UNIFIED PE**

**(936)**

**5 credits**

Unified Physical Education focuses on the physical, intellectual and social growth of all participants. Engaging in physical activity and sports alongside peers with and without disabilities fosters important relationships. This class is designed to have each student gain an appreciation and understanding of each other's abilities in a physical activity setting. This understanding will promote class participation, team building, tolerance of diversity and sportsmanship. Students will participate in their fullest capacity, in all of the activities, including warm-up and daily activities. They will adapt and adjust the activity as needed in order for all students to participate. Juniors and Seniors can participate in Unified PE to fulfill their physical education requirement.

### **PRE-VOCATIONAL SKILLS**

**(965)**

**5 credits**

Explicit teaching and training of vocational skills.

### **FOUNDATIONS OF READING**

**(966)**

**5 credits**

This class consists of essential skills related to reading such as vocabulary development, comprehension, writing, etc and is individualized to meet all students' needs.

### **FOUNDATIONS OF MATH**

**(967)**

**5 credits**

This class consists of essential skills related to number sense and operations, measurement, data analysis is individualized to meet all students' needs.

### **SCIENCE**

**(970)**

**5 credits**

This class provides students the opportunity to access the High School Curriculum with individual modifications and adaptations. Topics include Biology, Chemistry and Physical Science.

### **SOCIAL SKILLS**

**(975)**

**5 credits**

This class will concentrate on engaging in cooperative activities with others, practicing and applying conversational skills, self-regulation, engaging

in leisure activities with others, disability awareness, self- advocacy, perspective taking, problem solving, etc.

## **TRANSITION SKILLS**

**(979)**

**5 credits**

This class will focus on areas such as safety skills, food preparation, housekeeping/chore skills, independent leisure, activities of daily living, (ADLs), etc. It is designed to maximize independence and enable students to develop the skills they will need as they transition to adult life and become productive adult members of society.

### **VOCATIONAL EDUCATION**

**(982)**

**5 credits**

This class will include explicit teaching, training and generalization of vocational skills. Based on preference of specific jobs and skills mastered, the student will receive additional training that aligns with the progression of that particular skill.

### **WORK EXPERIENCE**

**(986)**

**5 credits**

Students gain an understanding about the responsibilities and expectations of holding a job. Students learn about the processes involved in obtaining a job (ex. conducting job searches, understanding job qualifications, filling out applications, developing job interview skills). Students participate in work experiences in the community where they learn job tasks, gain independence and practice job related soft skills.

### **FUNCTIONAL ACADEMICS**

**(995)**

**5 credits**

This class will emphasize reading skills oriented towards enhancing job productivity such as following instructions, locating information, researching topics, practicing filling out job applications/completing a resume, etc. The math portion will emphasize skills needed to manage adult life including budgeting, purchasing, banking, time telling, etc.

## **TRANSITIONS**

### **WORK EXPERIENCE**

**(986)**

**5 credits**

Students gain an understanding about the responsibilities and expectations of holding a job. Students learn about the processes involved in obtaining a job (ex. conducting job searches, understanding job qualifications, filling out applications, developing job interview skills). Students participate in work experiences in the community where they learn job tasks, gain independence and practice job related soft skills.

## **FUNCTIONAL ACADEMICS**

**(987)**

**5 credits**

Students participate in both group and individualized math, reading and writing lessons focused on skills that can be used in everyday life. Examples of skills may include developing a budget, reading current events and writing emails. When appropriate, students will work to generalize skills to real-world contexts (ex. practicing purchasing skills on shopping trips).

## **TRANSITION SKILLS**

**(979)**

**5 credits**

This class will focus on areas such as safety skills, food preparation, housekeeping/chore skills, independent leisure, activities of daily living, (ADLs), etc. It is designed to maximize independence and enable students to develop the skills they will need as they transition to adult life and become productive adult members of society.

## **HEALTH AND FITNESS**

**(998)**

**5 credits**

Students learn how to be healthy and active individuals by participating in exercise at the Easton YMCA. Students may also participate in discussions about balanced meals and healthy habits.

## **BSU EXCEL PROGRAM**

**(974)**

**5 credits**

The Bridgewater State University EXCEL (Extraordinary Expectations for Career, Education and Life) Partnership Program is an application program for qualified students with intellectual and developmental disabilities. As a part of the program, students audit a college course, have an internship on campus, participate in meetings with EXCEL Program staff and meet with a peer mentor. Students are supported on campus by a district paraprofessional.

## WORLD LANGUAGE

World language courses are sequential, each level dependent upon the preceding one. All have as goals the acquisition and development of four basic skills: listening, speaking, reading, and writing. In all levels a balanced approach is used, allowing students to express themselves at first in a controlled situation, and later providing opportunities for creativity and originality. As an integral part of each course, the culture and civilization of the areas are studied.

### **FRENCH 1 - CPI**

**(411)**

**5 credits**

The fundamental skills of listening, speaking, reading and writing are developed by means of an oral proficiency based curriculum in line with both state and national curriculum frameworks. These skills are developed by imitation, repetition, variation and application of authentic speech patterns.

### **FRENCH 2 - CPI**

**Prerequisite-Successful completion of French 1A and 1B or French 1**

**(412)**

**5 credits**

The same principles set forth in French 1 are maintained, with a continuation of stressing the four language skills. All exercises have oral proficiency as a goal.

### **FRENCH 3 - CPI**

**Prerequisite-Successful completion of French 2**

**(413)**

**5 credits**

The four skills are continued. More emphasis is given to reading and writing. Readings include information about the Francophone world.

### **FRENCH 3 - HONORS**

**Prerequisite-French 2**

**(413H)**

**5 credits**

Students who have performed highly at the French 2 level and show an exceptional interest in the language may take this course. At this level the student continues his/her acquaintance with French-speaking countries, reviews the basics, and expands his/her knowledge of the language in advanced reading, writing, and conversation in preparation for French 4H the following year.

### **FRENCH 4 - HONORS**

**Prerequisite-Successful completion of French 3**

**(414)**

**5 credits**

The student learns more sophisticated language structure. Oral expression is stressed. Literature is introduced. The culture and civilization of the Francophone world is studied in depth. Themes are written in French.

### **FRENCH 5 - HONORS**

**Prerequisite-French 4**

**(420)**

**5 credits**

The course is a culmination of the four previous years. High interest level literature is read. Culture and civilization of the Francophone world is studied. It is recommended that all students who take this level take the French SAT Subject Exam at the end of the course.

### **AP FRENCH 5**

**(420AP)**

**5 credits**

The course is conducted exclusively in French. Activities to achieve a level of proficiency equivalent to that of a third year college course in French include authentic audio and video recordings, authentic written texts, newspaper and magazine articles, literary texts, and frequent opportunities to write a variety of compositions, to develop speaking skills in a variety of settings and to integrate all areas of language skills. All students who take this level are expected to take the Advanced Placement Test at the end of the course.

### **FRENCH EXCHANGE PROGRAM 2 credits**

Students have the opportunity to live and study in France. They spend three weeks attending a French school and living with a French family. Students must be in an advanced French course to participate.

### **SPANISH 1 - CPI**

**(431)**

**5 credits**

The fundamental skills of listening, speaking, reading and writing are developed by means of an oral proficiency based curriculum in line with both state and national curriculum frameworks. These skills are developed by imitation, repetition, variation and application of authentic speech patterns

### **SPANISH 2 - CPI**

**Prerequisite-Successful completion of Spanish 1A and 1B or Spanish 1**

**(432)**

**5 credits**

The same principles used in Spanish 1 are maintained, with continuation of stressing the four language skills. All exercises have oral proficiency as a goal.

### **SPANISH 3 - CPI**

**Prerequisite-Spanish 2**

**(433)**

**5 credits**

At this level the student continues his/her acquaintance with Spanish-speaking countries, reviews the basics, and expands his/her knowledge of the language in advanced reading, writing, and conversation.

### **SPANISH 3 - HONORS**

**Prerequisite-Spanish 2****(443H)****5 credits**

Students who have performed highly at the Spanish 2 level and show an exceptional interest in the language may take this course. At this level the student continues his/her acquaintance with Spanish-speaking countries, reviews the basics, and expands his/her knowledge of the language in advanced reading, writing, and conversation in preparation for Spanish 4 the following year.

**SPANISH 4 - HONORS****Prerequisite-Spanish 3****(434)****5 credits**

The course stresses oral expression and conversation, correct usage and advanced grammatical structure. Literature is introduced along with readings of advanced difficulty as well as original writing.

**SPANISH 4 – PRE-AP****Prerequisite-Spanish 3 Honors****(434H)****5 credits**

This course is the first course in a two year sequence designed for preparing students for the Spanish Language Advanced Placement Exam (given at the end of Spanish 5 AP). The course is conducted primarily in Spanish. Activities to achieve a level of proficiency equivalent to that of a third year college course in Spanish include authentic audio and video recordings, authentic written texts, newspaper and magazine articles, literary texts, frequent opportunities to write a variety of compositions, to develop speaking skills in a variety of settings and to integrate all areas of language skills. This course includes extensive pre-AP practice activities, conducted both in the classroom and the language laboratory. All students who succeed at this level should continue on to Spanish V AP.

**SPANISH 5 - HONORS****Prerequisite-Spanish 4****(440)****5 credits**

The course is conducted exclusively in Spanish. Activities to achieve proficiency in the language include aural-oral exercises, review of grammatical structure, the reading of literature, and theme writing. There is also an emphasis on global awareness through the study of Spanish-speaking cultures and history. Students will engage in a culminating project during 4th term. Career goals play an important role in this course. It is recommended that all students who take this level take the Spanish SAT Subject Exam at the end of the course.

**Prerequisite-Spanish 4 – PRE-AP****(440AP)****5 credits**

The course is conducted exclusively in Spanish. Activities to achieve a level of proficiency equivalent to that of a third year college course in Spanish include authentic audio and video recordings, authentic written texts, newspaper and magazine articles, literary texts, frequent opportunities to write a variety of compositions, to develop speaking skills in a variety settings and to integrate all areas of language skills. All students who take this level are expected to take the Advanced Placement Test at the end of the course.

**SPANISH EXCHANGE PROGRAM****2 credits**

Students have the opportunity to live and to study in a Hispanic culture. They spend three weeks attending a Spanish school and living with a Spanish family. Students must be in an advanced course in Spanish to participate.

**SPANISH SERVICE LEARNING PROGRAM****2 credits**

Students have the opportunity to explore, learn, and work in a Spanish-speaking culture. They spend approximately 7-10 days touring the area, learning the history, and participating in a service-learning project to benefit the local community. Students must be in level 3 or higher to participate.

**LATIN 1 - CPI****(451)****5 credits**

Through a variety of oral and written exercises, the course emphasizes acquisition of basic vocabulary and knowledge of language structure. The influence of Latin on English is stressed. Roman history and civilization are explored.

**LATIN 2 - CPI****Prerequisite-Latin 1****(452)****5 credits**

Basic forms and vocabulary are reviewed. More extensive readings concerning daily life in Rome and Roman history are explored.

**LATIN 3 - CPI PROSE****Prerequisite-Latin 2****(453)****5 credits**

Readings include Cicero's orations against Catiline and Caesar's Gallic Wars. A review of grammatical structure is made and further works in Roman history and government are examined. A look at everyday life through readings of Cicero's letters and Caesar's commentaries are also included.

## **LATIN 4 POETRY- HONORS**

### **Prerequisite-Latin 3**

**(450)**

**5 credits**

Virgil's AENEID is the center of the course. Works in mythology and constructions common to poetry are studied. Readings from Ovid, Catullus and Horace are also included. Students who have demonstrated exceptional ability and have met the requirements of Latin 4 may elect to enroll in Latin 5-Honors as an independent study.

### **LATIN TRAVEL/STUDY**

**2 credits**

Students have the opportunity to travel to Rome during April vacation. They spend one week visiting ancient monuments including a day trip to the ruins of Pompeii. All students who take Latin may participate.

Credits issued in this program are not calculated in GPA.