OLIVER AMES HIGH SCHOOL

PROGRAM
OF
STUDIES

2022-2023

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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 2022-2023 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,

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

OLIVER AMES HIGH SCHOOL CORE VALUES

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

21st 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.

Agriculture Food And Natural Resources

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

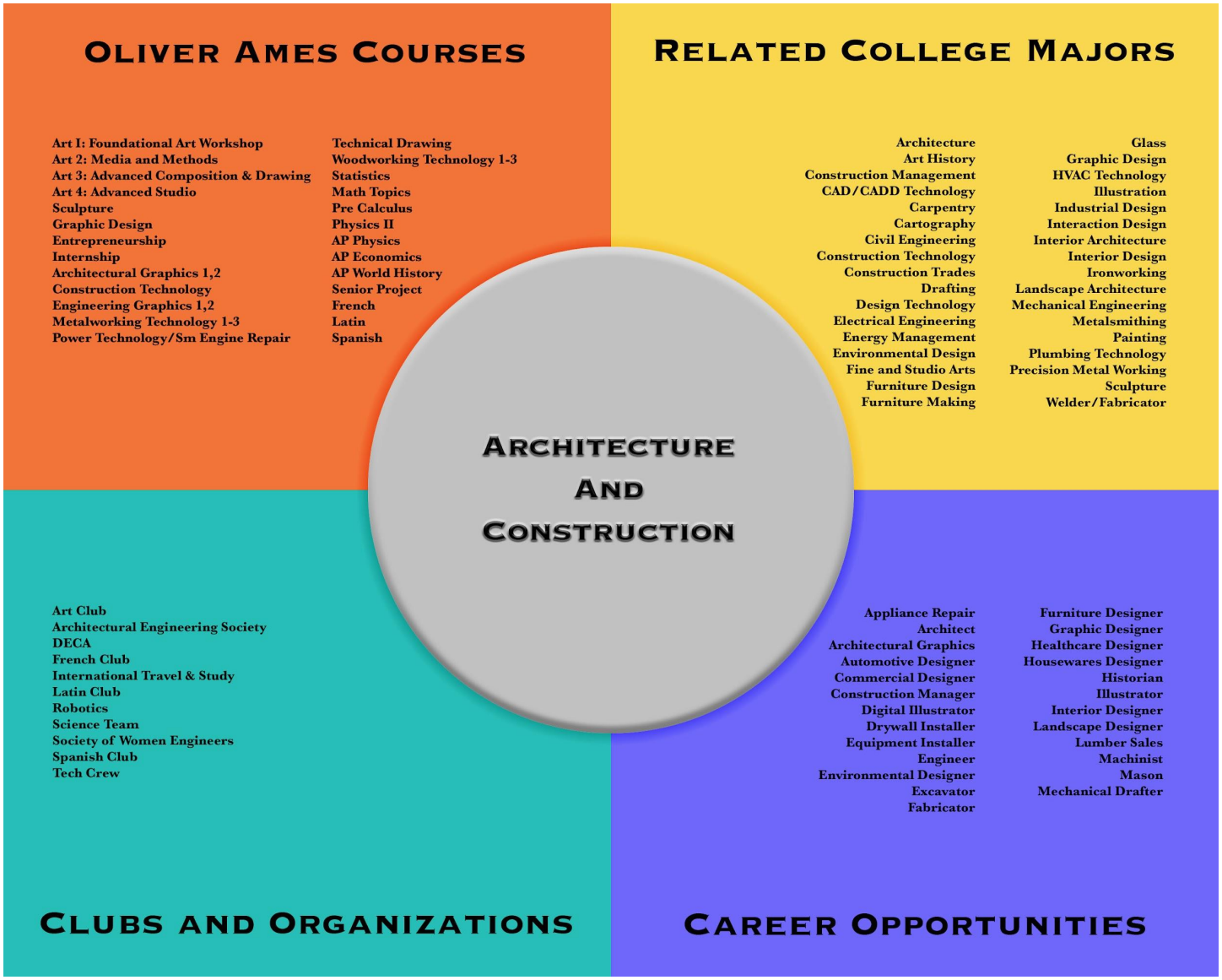
Agriculture
Agricultural Engineering
Animal Sciences
Animal Grooming
Aquaculture
Commercial Fishing
Diver
Diving Instructor
Environmental Science
Equine Studies
Biology
Botany
Earth Sciences
Farm Management
Food Sciences
Forestry
Geology
Hazardous Materials
Horticulture Science
International Agriculture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

Clubs and Organizations

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

Career Opportunities

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


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

Arts Audio Visual Technology And Communications

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

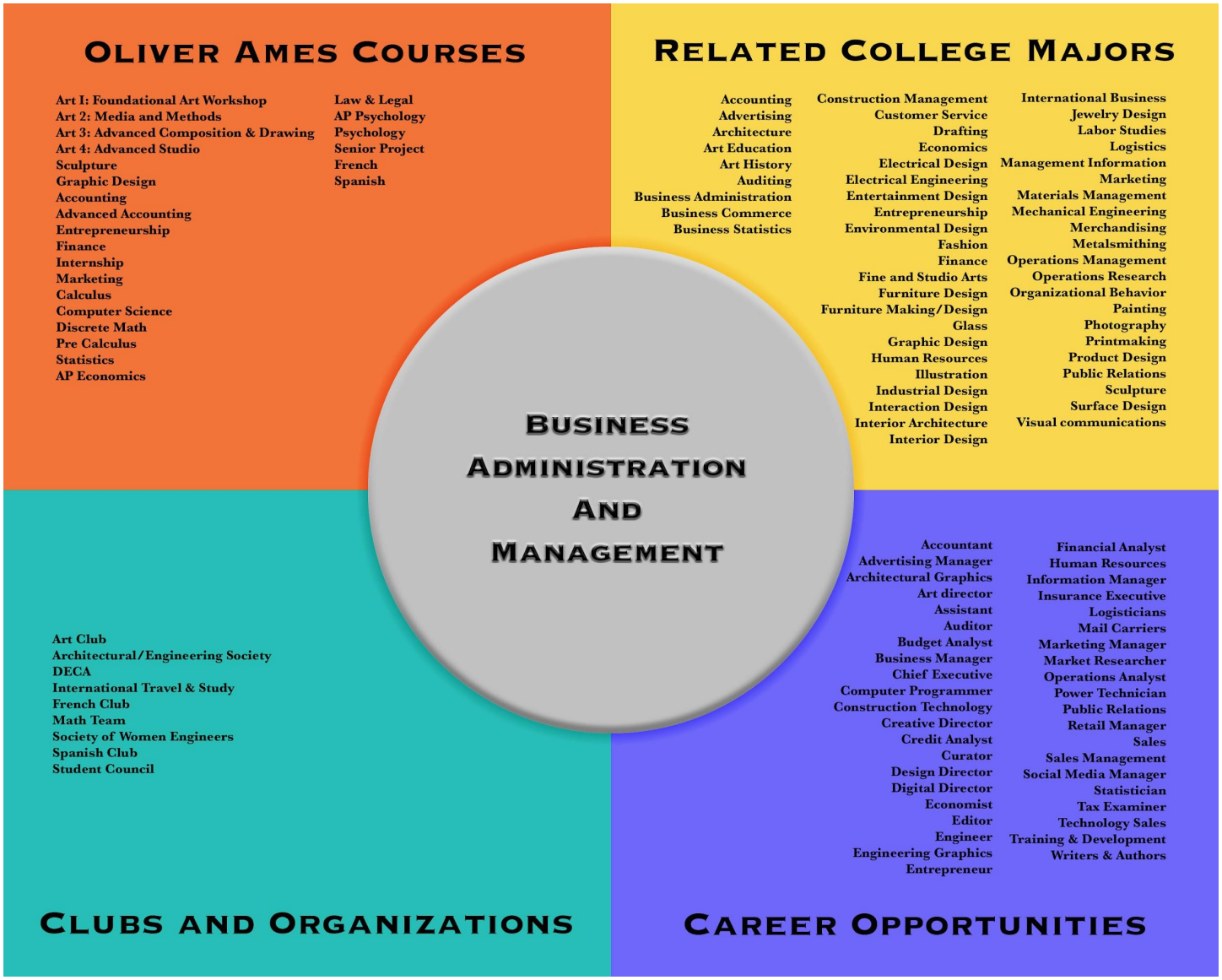
Acting
Advertising
Animation
Apparel Design
Art Education
Art History
Ballet
Ceramics
Classics
Communications
Computer Graphics
Conducting
Dance
Design and Applied Arts
Digital Communication
Directing
Drama
English
Entertainment Design
Entrepreneurship
Environmental Design
Fashion Design
Film Production
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

Clubs and Organizations

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

Career Opportunities

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


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
Clubs and Organizations
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
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

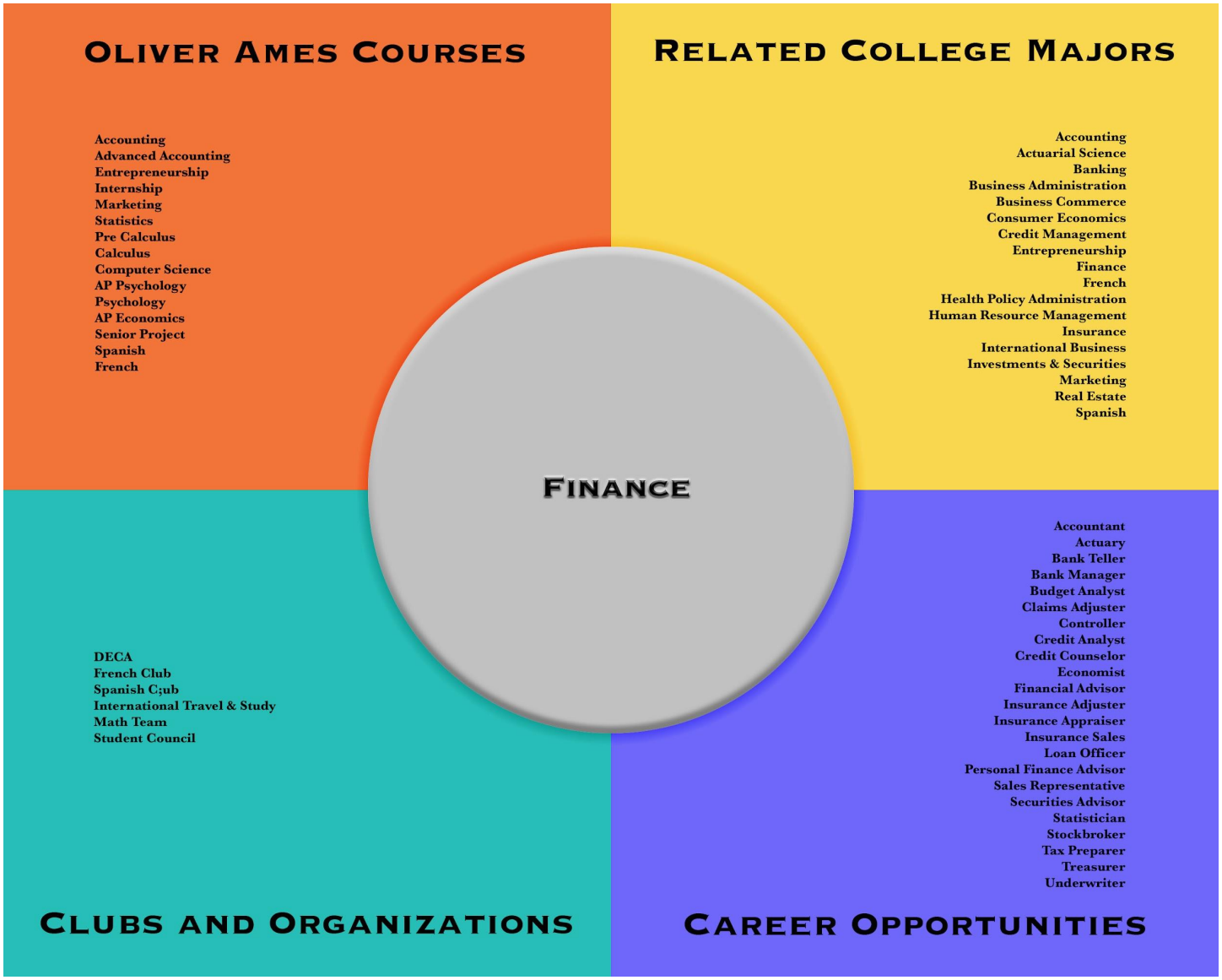
Education And Training

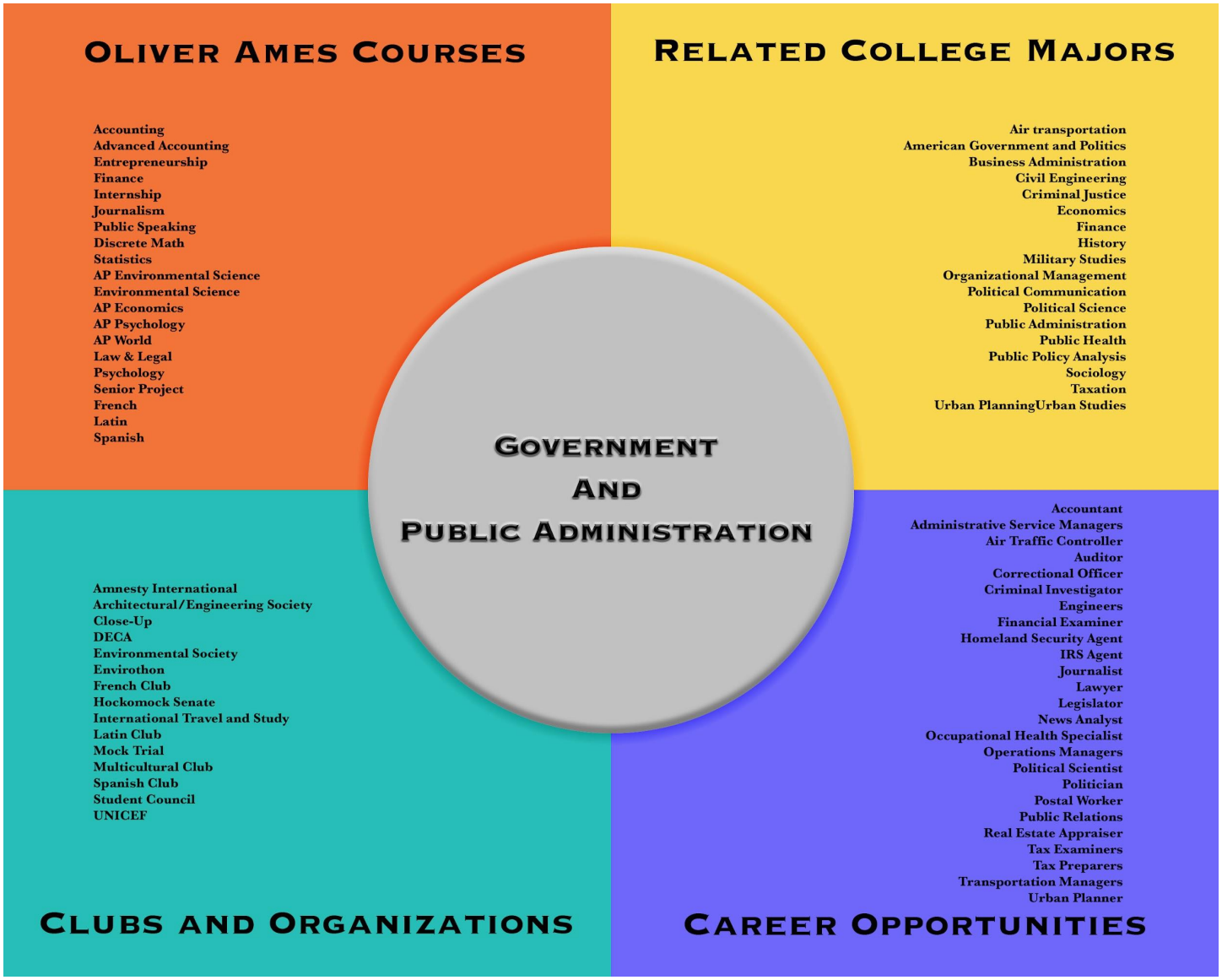
Clubs and Organizations

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

Career Opportunities

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


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 C;ub
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 PlanningUrban 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

Health Science

Oliver Ames Courses

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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

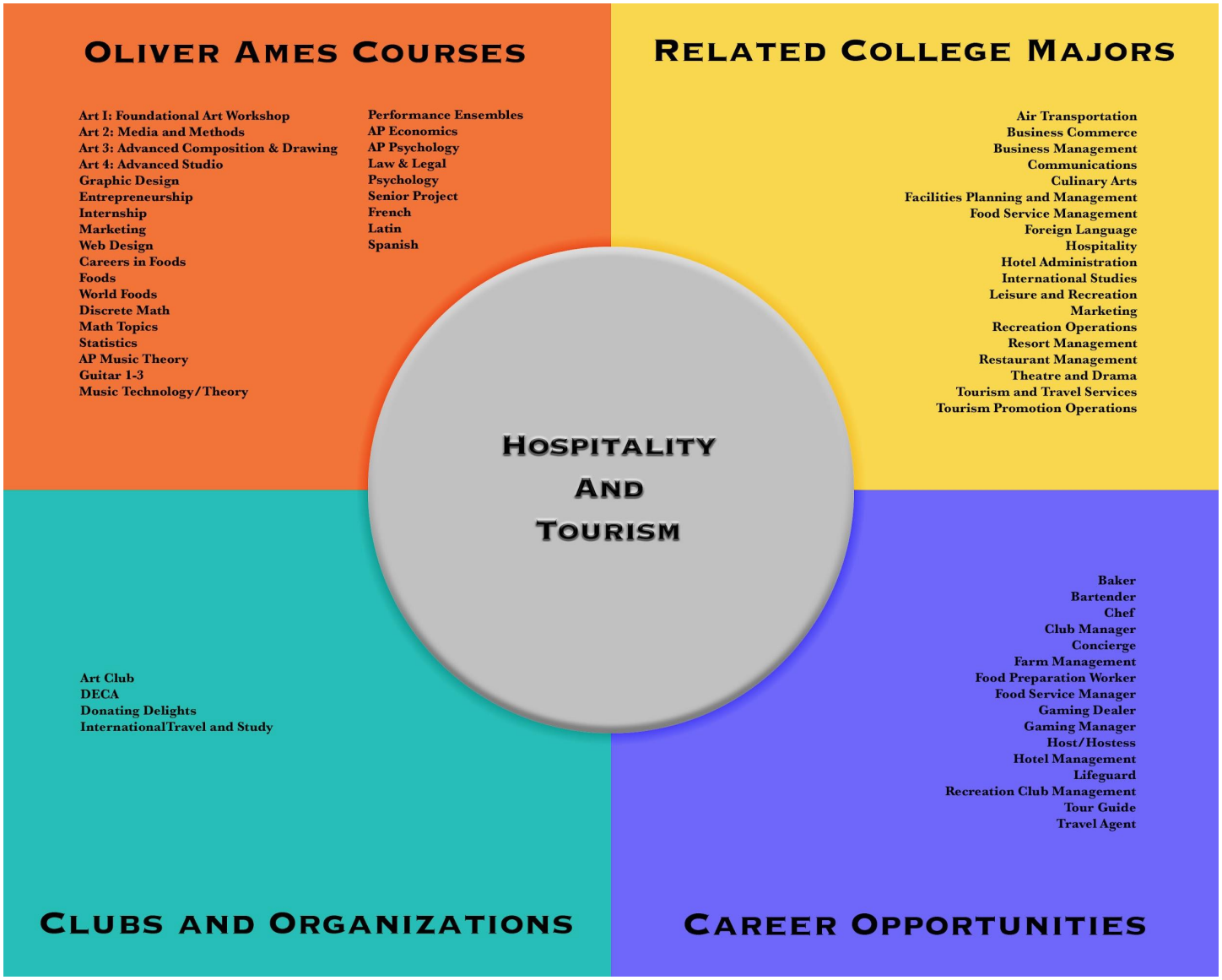
Acupuncture
Allied Health
Anesthesiology
Applied Kinesiology
Art Therapy
Athletic Training
Audiology
Biology
Biotechnology
Classics
Community Health
Dence Therapy
Dental Hygiene
Dentistry
Dietetics
Electrocardiography
Electronic Production & Design
Emergency Medical Technology
Environmental Health
Fitness 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

Clubs and Organizations

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

Career Opportunities

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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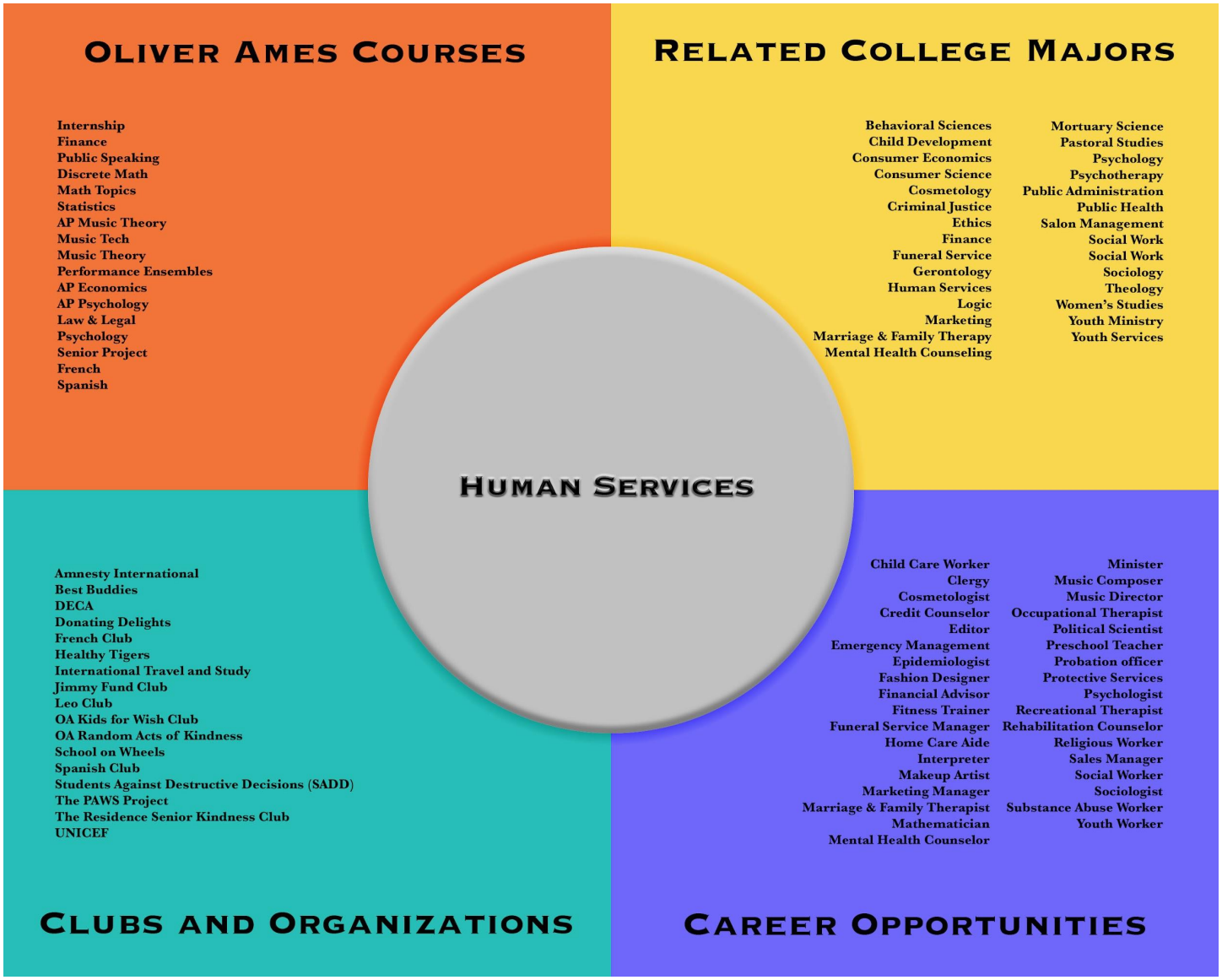
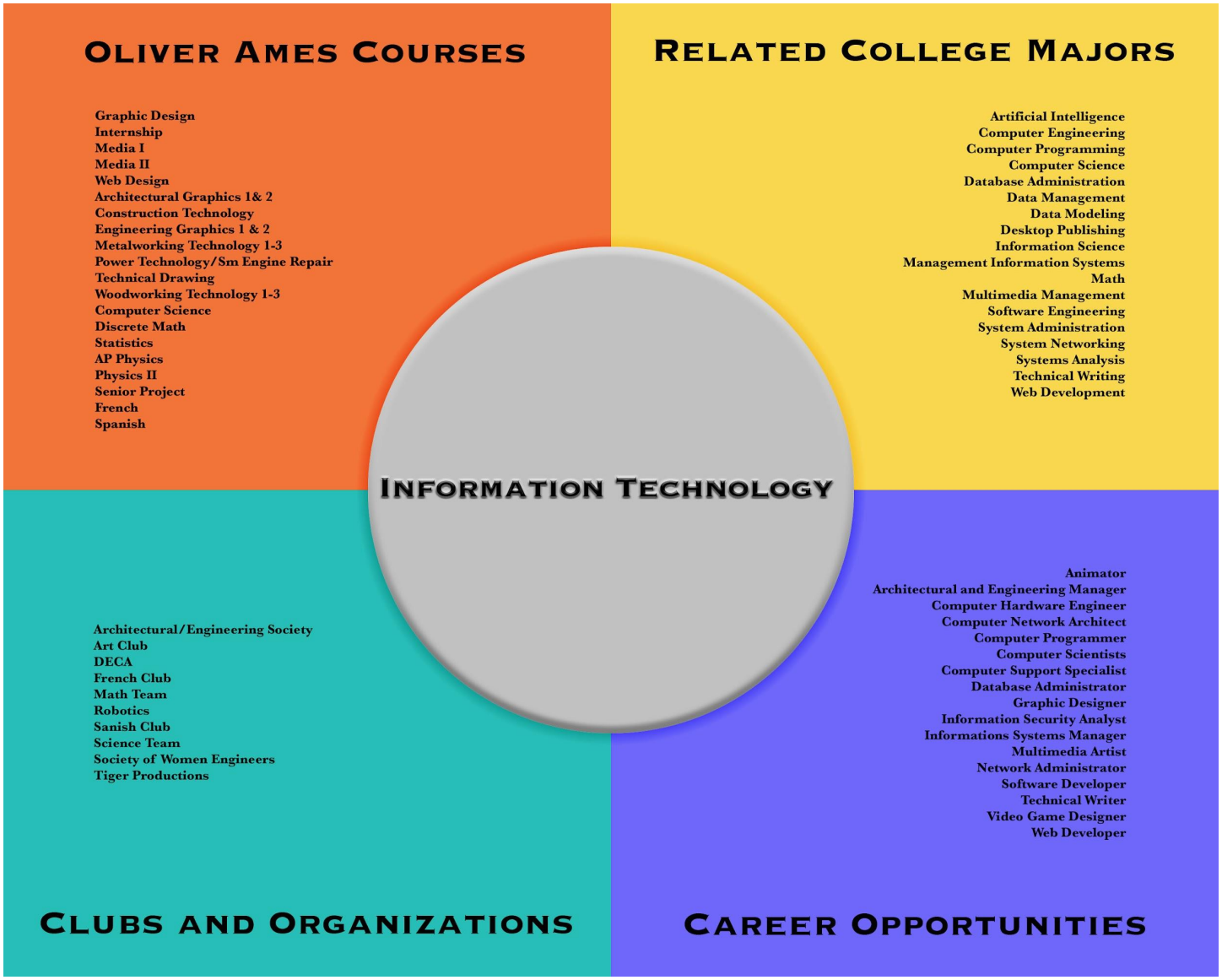
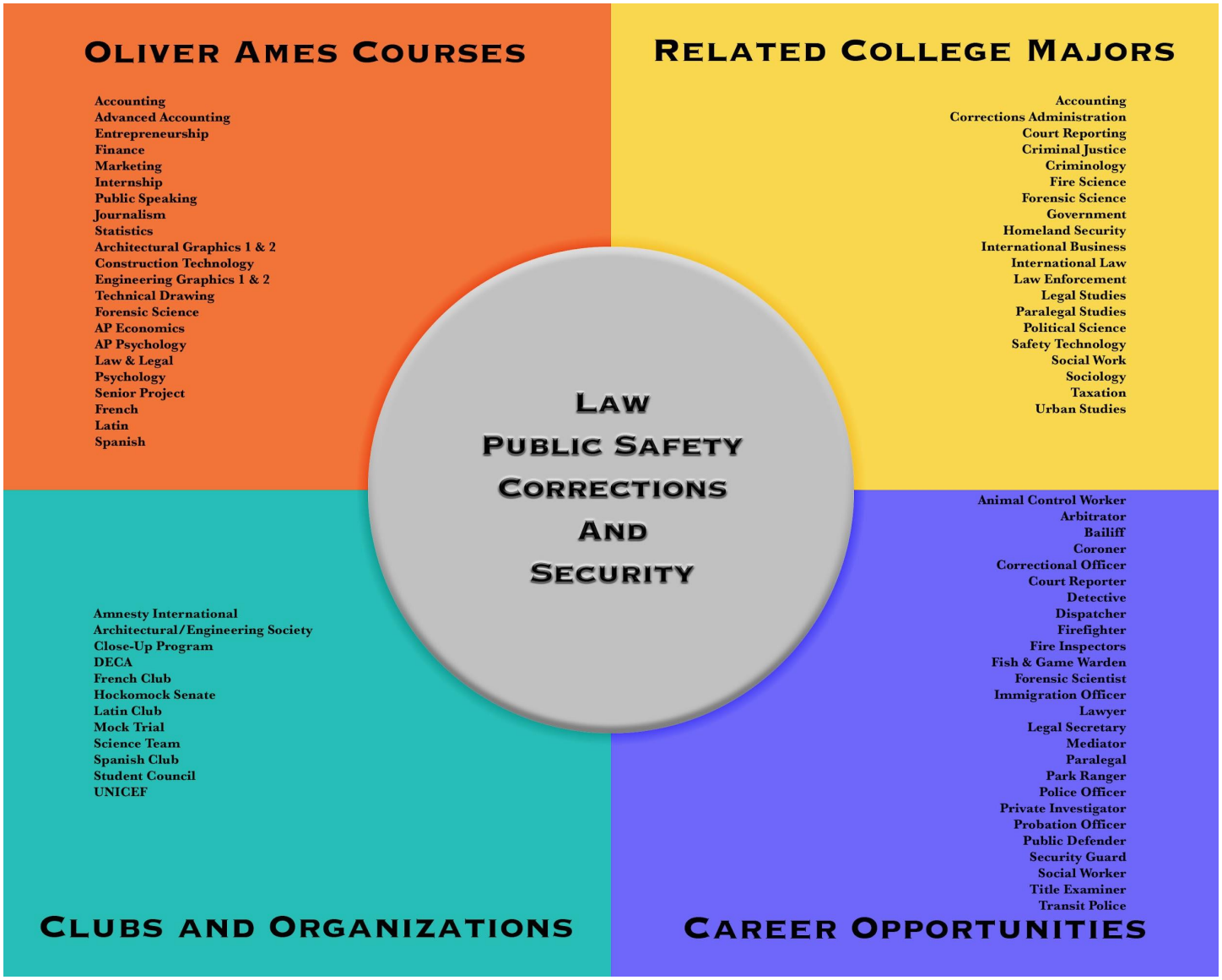
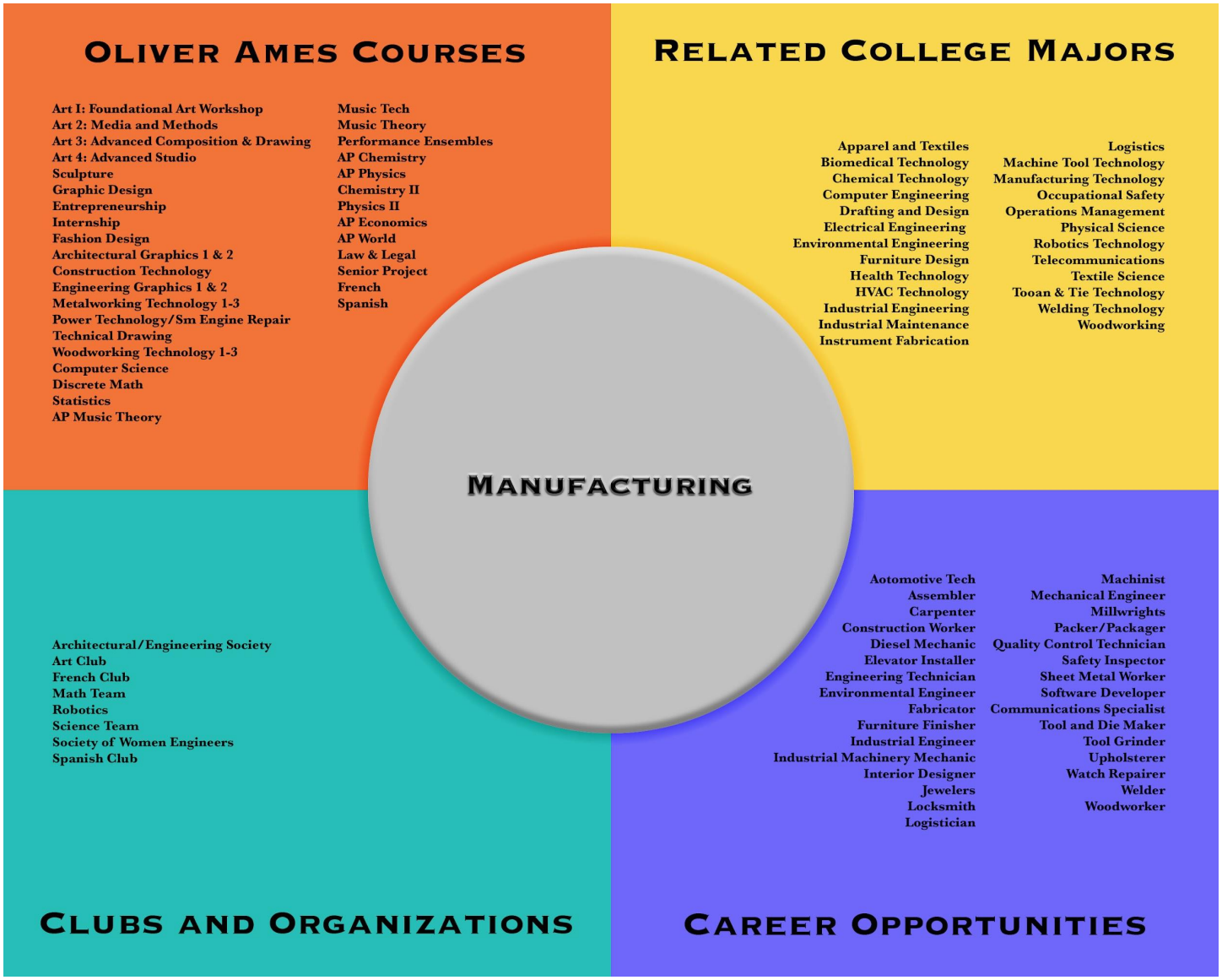
Art 2: Media and Methods
Art 3: Advanced Composition & Drawing
Art 4: Advanced Studio
Graphic Design
Entrepreneurship
Internship
Marketing
Web Design
Careers in Foods
Foods
World Foods
Discrete Math
Math Topics
Statistics
AP Music Theory
Guitar 1-3
Music Technology/Theory
Performance Ensembles
AP Economics
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
InternationalTravel 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
Clubs and Organizations
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
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
Sanish Club
Science Team
Society of Women Engineers
Tiger Productions
Clubs and Organizations
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
Informations Systems Manager
Multimedia Artist
Network Administrator
Software Developer
Technical Writer
Video Game Designer
Web Developer
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
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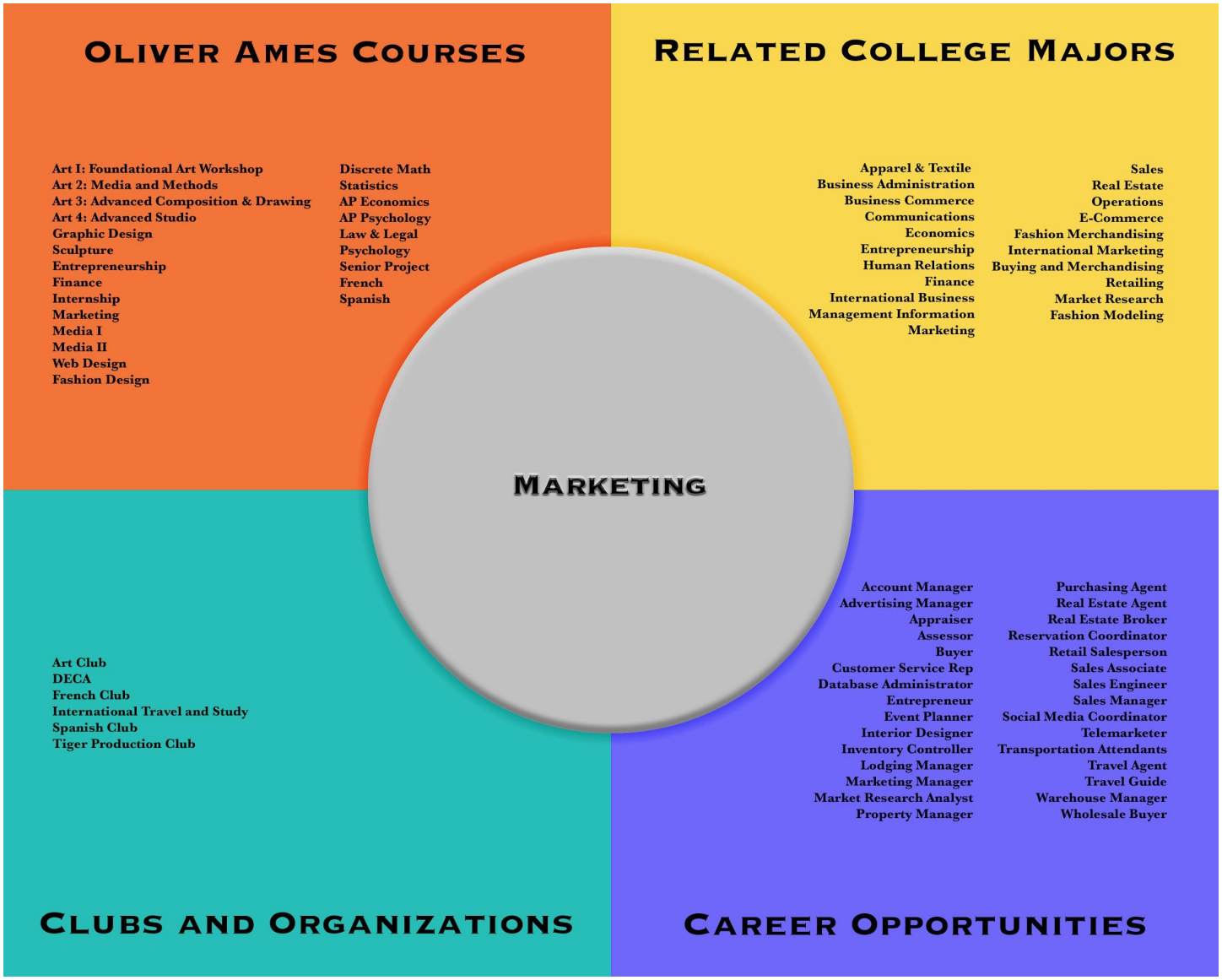
Art 2: Media and Methods
Art 3: Advanced Composition & Drawing
Art 4: Advanced Studio
Sculpture
Graphic Design
Entrepreneurship
Internship
Fashion Design
Architectural Graphics 1 & 2
Construction Technology
Engineering Graphics 1 & 2
Metalworking Technology 1-3
Power Technology/Sm Engine Repair
Technical 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
Tooan & 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
Aotomotive 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
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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
Clubs and Organizations
Art Club
DECA
French Club
International Travel and Study
Spanish Club
Tiger Production Club
Career Opportunities
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

Science Technology Engineering And Mathematics

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 IICalculus
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

Clubs and Organizations

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

Career Opportunities

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

COURSES AND DESCRIPTIONS BY DEPARTMENT

BUSINESS/TECHNOLOGY

The Business and Technology Department 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 and Web Design. A senior level Internship class is also offered to give students an opportunity to gain practical experience. 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 classes are also invited to participate in DECA - the curriculum-based national competitive event organization that prepares emerging leaders for future study and/or careers across a wide-variety of business disciplines. 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 Macromedia Dreamweaver and Adobe Photoshop Elements to create web pages for the internet. The course will feature service learning in that students will be expected to collaborate with members of the school community to bring the work of various departments, clubs, and organizations to the World Wide Web. During the second half of the course, the focus of the course 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.

COLLEGE ACCOUNTING

(531) 5 credits

This course is designed for college bound students. 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

Prerequisite: College Accounting

(532) 5 credits

Advanced Accounting is designed for those students who have successfully completed College Accounting. 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.

ADV. BUSINESS AND PERSONAL FINANCE

(533) 5 credits

Advanced Business and Personal Finance 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.

YEARBOOK

Grade 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 1 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.

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 structuralistic 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

(091) (Full year) 5 credits
(094) (Semester) 2.5 credits
Grades 9-12

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

Study Skills Freshman (1000) 5 credits

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

Grade 9 (017) 5 credits
Grade 10 (027) 5 credits
Grade 11 (037) 5 credits
Grade 12 (057) 5 credits

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

(016) (Semester) 1.25 credits
Grades 9-10

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

(044) 2.5 credits

This course is intended to provide a broad overview of the role media plays in our society. The course focuses on print journalism. Students will be taught techniques for reading and writing news and feature stories. All students in the class will be expected to contribute regularly to the Daily Olivian as well as be avid readers of other media sources. Specific skills include reporting, taking notes, interviewing, using images to enhance stories, observing, and basic news writing.

PUBLIC SPEAKING: THE POWER OF WORDS

(045) 2.5 credits

Words are a powerful force. Human communication is shaped by our understanding of those words. This course seeks to help students understand the possibilities and consequences of the words we speak through a careful examination of a variety non-fiction as well as a variety of media. The course will also include Public Speaking to enhance students' oral communication skills and to help students develop poise and confidence in public speaking situations. The course provides an opportunity to explore the verbal and nonverbal dynamics of communication, listening skills, the speech-making process, various delivery styles and techniques, and speech evaluation.

THE PERFECT CRIME: DETECTIVES AND MYSTERY

(047) 2.5 credits

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.

FAMILY AND CONSUMER SCIENCES

The Family and Consumer Science Department 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, 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 all 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. Students must supply their own fabric and notions for this course.

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.

CAREERS IN FOOD SERVICE
(706) (Semester) 2.5 credits

This semester course is designed for students who enjoy the work of food preparation and are interested in hospitality related fields. The students will learn basic knife skills, cooking methods, sauce making, pastry and baking, sanitation, meal planning and math related concepts such as ratios and proportions. Careers in the food industry will be explored with guest speakers from food institutions and colleges with majors in Culinary Arts. Students will be given the opportunity to take the ServSafe certification exam.

CLOTHING AND TEXTILE ARTS
(711) 5 credits

This course is designed to introduce students to the use and care of the sewing machine. Students will also have an opportunity to use the electronic sewing machine and serger sewing machine. Skills in basic clothing construction, clothing repair, hand sewing and machine sewing techniques are all included in the course. Students may select projects based on their skill level in the following areas: personal sewing, formal wear, crafts, quilting and holiday projects. Students must provide project materials.

A FUTURE IN FASHION
(712) (Semester) 2.5 credits

This semester course is designed for students who enjoy fashion design, basic clothing construction, and pattern use. Students will research how technology is incorporated into fashion/interior design with existing techniques as well as explore the possibilities of the future. Coursework will involve research and presenting ideas, experimenting with electronic materials in the lab setting, and creating educational displays and products to be showcased for the community. College and career opportunities will be explored through research/presentations, field trips, guest speakers, and other opportunities available in the community. Lab time may be used to design and create products required for college portfolios.

FASHION DESIGN, CONSTRUCTION & TECHNOLOGY
Prerequisite: Students must pass a beginner level sewing course with a minimum of A or B average.
(704) 5.0 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. A fashion show will be planned. A fashion merchandising and marketing component will be explored through student

participation in DECA competitive events sponsored by FIDM (Fashion Institute of Design and Merchandising).

Oliver Ames High School has applied for admittance to the NASA (HUNCH) program. The mission of the HUNCH program is to empower and inspire students through project based learning. Through this partnership, high school 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. If selected, the fashion class will be participating in the HUNCH soft goods and design fabrication, which involves sewing products for both flight and training.

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 wise 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.

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
(80l) 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.

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.

INDUSTRIAL TECHNOLOGY

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.

NOTE—An asterisk (*) designates that the course is an articulated Tech Prep Program course. Students attending colleges with this program can receive 5 college credits if the course is completed with a grade of "B" or better.

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

(631) 5 credits

The major focus of this course is to expose students to design processes, research and analysis, teamwork, communication methods, global and human impacts, engineering standards, and technical documentation. Students are given the opportunity to develop skills and understanding of course concepts through activity-, project-, and problem-based learning. Students will employ engineering and scientific concepts in the solution of engineering design problems and students will learn how to document their work and to communicate their solutions to a variety of stakeholders.

CIVIL ENGINEERING AND ARCHITECTURE

(641) 5 credits

This course will provide an overview of the fields of Civil Engineering and Architecture, emphasizing the interrelationship and dependence of the two fields on one another. Students will learn to create 3 dimensional models of design solutions and will use state of the art technology to solve real world problems. Course topics will include site planning, project planning, building design, GIS and project documentation and presentation. Students will analyze past and modern construction methods and materials. Design documentation will include construction specifications utilizing CSI Standards, cost estimations and project scheduling.

ARCHITECTURAL DRAFTING 2

Prerequisite: Architectural Drafting

(642) (One Year) 5 Credits

Students will use drafting techniques and symbols acquired during the course to produce drawings to industry standards. At this advanced level students will acquire the construction knowledge and product technology in order to understand the nature and impact of designing and building structures. These skills will provide them to draw, block, layout, and load diagrams, and schematics using CAD programs and other tools to create drafting products and projects.

ENGINEERING GRAPHICS 2

Prerequisite: Engineering Graphics

(632) (One Year) 5 Credits

Students will refine their knowledge and skills in the use of drafting tools, measurement, layout and standard sheets, two and three view drawings, auxiliary and isometric views which were presented in Engineering Graphics. These skills will provide them to draw and label offset and half sectional views and draw and create load diagrams of a bridge. Using CAD programs students will construct working drawings after completions of a design.

MODIFIED WOOD

(605) (One Year) 5 Credits

Modified Wood is open to all students enrolled in the Prevocation/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.

CONSTRUCTION TECHNOLOGY 1

Prerequisite: Successful completion of Woodworking Technology 1

(664) (Semester) 2.5 credits

The objective of this introductory construction course is for students to explore the planning, design and fabrication aspects of the construction industry. This is combination theory/hands on exploratory course. The course will include a detailed scientific description of traditional building materials and methods while also comparing modern sustainable design construction practices. Students will use critical thinking and problem solving skills to design, plan, select appropriate materials, and build a scale model of their design. The instructor will select a design for the class to build as a modular construction product; shed, utility building, carport, etc. Students will be expected to demonstrate job site safety and safe operation of tools and equipment will be stressed. Students will also be expected to do out of classroom research and participate in written as well as oral critiques. Techniques for construction management and planning will also be provided.

CONSTRUCTION TECHNOLOGY 2

Prerequisite: Successful completion of Construction Technology 1

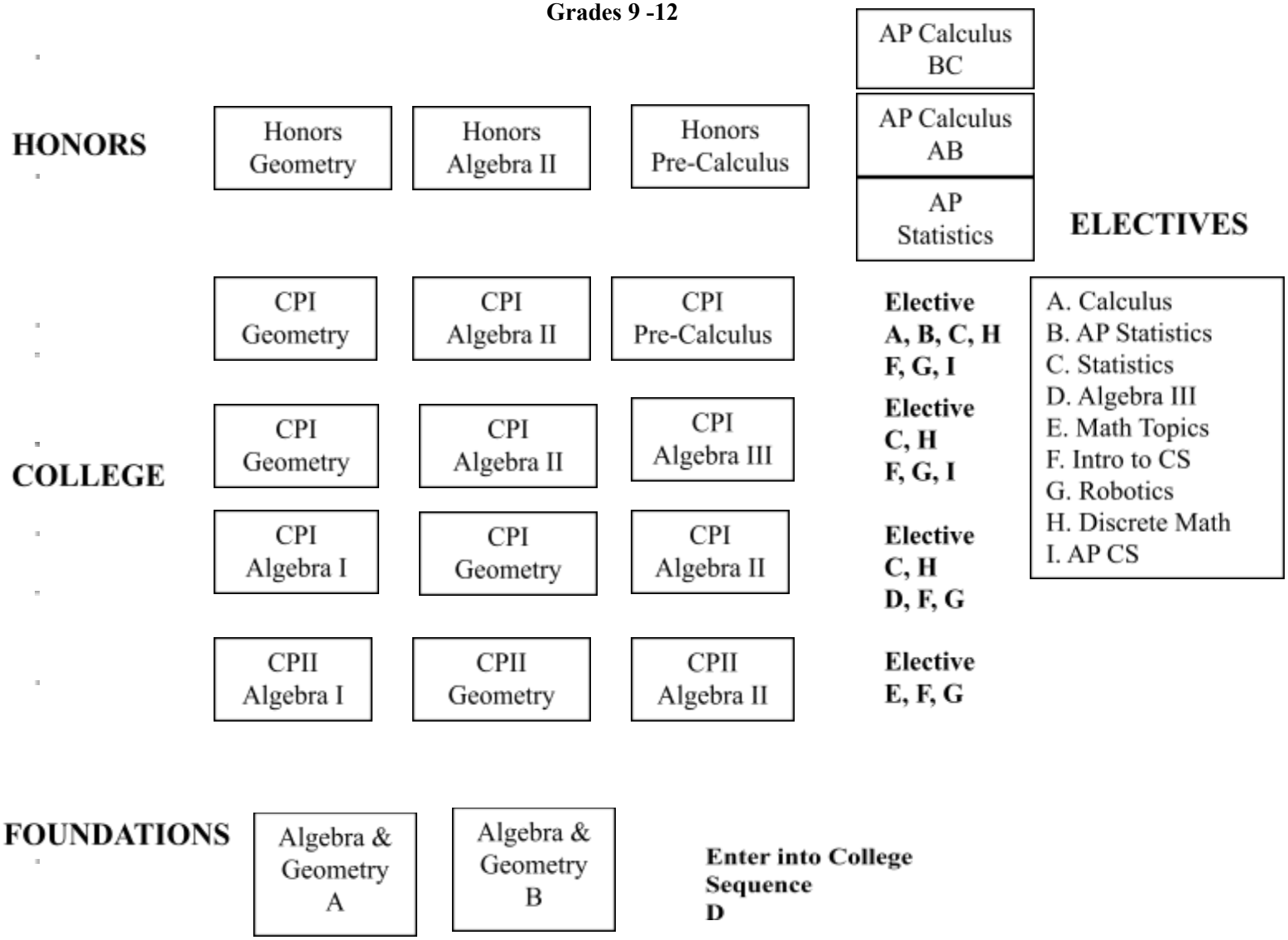
(665) (Semester) 2.5 credits

In this course, students will continue to explore the construction process but emphasis will be focused on new technologies currently being used in the industry: green technologies, re-purposing, building materials, alternative energy systems to include solar panels, wind power and passive energy. Landscape and architectural design to reduce energy costs will be explored in order to learn about designing and building energy efficient structures. New building materials like the Tesla solar shingles, solar powered lighting and heating systems will be studied and contrasted with modern petrochemical-based materials.

This is combination theory/hands-on exploratory course. Students will incorporate the new technologies explored in the classroom and apply them to the structure they built in the first semester course or to another existing structure. Students have the opportunity to calculate R value for contemporary and for new insulation products and systems as well as exposure to residential electrical systems. Opportunities to put into practice math and science concepts such as amperage, voltage, Watts, calculating for power draw, usage and code requirements will be provided

Students will be expected to demonstrate job site safety and safe operation of tools and equipment will be stressed. Students will also be expected to do out of classroom research and participate in written as well as oral critiques. Techniques for construction management and planning will also be provided.

Mathematics Scope & Sequence
Grades 9 -12



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 10th grade MCAS. Students enrolling in this course should take Part B their sophomore year.

ALGEBRA 1 - 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 extends a student's knowledge of geometry and algebra to investigate trigonometric functions. Applications of trigonometry found in the real world will be a major focus of this course. Graphing calculators are necessary.

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 for seniors consists of four components: SAT review, problem solving, probability and statistics, and finance. The course incorporates the standards for mathematical practice in each of its units.

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 Alegbra 2

(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 four broad conceptual themes:

1. Exploring Data: describing patterns and departures from patterns.
2. Sampling and Experimentation: planning and conducting a study.
3. Anticipating Patterns: exploring random phenomena using probability and simulation.
4. Statistical Inference: 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

Grade 9 (207) 5 credits
Grade 10 (217) 5 credits
Grade 11 (227) 5 credits
Grade 12 (237) 5 credits

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 Performaing 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.

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.

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 and 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 allows 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 determining 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 program.

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 consequence 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 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 others 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 required to take a final exam and are encouraged to take the SAT II Biology exam.

BIOLOGY - CP I

(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

The laws and properties of matter are the major emphasis of this course. A strong emphasis is placed upon laboratory sessions that demonstrate these principles. Students must be self-motivated and capable of independent research. Students are also required to take a final exam.

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 9th grade students. The course focuses on the events of 18th, 19th and 20th century history from a political, economic, and social viewpoint. 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 9th grade students. The course focuses on the events of 18th, 19th and 20th century history from a political, economic, and social viewpoint. Emphasis will be placed on analytical skill development and open response questions.

WORLD HISTORY - CPII

(193) 5 credits

World History is a requirement for all 9th grade students. The course focuses on the events of 18th, 19th and 20th century history from a political, economic, and social viewpoint. Emphasis will be placed on analytical skill development and open response questions.

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 10th 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 19th 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 11th 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 10th 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. US History Honors is a demanding course with extensive reading and writing. 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 10th 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 10th grade students. US History 1 is designed to meet the career, citizenship, and technological requirements for life in 21st 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 11th 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 11th grade students. Using primary and secondary sources, students analyze late nineteenth and twentieth century trends 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 11th grade students. US History II deals exclusively with late nineteenth, twentieth, and early twenty-first century America. Foreign affairs are studied to help the student understand the present United States relationships and how they have evolved. The course has outside reading and a mandatory action civics project.

UNITED STATES HISTORY II - CPII

(113) 5 credits

US History II is the second year in a two year program which is a requirement for all 11th grade students. Students study the United States by discussing the relevant political, social, military, and economic issues and concerns of the twentieth century. Extensive use of hands-on material occurs. The course has a mandatory action civics project.

ELECTIVES

COMMUNITY SERVICE

Grade 12 only

Prerequisite: C's or better in all courses

(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 midyear and final exam essay.

CONTEMPORARY ISSUES

Grade 12 only

(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.

AP ECONOMICS

(135AP) 5 credits

This is a full year course encompassing two AP programs in the field of economics, AP Macroeconomics and AP Microeconomics. Each program corresponds to one semester of a typical introductory college course in economics. The first half of the year will focus on microeconomics, which applies to the functions of individual decision makers, both consumer and producers, within the larger economic system. It places emphasis on the nature and functions of product markets and includes the study of factor markets and the role of government in promoting greater efficiency and equity in the economy. The second half of the year will shift focus to macroeconomics, which applies to an economic system as a whole. It places emphasis on the study of national income and price determination, and also develops students' familiarity with economic performance measures, economic growth, and international economics. The course prepares students for both the AP Microeconomics and AP Macroeconomics exams in May.

HUMAN GEOGRAPHY

(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
Grade 12 only
(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.

LOCAL HISTORY
Grade 12 only
(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 philosphy and aesthetics. Current issues are often examined from a philosophical viewpoint. Major western philosophers such as Socrates, Plato, Aristole, Descarte, Locke, Marx, Rand, Nussbaum, Singer and Rawls are studies in detail. Extensive outside readings are required, and a mjaor portion of the grade is based on response papers, term projects, presentations and effective seminar preparation and participation.

PSYCHOLOGY
Grade 12 only
(123) (Semester) 2.5 credits

College Psychology is a half year course usually paired with a half year of social studies elective. It is designed to give the student an introduction to the study of human behavior. Emphasis is placed upon the study of the three major viewpoints in psychology (psychoanalytic approach, behaviorism, and humanistic psychology). This course is designed to help students clarify their own values and give them a better understanding of the decision-making process, so they can learn how to make their own personal value judgments.

AP PSYCHOLOGY
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.

SENIOR PROJECT - HONORS
Grade 12 only
(132) 5 credits

The Senior Project is an academic as well as a hands-on experience that allows students to demonstrate and display their mastery of the 21st century 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 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 and also create a digital portfolio. The Senior 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 Senior Project students are required to attend the fall Senior Project Community Night and the spring Senior Project Final Presentation.

US FOREIGN POLICY
(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 foregin 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: Modern course contents is structured around the investiation 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 intractions, 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: Modern. 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.

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

(43l) 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.

AP SPANISH 5

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.

MANDARIN

(456) (.2) (Full Year) 5 credits

This course is an introduction to Mandarin, to its pronunciation and intonation, to its basic grammar and idioms, and to an elementary vocabulary. The aim is to develop the listening and speaking skills and to acquire a basic level of fluency. The course also includes the reading and writing of simple texts. The students will be introduced to the Chinese-speaking world. Running this course will be dependent upon the availability of personnel.

OTHER PROGRAMS

SPECIAL EDUCATION

ACADEMIC SUPPORT
(959) Full Year **5 credits**

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

FOUNDATIONS

(936) UNIFIED PE
(962) COMMUNITY SERVICE
(965) PRE-VOCATIONAL SKILLS
(966) BASIC ELA
(967) BASIC MATH
(970) PHYSICAL SCIENCE/BIOLOGY
(975) SOCIAL SKILLS (Freshman Only)
(979) TRANSITION SKILLS

LIFE SKILLS

(936) UNIFIED PE
(965) PRE-VOCATIONAL SKILLS
(968) INTRO TO ART
(966) BASIC READING
(967) BASIC MATH
(970) HISTORY/SCIENCE
(975) SOCIAL SKILLS
(979) TRANSITION SKILLS

TRANSITIONS

(986) WORK EXPERIENCE
(987) FUNCTIONAL ACADEMICS
(979) TRANSITION SKILLS
(998) HEALTH AND FITNESS
(974) BSU EXCEL PROGRAM