



# OAKCREST SCHOOL

## 2020-2021 Course Selection Guide

### **Mission Statement**

Oakcrest School in partnership with parents challenges girls in grades 6-12 to develop their intellect, character, faith and leadership potential to thrive in college and throughout their lives.

### **Philosophy Statement**

Oakcrest, an independent school, educates the whole person. Guided by the teachings of the Catholic Church and the spirituality of Opus Dei, we weave together a rich liberal arts curriculum, character development, one-on-one mentoring and service to create a vibrant environment that graduates confident young women – young women who will make a difference in all they choose to do.

### **Portrait of an Oakcrest Graduate**

Oakcrest recognizes the vocation of women as trustees of humanity\* and provides a culture of freedom and responsibility in which young women thrive. The joy that comes from knowing she is a child of God impels our graduate to positively impact family and society through:

- An understanding of faith and a commitment to personal friendship with God
- Academic excellence that drives her to pursue lifelong learning
- The ability to recognize and articulate truth and the courage to stand by it
- Self-knowledge that informs her growth in virtue
- A love for beauty in the world and a sense of responsibility to sustain and create it
- Leadership and a spirit of collaboration that inspire her to serve

\* Saint John Paul II, Apostolic Letter, *On the Dignity and Vocation of Women*, n. 30

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Please review the following pages for academic program descriptions, course titles, and brief summaries of course content. Offerings may vary slightly from year to year: a course's inclusion in this booklet **does not guarantee that it will be available** to students during any given year. All classes are dependent upon sufficient enrollment and scheduling availability.

## MIDDLE SCHOOL VISION

The Middle School curriculum is guided by two principles: that love of reality in its manifold expressions is the foundation of authentic knowledge, and that holistic growth is only possible through many small steps taken over time. For these reasons, the Middle School curriculum seeks to cultivate wonder and delight in the world through awakening the mind and senses to reality, and lays a firm foundation for the challenge of Upper School studies. Throughout her Middle School years, the student discovers her own talents, develops organizational skills and study habits, practices self-advocacy, builds self-confidence, and nurtures a growth mindset. She learns to think in an orderly manner, develops clarity of thought and expression, and increases her storehouse of experience. Acquiring a love for learning enriches her work, increases her attraction to the truth, and inspires her to work her hardest. With these habits in place, the Oakcrest student can thrive in her Upper School studies.

MIDDLE SCHOOL PROGRAM OVERVIEW	
SUBJECT	GRADE(S)
English Language Arts & Literature	6-8
Foreign Language (Latin or Spanish)	6-8
History	6-8
Mathematics (STEM)	6-8
Science & Technology Applications	6-8
Theology	6-8
Physical Education	6-8
Studio Art	6-8
Music	6-8
Study Skills	6
Theatre Arts	6-8

## 2020-2021 MIDDLE SCHOOL COURSE OFFERINGS<sup>1</sup>

<b>Grades and Courses</b>	<b>6</b>	<b>7</b>	<b>8</b>
<b>Visual &amp; Theatre Arts</b>	Studio Art 6 OR Theatre Arts 6	Studio Art 7 OR Theatre Arts 7	Studio Art 8 OR Theatre Arts and Public Speaking 8
<b>English</b>	Literature and Language Arts 6	Literature and Language Arts 7	Literature and Language Arts 8
<b>Study Skills<sup>2</sup></b>	Comprehensive		
<b>History</b>	Ancient Civilizations	United States History to 1860	United States History from 1860
<b>Foreign Languages<sup>3</sup></b>	Beginner Latin	Intermediate Latin I	Advanced Latin I/Latin I
	Beginner Spanish	Intermediate Spanish I	Advanced Spanish I/Spanish I
<b>Mathematics<sup>4</sup></b>	Mathematics 6	Pre-Algebra	Algebra I
<b>Science and Technology</b>	General Science	Life Science	Introductory Physical Science
	Computer Skills I	Computer Skills II	Computer Skills III
<b>Music</b>	Choral Music 6 OR Instrumental Music 6	Choral Music 7-8 OR Chamber Ensemble 7-8	
<b>Theology</b>	Basic Catholic Doctrine 6: Following Christ	Basic Catholic Doctrine 7: The Life of Grace and the Sacraments	Basic Catholic Doctrine 8: The Church and the Call to Holiness
<b>Physical Education</b>	Physical Education 6	Physical Education 7	Physical Education 8

The Middle School Show is a signature Oakcrest event that gives students the opportunity to apply practical theatre skills through the performance of plays and musicals. Students can be involved as performers or crew members, working as a collaborative ensemble to create the final production. The MS show for 2020-2021 will be a musical.

<sup>1</sup>All courses appearing on a Middle School transcript are free from the Honors/Non-Honors designation.

<sup>2</sup>Sixth graders take a class in Study Skills that meets once a week during the year.

<sup>3</sup>Foreign Language Placement is based on proficiency. New students with prior exposure to the language of their choice take a placement test.

<sup>4</sup>Mathematics placement is based on proficiency. New students take a placement test.

## THE UPPER SCHOOL VISION

The goal of the Upper School curriculum is to lead the Oakcrest student towards an in-depth understanding of life, of herself, and of her responsibilities to others and to the common good. The curriculum teaches a love and respect for truth, and invites the student to ponder what it means to be human and how to advance on her path towards self-knowledge and wisdom. The first years of Upper School emphasize communicating effectively as classes across disciplines seek to develop clear reasoning and rhetoric, while the latter years require greater abstract thinking, leading to an increased appreciation of speculative knowledge and the nature of reality. Throughout her studies she comes to understand herself and human nature, she learns new ways of reasoning, acquires precision in language, and recognizes the beauty of ordered reality. She comes to respect the art of human communication and appreciates the depth and breadth of human experience and aspiration. She learns to listen to others while gaining new ways to express her own thoughts and experiences. She discovers and ponders the workings of God in the world and in her life. With a solid foundation for understanding the world, others, herself and her responsibilities, the Oakcrest student is equipped to live fully and thereby affect positive change within society.

Upper School Graduation Requirements	
SUBJECT	CREDITS
English	4
Foreign Language	3 <sup>1</sup>
History	4
Mathematics	4
Science & Technology	4
Theology and Philosophy	4
Physical Education	1
ADDITIONAL INTERDISCIPLINARY COURSE REQUIREMENTS**	
Music and Arts Appreciation (Grade 10)	0.5
Logic and Rhetoric (Grade 9)	0.5
<b>TOTAL CREDITS</b>	<b>25</b>

\*\* If a student joins Oakcrest after the tenth grade, additional courses are offered for a junior or senior student to meet the **additional interdisciplinary credit requirement**. The one additional credit requirement can be fulfilled taking classes from the following selection:

AP Art History (1 credit)	Music Theory (0.5 credit)
Concert Chorus (0.5 credit)	Painting (0.5 credit)
Chamber Orchestra (0.5 credit)	Theatre Arts (0.5 credit)
Drawing (0.5 credit)	AP Music Theory (1 credit)

<sup>1</sup> Three consecutive years of a foreign language in the Upper School. Students may choose to take either Latin or Spanish upon their entry to Oakcrest. If they are heritage speakers (that is, students who have learned Spanish at home or in informal contexts) they are encouraged to register for Latin. However, in consultation with the Foreign Language department and the Director of Academic Advising, heritage speakers may register for Spanish as long as they are able to meet the graduation requirement of three consecutive years of a foreign language in the Upper School, and the schedule permits. Sustained study of a single language trains the mind and provides an opportunity to access the full cultural and literary richness of a language.

## 2020-2021 UPPER SCHOOL COURSE OFFERINGS

Grades and Disciplines	9	10	11	12
<b>English</b>	Classical Medieval Literature Honors <hr/> Logic & Rhetoric	Medieval to Modern Literature Honors	American Literature Honors  AP American Literature and Composition	World Literature and Senior Thesis Honors
<b>History</b>	World History through the 15 <sup>th</sup> Century	Modern European History Honors or AP European History	U.S. History Honors or AP U.S. History	Modern World History & U.S. Gov't. Honors or AP U.S. Gov't. & Politics or AP Art History
<b>Foreign Languages<sup>2</sup></b>	Spanish I, II Honors  Latin I, II Honors	Spanish II/ III Honors  Latin II/III Honors	Spanish III/IV Honors  Latin III/IV Honors	Spanish IV, V Honors AP Spanish Lang. Advanced Spanish Honors Latin IV, V Honors AP Latin Ancient Greek Honors
<b>Mathematics<sup>3</sup></b>	Geometry  Geometry Honors	Algebra II  Algebra II Honors	Pre-Calculus  Pre-Calculus Honors	Calculus AP Calculus AB AP Calculus BC AP Statistics Functions and Statistics
<b>Science</b>	Biology Honors	Chemistry  Chemistry Honors <sup>4</sup>	AP Chemistry AP Biology Anatomy & Physiology Honors	Conceptual Physics  Physics Honors  AP Physics I
<b>Theology &amp; Philosophy</b>	Sacred Scripture & the Life of Christ Honors	History of the Catholic Church Honors	Moral Theology Honors	Philosophy Honors
<b>Visual and Performing Arts</b>	See Electives	Music and Arts Appreciation  See Electives	See Electives	See Electives
<b>Physical Education</b>	Physical Education (1 PE per year required) <sup>5</sup>			

<sup>2</sup> Placement in Foreign Language is based on proficiency. New students with prior exposure to the language of their choice take a placement test.

<sup>3</sup> Placement in Mathematics is based on proficiency. New students take a placement test.

<sup>4</sup> Placement in Chemistry correlates with the Mathematics placement in 10<sup>th</sup> grade.

<sup>5</sup> PE credit may be earned by playing sports or earning PE Independent Study credit.

<b>Upper School Electives</b>	
<b>Foreign Languages</b>	<b>Ancient Greek Honors</b>
	<b>Advanced Spanish Honors</b>
<b>Interdisciplinary</b>	<b>Debate Honors (2021-2022)</b>
	<b>Western Political Thought Honors (2020-2021)</b>
	<b>AP Art History</b>
<b>Music</b>	<b>Chamber Orchestra</b>
	<b>Concert Chorus</b>
	<b>Beginning Music Theory</b>
	<b>AP Music Theory</b>
<b>Theatre Arts</b>	<b>Beginning Theatre Arts</b>
	<b>Advanced Theatre Topics</b>
<b>Visual Arts</b>	<b>Drawing</b>
	<b>Painting</b>
	<b>Portfolio Preparation</b>
	<b>AP Studio Art</b>
<b>Media Arts</b>	<b>Media and Journalism</b>
<b>Science &amp; Technology</b>	<b>Introduction to Computer Science</b>
	<b>AP Computer Science A</b>

## Advanced Placement Courses – General Guidelines

Oakcrest School's Advanced Placement (AP) courses are offered to those students whose past academic performance indicates that they are ready for the challenge of college-level coursework in a particular subject area. Oakcrest School recommends that our students take no more than two AP courses per academic year. The reason behind this recommendation is that we want our students to pursue their interests, engaging in leadership initiatives such as clubs, community service, and sports in addition to demonstrating their academic excellence. Students receive a rigorous education in both AP and non-AP sections of any course at Oakcrest.

Students who want to take more than two AP courses must meet with the Director of Academic Advising to discuss this request, meet the department's grade requirement, have earned a score of at least a 3 on their previous APs, have a balanced workload, and have exhibited a growth mindset in their Upper School studies.

1. All students who are enrolled in an AP course are **required** to take the end-of-year AP exam associated with it. All Oakcrest School AP courses include guidance, practice, and assessment activities that serve as preparation for the AP exam. If a student does not take the AP exam at the end of the course, she will lose the AP designation for the course on her transcript. When necessary, colleges will be informed of this change.
2. A request for AP course registration approval is considered when:
  - a. The student has achieved the necessary minimum performance as determined by each Department in the current school year, or in the most recent marking period of coursework in that discipline,
  - b. the student has a history of excellent attendance and homework/assignment submissions,
  - c. the student and her parents have indicated a commitment to fulfilling the expectations specific to AP courses at Oakcrest School: namely, required summer preparatory work and regular homework assignments of 30-60 minutes per class meeting day, and the required AP exam in May,
  - d. the teacher in that particular discipline recommends the student, and
3. Required mock exams are given a few weeks before the AP exam.

Oakcrest offers 16 Upper School courses whose curricula are approved by the College Board and therefore receive the “AP” designation in school materials and on student transcripts:

AP Art History	AP Latin
AP Biology	AP Music Theory
AP Calculus AB	AP Physics I
AP Calculus BC	AP Spanish Language
AP Chemistry	AP Statistics
AP Computer Science A	AP Studio Art
AP English Literature and Composition	AP U.S. Government & Politics
AP European History	AP U.S. History

**AP REGISTRATION AND FEES:** In 2019, the AP registration process became a two-part process that includes (1) the student activation of the exam and (2) parent registration and payment. Both student activation of AP exams and parent registration will take place in October. Students will complete the activation process in their AP classroom with their teacher, and parents will receive a link to pay for the exams. Specific information including registration steps, fees, and deadlines will be communicated in the fall of the 2020-2021 school year and following updates from College Board and our AP Testing Service. For more information visit <https://apstudents.collegeboard.org/register-for-ap-exams>

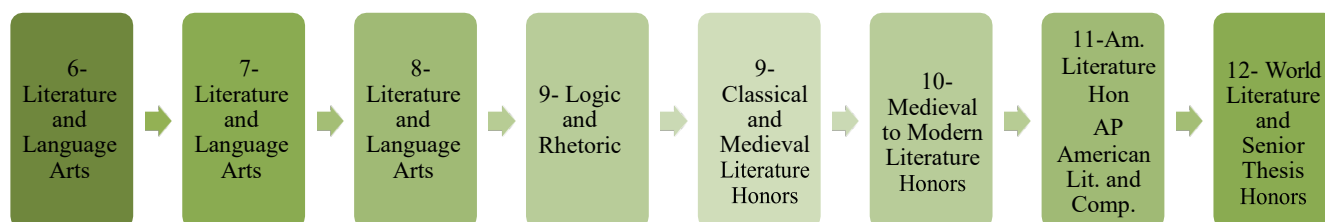


## DEPARTMENTS' PHILOSOPHY

### ENGLISH

*"Education is not the filling of a pail, but the lighting of a fire." W.B. Yeats*

Oakcrest English teachers believe that the study of literature inspires students to seek the True, the Good, and the Beautiful. By studying the literature of the Western intellectual tradition, students will form habits of mind and "strengthen their discrimination and intelligence so that they may live virtuous and even redemptive lives" (Dr. Louise Cowan). The English curriculum introduces students to the perennial themes and great ideas of our Western heritage, which ultimately will aid each student along her path to wisdom. Creating a storehouse of beautiful words and images, students also memorize and recite poetry in all of their English classes. In Middle School, the study of literature and language arts encourages a love of reading, inspires wonder about the world, and promotes the imitation of virtue. The writing curriculum builds foundational skills in grammar, such as learning and memorizing the parts of speech and diagramming sentences. In the Upper School, students build on the skills they have acquired and learn more sophisticated techniques for persuasive writing, especially through the Logic and Rhetoric course in 9th grade. Practicing the skills learned in the Logic and Rhetoric course in their English classes reinforces their own powers of reasoning and rhetorical style, while also adding new rhetorical tools each year. Students across the grades participate in engaging class discussions highlighting their close reading and understanding of the text, while creating a lively and enriching classroom experience.

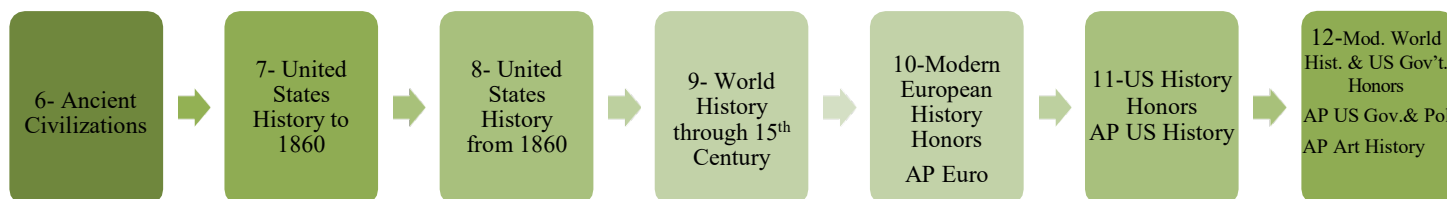


### HISTORY

*"To be ignorant of what occurred before you were born is to remain always a child.*

*For what is the life of man, unless it is woven into the life of our ancestors by the records of history?" Cicero*

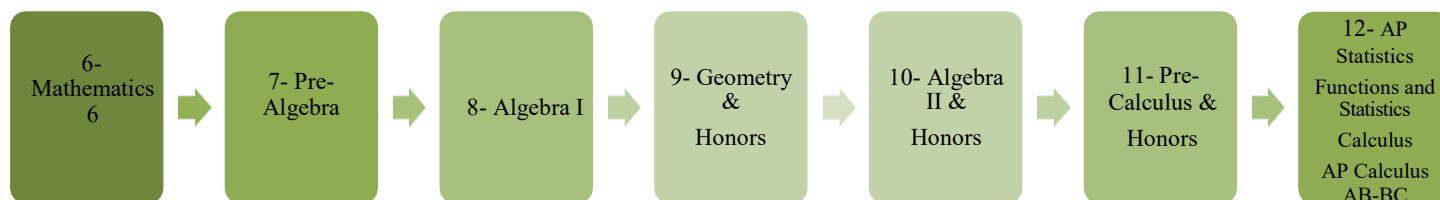
The History Department provides a course of study focused on understanding the foundations of Western Civilization as built on Judeo-Christian Tradition, while also examining other cultures. We approach the study of history as the story of the relationship of creation with its Creator in order to understand the ultimate purpose and meaning of man's actions. We encourage critical thinking, analysis, and synthesis through the examination of primary and secondary sources and the study of historiography. Writing and research skills are developed throughout the entire program from 6<sup>th</sup> through 12<sup>th</sup> grades.



### MATHEMATICS

*"Mathematics is the language in which God has written the universe."- Galileo*

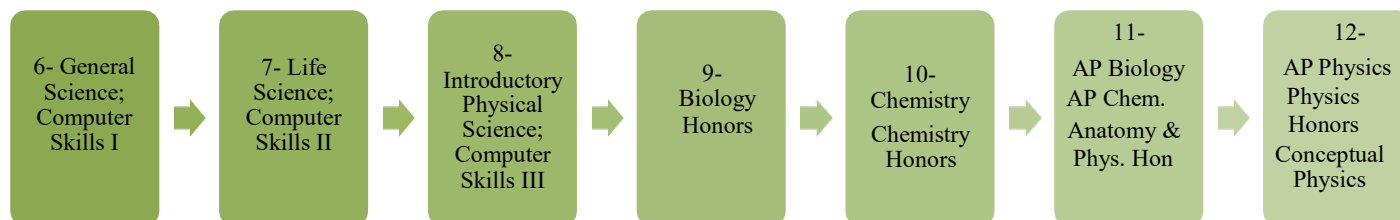
The Math Department believes that inspiring appreciation for the richness and power of mathematics helps students to enthusiastically undertake the process of comprehension, analysis and critical thinking necessary for the successful application of concepts to real-world problems. The development of analysis, logic and reasoning skills prepares students to create models, interpret data, and be critical of information in any academic, personal or professional situation. The faculty of the Math Department helps each student strive to reach her full potential by also encouraging perseverance, resourcefulness, and creative thinking. The use of independent and cooperative learning ensures growth in both individual confidence and teamwork skills. The Mathematics Department places new students based on the results of a placement test and guidance from each girl's previous teacher in mathematics. Placement is done across grades when appropriate. Returning students are placed based on their performance in the prior academic year.



## SCIENCE AND TECHNOLOGY

*"Nothing in life is to be feared. It is only to be understood." Marie Curie*

The Science Department aims to develop in each student an understanding and appreciation of the synergy among the scientific disciplines. Through lab work, classroom demonstrations, hands-on projects and class work, each student relates the principles of science to the world at large. Using a fundamental understanding of the scientific method, course work builds from the sixth grade on, integrating technology, math, communication skills, and specific scientific disciplines. Lab work and projects help students develop their teamwork skills and personal integrity while enhancing their understanding of the importance that collaborative work plays in science careers such as engineering, medicine, or research. Upper School students have weekly laboratory classes. Four years of Upper School Science are required for graduation, including one year each of Biology, Chemistry and Physics.



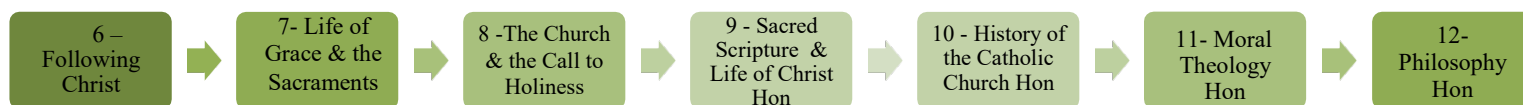
## THEOLOGY & PHILOSOPHY

*"Seek not to understand that you may believe, but believe that you may understand." St. Augustine*

Oakcrest School's Theology Department imparts a solid and deep knowledge of the Catholic faith, inspires a love for the truth, and creates an understanding of the complementarity of faith and reason. The program also aims to help each student develop a personal relationship with God and a consequent commitment to love and serve one's neighbor in very practical ways. Daily celebration of the Mass and opportunities to receive the sacrament of Reconciliation, as well as traditional devotional practices, also help students to integrate faith and life. With this education, Oakcrest graduates are prepared to assume responsible roles in promoting the greater good of all with whom they live and work.

### PHILOSOPHY AND METAPHYSICS

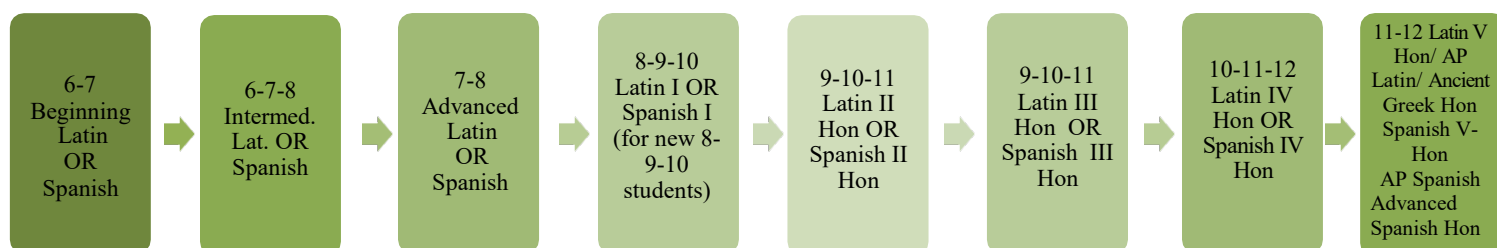
The mission of the Philosophy Department is to provide Oakcrest students with basic philosophical principles of Aristotelian thought in their quest for truth. These principles provide a rational understanding of human nature, of moral action, and of the world. The Philosophy Department is committed to educating students in the spirit of friendship and love. Our students are also strengthened in their commitment to the lifelong practice of virtue.



## FOREIGN LANGUAGES

*"One language sets you in a corridor for life. Two languages open every door along the way." Frank Smith*

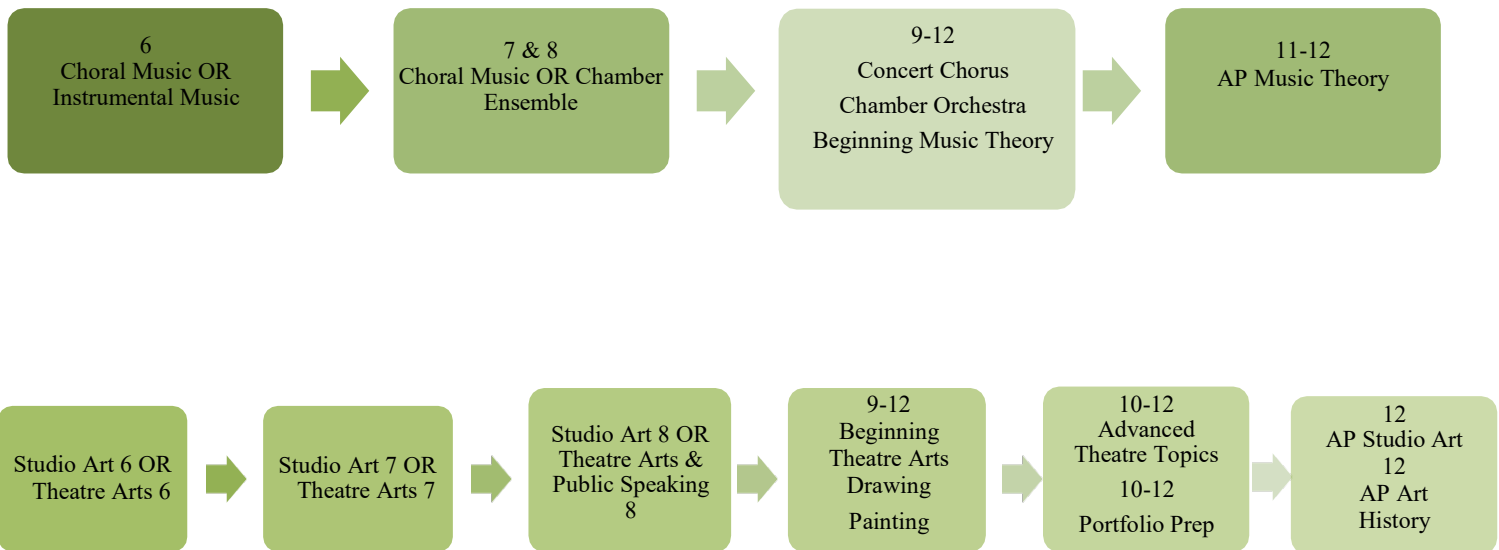
The study of Latin and Greek provide first-hand contact with the best of Western thought, and their periodic structure teaches the student to arrange her own thought in an orderly manner. Modern language study forms the student in empathy and a disposition of openness to others, and aids her in seeing that the world is a larger place than her own limited experience or linguistic expression of it. Multi-modal experience with a new language results in greater facility with it, so department faculty employ a variety of teaching, practice, and assessment formats and techniques, and create activities to promote student engagement with and mastery of the language. Oakcrest School's Foreign Language programs offer comprehensive study in Latin and Spanish in both the Middle and the Upper Schools. The Latin curriculum follows the Cambridge Latin Program, while Spanish follows the Standards for Foreign Language Learning as defined by the American Council on the Teaching of Foreign Languages (ACTFL).



## VISUAL AND PERFORMING ARTS

*“ . . . The arts have been an inseparable part of the human journey; indeed, we depend on the arts to carry us toward the fullness of our humanity. We value them for themselves, and because we do, we believe knowing and practicing them is fundamental to the healthy development of our children's minds and spirits. That is why in any civilization - ours included - the arts are inseparable from the very meaning of the term 'education.' ” National Standards for Arts Education*

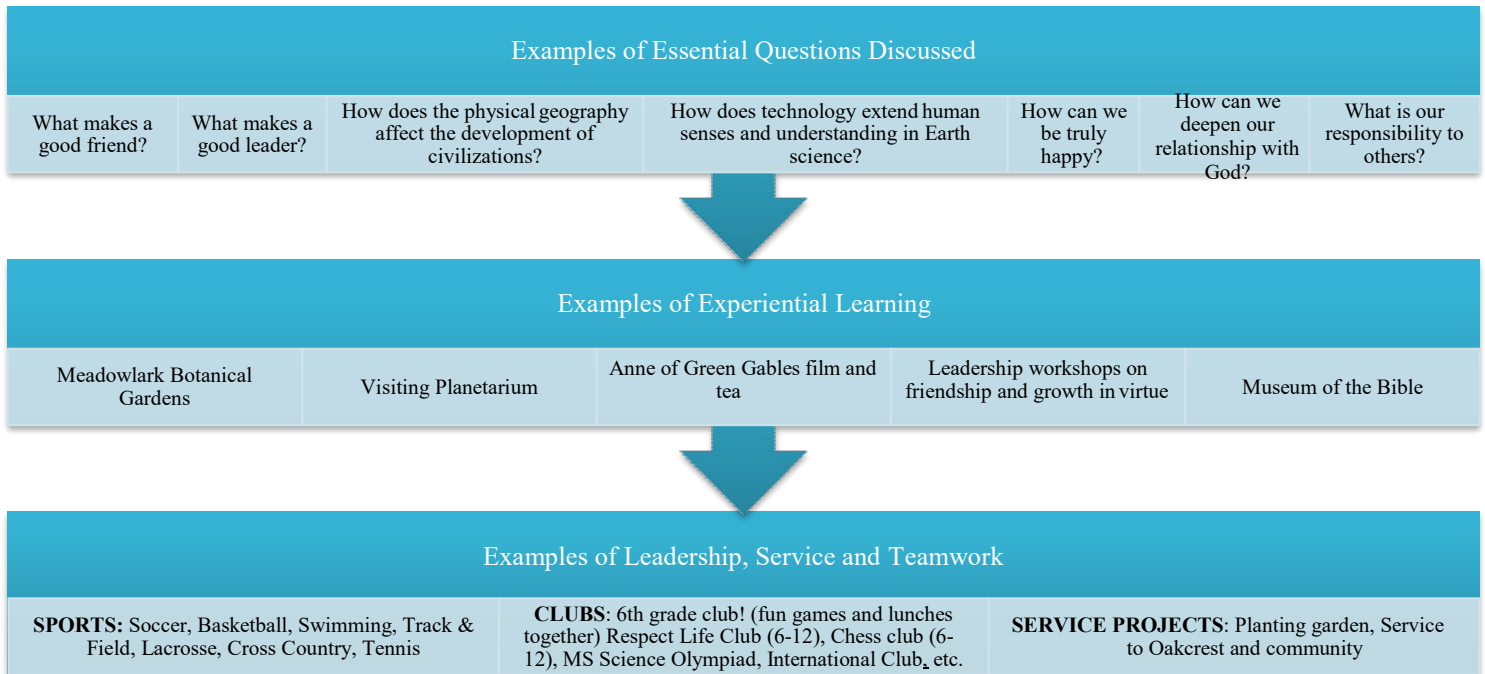
In accordance with the school's mission of encouraging individual development of the whole person, the Visual & Performing Arts are valued at Oakcrest as an integral part of the students' education, essential to the fostering of academic excellence, character development, and cultural awareness. Oakcrest provides its students numerous opportunities for individual creativity and expression through a range of electives in art, music and theatre. This expansive visual and performing arts curriculum provides a strong background in the materials, techniques and discipline necessary for advanced study in these fields, while imparting an understanding of the importance of the arts in society. In addition, visual & performing arts courses emphasize creative thinking, experimentation and development of a sensitive appreciation and respect for the ideas and efforts of others. Regular performances and shows give students the opportunity to share their developing talents with each other and with the greater community as well.



## COURSES OFFERINGS AND GRADE LEVEL EXPERIENCES

### GRADE 6 - New Beginnings! A Moral and Intellectual Anchor for Life

Sixth grade Oakcrest students, our newest “Oakies,” embark together on the wonderful adventure of self-discovery in their search for wisdom and virtue in a supportive environment and small class-size sections (about 18 students or fewer in most sections). From the academic program to the co-curricular activities, Oakcrest designs the day-to-day experience seamlessly, cultivating each student’s character through an engaging and dynamic curriculum. Students see an example of learning from mistakes and fostering true friendship reading *Anne of Green Gables* and get swept into adventure reading *The Wandering of Odysseus*. Their study of ancient civilizations, enhanced by memorizing the poetry of Shakespeare, Shelley, and Macaulay, lays the foundation for their understanding of free institutions. Our Oakies learn what a true friend is. Students begin their three-year immersive experience in choral or instrumental music, thereby fostering collaboration and a spirit of service. They improve who they are as students, developing a growth mindset in their study skills class. Leadership workshops, meditations led by our chaplain, and every class explicitly teach order, respect, courtesy, the Oakcrest spirit of friendship, and a joyful, strong work ethic. By year end, our students have strengthened their academic excellence, developed their written and oral presentation skills, and enjoyed the wonders of true teamwork.



“Do not train a child to learn by force or harshness; but direct them to it by what amuses their minds, so that you may be better able to discover with accuracy the peculiar bent of the genius of each.” Plato

## **ENGLISH: Literature and Language Arts 6**

Sixth graders at Oakcrest begin their English studies reading *Anne of Green Gables*, whose heroine, like themselves, is finding her place and developing friendships in a new home. After this introduction, the works in the curriculum dovetail with their history studies of ancient civilizations, including *A Wonder Book* by Nathaniel Hawthorne, *The Wanderings of Odysseus* by Rosemary Sutcliff, and *The Bronze Bow* by Elizabeth George Speare. Finally, students begin their study of Shakespeare by reading selections from *Stories from Shakespeare*. Their familiarity with the stories of Shakespeare's plays and Homer's epics will serve them well when they read the original works later in their Oakcrest careers. Throughout the year, students study grammar, vocabulary, and spelling; practice creative, descriptive, and persuasive writing; and develop their diction, poise, and appreciation for language with frequent poetry recitations.

## **HISTORY: Ancient Civilizations**

Sixth grade students examine the ways in which people, events, and geography contributed to the development of major civilizations. After briefly investigating the Neolithic revolution, students focus on the following ancient civilizations: Mesopotamia, Egypt, India, China, Israel, Greece, and Rome. With each civilization, students examine the problems and accomplishments of ancient peoples as well as political, religious, economic, and social structures. Special attention is given to Greece and Rome to discover the roots of America's intellectual, cultural, and political heritage. The course emphasizes good habits in areas such as note-taking, study skills, essay writing, map analysis, and map creation.

**MATHEMATICS:** Placement is done by proficiency when appropriate. The placement test is in the spring.

### **Math 6**

In Grade 6, students work on reviewing the arithmetic skills learned prior to arriving at Oakcrest. They explore new topics through discovery, problem solving, projects and analysis. Topics covered include: fractions, decimals, integers, solving equations, ratios, proportions, percents, probability, measurement, basic probability and statistics, and two and three dimensional geometric measurements. Understanding and mastery of these skills and concepts prepares the students for their work in Pre-Algebra.

### **Pre-Algebra**

After the review of basic arithmetic and mathematics skills, grade 7 students begin to transition into the more abstract concepts of algebra. Through class discussion, modeling, and exploration, students study such topics as: the properties of numbers, integers, equations, inequalities, absolute values, graphing, data analysis and statistics, geometry, irrational numbers, exponents, radicals, ratios, proportions, percents, probability, and polynomials. Students use algorithms and equations to model and solve open ended problems.

## **SCIENCE AND TECHNOLOGY:**

### **General Science**

In this introductory course, grade 6 students place themselves within the context of our planet Earth and its surroundings, valuing our role as good stewards of God's creation. STEM (science, technology, engineering and math) lessons are intrinsic to every unit, providing the students with experiences of the interrelationship of scientific inquiry with math and technology. Students become familiar with lab equipment, its safety procedures, and the use of the metric system. The new 6<sup>th</sup> graders vary in science backgrounds so each unit begins with a review of basic knowledge and then quickly utilizes that understanding in real-life, data-driven hands-on activities, sourcing data from resources such as NASA and ecological population databases shared for educational purposes. The workbook reinforces reading comprehension and study skills. Through direct collaboration with the computer skills course, students execute projects such as creating presentations.

### **Computer Skills I**

This course works in collaboration with other subject areas to teach the computer skills necessary for academic work. It does so by integrating the use of the computer with guided online research for projects and presentations. Students will learn the fundamental operations and functions of the computer. By completing assignments focused on software application and problem solving skills, students will explore Windows Microsoft Office Word, PowerPoint, and Excel, to understand the uses for each tool and the basics of how to set up a document, use a spreadsheet and graphs, and create a presentation. Writing skills are modeled and reinforced throughout the course, and students will practice keyboarding skills.

## **THEOLOGY:**

### **Basic Catholic Doctrine 6: Following Christ**

The course provides a foundation of knowledge of the basic truths and practices of the Catholic Church, with an emphasis on the Ten Commandments and the Holy Sacrifice of the Mass.

**FOREIGN LANGUAGE:** Placement is done by proficiency when appropriate. Students with prior exposure to the language of their choice take a placement test in the spring.

### **Beginner Latin I**

Following the Cambridge Latin Course, this course lays the foundation for the student's future study of Latin. It focuses on acquisition of vocabulary and English derivatives, introduction to the basic grammatical structure of the language, and a robust introduction to Roman history and culture through short stories and skits. Students follow the daily life of a Pompeian family, learning about home, public and social life, business, architecture, and entertainment through the eyes of an historical family. Establishing elementary grammatical concepts and skills is an important part of this course; in order to strengthen understanding and retention of material, students learn and practice their grammar through reading the engaging stories of Caecilius and his family. Topics include: introduction to the nominative and accusative cases, declensions, verb persons and numbers, the present and imperfect tenses, the verb "to be," numbers, demonstrative pronouns, adjectives and subject/verb agreement. This introductory year will not only spark the student's interest in Latin but will also give her a strong foundation as she advances in her language studies.

### **Beginner Spanish I**

This course introduces students to the Spanish-speaking world and culture through various communicative techniques and the continuous integration of the four language skills - listening, speaking, reading, and writing - in engaging contexts, projects, and activities that will lead students to build the language gradually and naturally. Students learn to introduce themselves and others, and learn to talk about the weather, food, colors, numbers, clothes, likes and dislikes, their family and friends, and common daily and free-time activities. Additionally, students will learn how to utilize basic verbs such as *ser*, *estar*, *tener*, and *haber* in the present tense, which act as the building blocks of the language for years to come. Students "travel" to different Spanish-speaking countries through selected short stories and attractive audiovisual material and learn about their culture and traditions. Students will be introduced to strategies to use when reading material in a foreign language (such as how to utilize context clues and cognates). Connections with real life, real objects, and real surroundings are seen as essential for building vocabulary meaningfully and awakening students' interest in the Spanish language in a direct, fun, and effective way. As per the ACTFL proficiency guidelines, students should be able to master the following major skills by the end of the school year: **read** a small narration in Spanish, **write** a short paragraph in a controlled context, produce a short **oral** presentation with scaffolding and aids, and **understand** controlled, paced Spanish in the classroom setting.

### **MUSIC: Students in sixth grade will choose between choral and instrumental music**

#### **Choral Music 6**

Choral study in sixth grade is designed to instruct students in vocal technique and reading music notation while studying and preparing to sing a varied repertoire of music. In addition to performing, students will grow in their understanding of music by listening to, analyzing, and evaluating diverse musical styles. Through the study of music, they learn to find their own voice, the importance of teamwork and participation in their communities, and that they are shapers of culture, not only as potential composers or performers, but in their daily musical choices.

#### **Instrumental Music 6**

Sixth grade students will have the opportunity to learn a new instrument or to continue learning an instrument begun in their earlier years of schooling. Students will develop instrumental technique while learning to read and perform notated music in an ensemble setting. In addition to performing, students will grow in their understanding of music by listening to, analyzing, and evaluating diverse musical styles. Through the study of music, they learn to find their own voice, the importance of teamwork and participation in their communities, and that they are shapers of culture, not only as potential composers or performers, but in their daily musical choices. Instrument options for study include flute, violin, viola, and cello. In order to maintain a cohesive sound, other instrumentalists with previous experience will be included at the discretion of the director.

### **VISUAL ARTS & THEATRE ARTS: Students in Middle School will choose between Studio Art and Theatre Arts.**

#### **Studio Art 6**

The sixth grade studio art course is designed to provide students with an introductory knowledge of the various materials and techniques used by artists to create artwork within the traditional disciplines of drawing, painting, printmaking, sculpture, and craft. Through "hands-on" projects students will gain experience in applying these materials and techniques to the creation of their own artwork. Participation in guided critiques will introduce students to methods for analyzing art and assessing their own artwork while also providing them with practice in expressing and supporting their individual opinions using art principles and vocabulary.

#### **Theatre Arts 6**

The sixth grade theatre arts course introduces broad theatrical skills in performance, design, and analysis. By emphasizing body awareness, vocal expression, and psychological exploration, students will hone skills in acting, characterization, storytelling, and scriptwriting. In sixth grade, students will learn and explore improvisation, script analysis, and adaptation and writing. The course will culminate with a live performance of a fractured fairy tale.

**PHYSICAL EDUCATION**

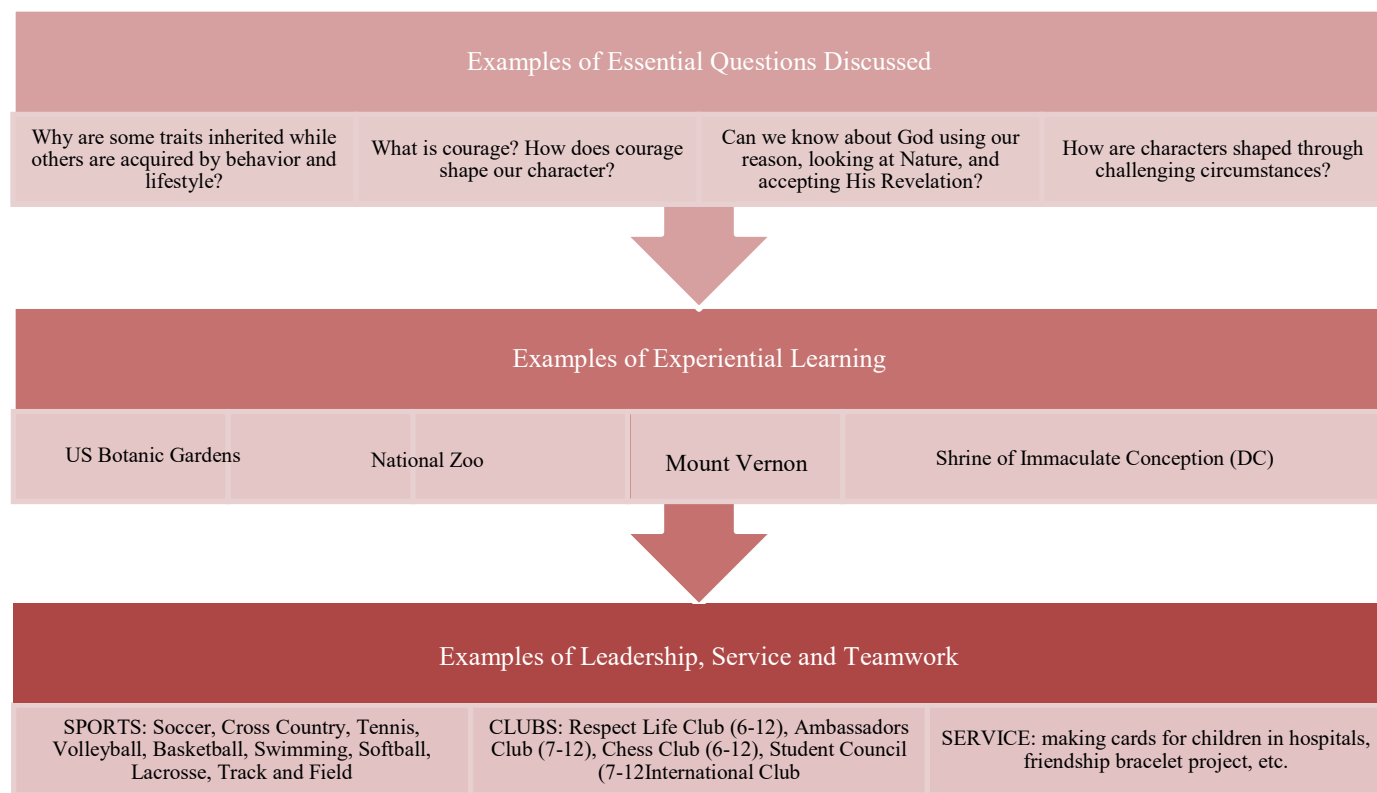
The purpose of Physical Education in 6<sup>th</sup> grade is to introduce the student to the skills and rules of a variety of sports and physical activities. By exploring a variety of sports during long units, the class focuses on the student's improvement of coordination, balance, fundamental skills, and teamwork. 6<sup>th</sup> graders will also explore their creativity with a "Create a Game" project. They will complete a physical fitness test at the beginning and end of the school year. On bad weather days, we will move indoors and adjust the curriculum accordingly.

**STUDY SKILLS - Comprehensive**

In this class, students will learn and develop the essential skills needed to maximize learning. Students will identify their individual learning styles and strengths and understand how to utilize them to reach their full academic potential. Using a variety of techniques, including class work, group work, projects, and games, students will learn how to plan and manage time, develop effective organizational systems, set and achieve goals, take notes, ask questions, study for tests, and write papers. In addition, students will learn a variety of strategies for active listening, reading, and remembering information, including visualization, categorization and mnemonic devices. Special focus will be placed on developing self-advocacy skills and strengthen executive function processes to utilize throughout the students' academic career.

## GRADE 7: Developing a Logical Mind and an Empathetic Soul

The seventh grade experience addresses the mind, heart, and hands of our Oakies. In literature discussions, students must support their opinions with evidence from the text, while also learning to disagree with classmates respectfully. A cherished milestone of seventh grade American History is the “Most Courageous American” contest, where students read and discuss the virtues of men and women throughout our nation’s history, advancing them along a bracket “March Madness” style. Their Life Science course engages students mentally and physically in laboratory work and scientific inquiry. Leadership Workshops and mentoring sessions are moments for these budding teenagers to navigate challenges in friendships and self-confidence, learning over the course of the year that overcoming difficulties are the forge of a strong character.



“If your actions inspire others to dream more, learn more, do more and become more, you are a leader.” John Quincy Adams



## **ENGLISH: Literature and Language Arts 7**

In English 7, students develop a deeper understanding of literature while complementing their American history studies. They look closely at instances of individual heroism in novels and short stories that span from North America's founding through nineteenth century America. They focus particularly on characterization and the author's purpose as strong characters embark on paths to virtue. Formal class discussions refine their logic and analysis skills. The seventh grade's study of literature serves as a springboard for expanding vocabulary and honing writing skills. Students improve and expand their writing through an emphasis on outlining, summarization and paraphrasing, annotation, the paragraph, and the thesis statement. Their language arts study focuses on verb tenses, diagramming sentences, and punctuation. Students are also encouraged to deepen their love for fine literature through frequent poetry memorization and by reading independently.

## **HISTORY: United States History to 1860**

This course serves as an introduction to the early history of the United States. It begins with a study of European exploration and covers the colonization of the "New World" and cultural interactions between Native Americans, Europeans, and African slaves; the development of the British colonies and the formation of a uniquely American identity; and the formation of the United States with special emphasis placed on the American Revolution and the development of the Constitution. The course concludes with an examination of the growth and expansion of the United States, leading up to a struggle over slavery in the new territories.

Throughout the course, students focus on the development of note-taking and study skills, essay writing, the impact of geography on American history, analysis of primary and secondary sources, and the connections between historical events.

**MATHEMATICS:** Placement is done by proficiency when appropriate.

### **Pre-Algebra**

In grade 7 students begin to transition into the more abstract concepts of algebra. Through class discussion, modeling, and exploration, students study the properties of numbers, integers, equations, inequalities, absolute values, graphing, data analysis and statistics, geometry, irrational numbers, exponents, radicals, ratios, proportions, percents, probability, and polynomials. Students use algorithms and equations to model and solve open ended problems.

### **Algebra I**

This is a complete Algebra I course. Students build and hone their problem solving skills throughout the year. Topics include: integers, properties of real numbers, linear equations, systems of linear equations, inequalities, quadratic equations, properties of exponents, radicals, different methods of factorization, operations with polynomials, and methods of graphing linear, absolute value, quadratic, and exponential functions. Students are introduced to statistical ideas such as Venn diagrams, permutations, and combinations, compound inequalities, absolute value inequalities and graphs of inequalities in two variables. This course also emphasizes the development of students' analytical skills by gathering information and visualizing and solving complex problems.

## **SCIENCE AND TECHNOLOGY:**

### **Life Science**

This course's focus is the concentrated study of living organisms and life processes, including the structure, function, growth, origin, and classification of living organisms. Students conduct scientific investigation according to the scientific method and participate in hands-on activities and experiments while practicing appropriate laboratory technique. Students grow more confident in their use of the metric system and lab equipment as they prepare experiments and gather, analyze and interpret data. Emphasis is also on qualitative observation. Students utilize applications from their Computer Skills course to write their first formal lab report, which includes line and scatter-plot graphs of data generated from growing their own plants in the controlled environment of the laboratory. The course starts with the study of life at the cellular level and ends with the study of macroscopic organisms and their systems, highlighting the human person's unique role within the Animal Kingdom. In collaboration with their PE class, students experience lessons on taking care of one's own body to live a healthy lifestyle.

### **Computer Skills II**

This course works in collaboration with other subject areas to teach the computer skills necessary for academic work. It does so by integrating the use of the computer with guided online research for projects and presentations. In this course, students will continue to enhance their knowledge of computers and software applications by learning how to present information through Microsoft Office Word, PowerPoint, and Excel. Students will understand the uses for each tool and become proficient in formatting and task oriented activities. The course includes an introduction to the fundamental principles of coding by learning basic HTML. Writing skills are modeled and reinforced throughout the course, and students will continue to practice keyboarding skills.

## **THEOLOGY:**

### **Basic Catholic Doctrine 7: The Life of Grace and the Sacraments**

This course highlights the ways in which God reveals Himself to man through creation, Sacred Scripture and, ultimately and most fully, in the person of Jesus Christ. Once this basis is established, a comprehensive study of the seven Sacraments is undertaken in order to show how God gives His very life to His people.

**FOREIGN LANGUAGES:** Placement is done by proficiency when appropriate.

### **Intermediate Latin I**

Building upon the foundation laid in Beginner Latin, Intermediate Latin increases the student's speed and accuracy in reading, continues the introduction to the elements of Latin grammar, and deepens their understanding of Roman civic life. Students continue to follow the story of their Roman family, meeting new characters and diving deeper into Roman education, and political life in the public baths and forum. This in turn teaches the students about the principles of their own civic life. Grammar topics include: the dative and ablative cases, personal and demonstrative pronouns, degrees of adjectives, questions, intransitive verbs, complementary infinitives, noun-adjective agreement, and impersonal and irregular verbs. Having followed the story of Caecilius and his family, Intermediate Latin comes to a climax with the dramatic eruption of Mt. Vesuvius and its impact on the characters.

### **Intermediate Spanish I**

This course is for students with some prior knowledge of Spanish, and takes students from a beginner to an elementary level of Spanish. Students will begin to fulfill their needs to 1) develop their ability to communicate satisfactorily in Spanish in everyday practical situations that may occur either here in the U.S. or abroad, 2) to acquire some of the skills necessary for effective reading in Spanish, and 3) write Spanish with a satisfactory level of accuracy. The course reinforces, builds, and consolidates basic vocabulary and language through the integration of the four language skills: listening, speaking, reading, and writing. Students express existence, location, possession, obligation, need, routines and chores, fashion, describing their house and schedule in more detail, as well as likes and preferences, and they communicate in different real-life scenarios using the present tense to refer to daily and free-time activities. Oral and written exercises, class conversation, guided skits, and a handful of lively activities encourage participation and help build familiarity with the language. Additionally, students will learn how to build upon their basic knowledge acquired in Beginner Spanish by learning a variety of new verbs (such as *gustar*, *preferir*, *querer*, and *hacer*), prepositions, and simple clauses, which act as the building blocks of the language for years to come. The study of different Spanish-speaking countries and insight into their culture enrich students' knowledge and understanding of the Spanish-speaking world. As per the ACTFL proficiency guidelines, students should be able to master the following major skills by the end of the school year: **read** a short story in Spanish, **write** a 1-2 paragraph essay in a controlled context, produce a short 1-1.5 minute **oral** presentation with scaffolding and aids, and **understand** controlled, paced Spanish in the classroom setting.

**MUSIC: Students in Middle School will choose between choral and instrumental music study.**

### **Choral Music 7-8**

Seventh and eighth grade choral music students continue developing their sight reading and vocal ability through the preparation of various choral compositions encompassing a wide range of styles and time periods with increasing levels of difficulty. They will continue to grow in their understanding of the cultural, historical and performance aspects of music. Skills that are acquired lay the foundation for continued study in Upper School. Through the study of music, they learn to find their own voice, the importance of teamwork and participation in their communities, and that they are shapers of culture, not only as potential composers or performers, but in their daily musical choices. Students develop individual talents and creativity, and acquire an appreciation that enriches their lives throughout adulthood.

### **Chamber Ensemble 7-8**

Seventh and eighth grade instrumental music students continue developing their sight reading and technical ability through the preparation of various compositions encompassing a range of styles and time periods with increasing levels of difficulty. They will continue to grow in their understanding of the cultural, historical and performance aspects of music. Skills that are acquired lay the foundation for continued study in Upper School. Through the study of music, they learn to find their own voice, the importance of teamwork and participation in their communities, and that they are shapers of culture, not only as potential composers or performers, but in their daily musical choices. Students develop individual talents and creativity and acquire an appreciation that enriches their lives throughout adulthood. The instrumentation of the Chamber Ensemble currently includes: strings, harp, flute, clarinet, and bass clarinet. In order to maintain a cohesive sound, other instrumentalists with previous experience will be included at the discretion of the director.

**VISUAL ARTS & THEATRE ARTS: Students in Middle School will choose between Studio Art and Theatre Arts.**

### **Studio Art 7**

The seventh grade studio art course is designed to extend the introductory level knowledge students gained in the sixth grade studio art course. Through "hands-on" projects students will broaden their experience in applying various materials and intermediary level techniques to the creation of their own artwork within the traditional disciplines of drawing, painting, printmaking, sculpture, and craft. Students will be encouraged to deepen and support their analyses of art, and the assessment of their own artwork during guided critiques using art principles and vocabulary.

### **Theatre Arts 7**

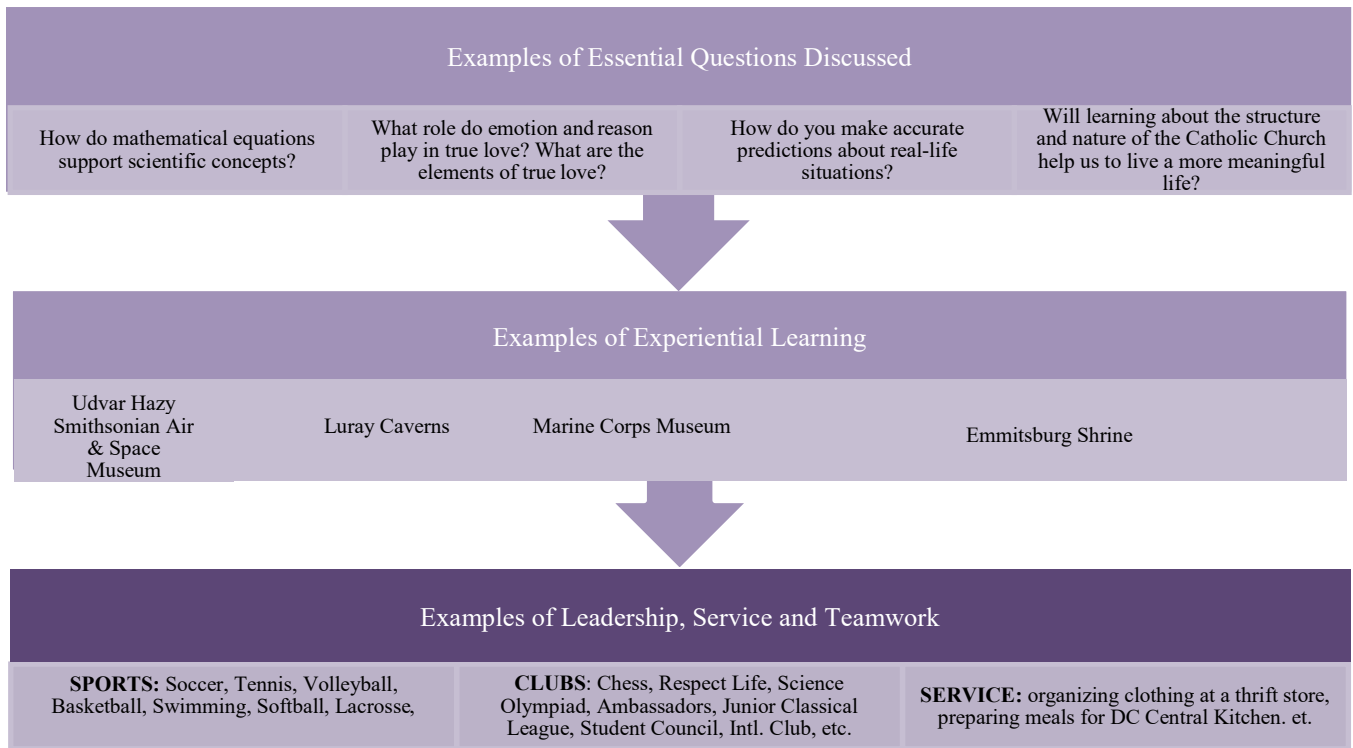
The seventh grade theatre arts course builds on broad theatrical skills in performance, design, and analysis. By emphasizing body awareness, vocal expression, and psychological exploration, students will hone skills in acting, characterization, storytelling, and scriptwriting. In seventh grade, students will learn to think on their feet through improvisations, explore larger-than-life characterization and theatre history through commedia dell'arte, and investigate vocal expression and sound design through the performance of a radio play. The course will culminate with a live performance.

**PHYSICAL EDUCATION**

The purpose of Physical Education in 7<sup>th</sup> grade is to continue exploring and improving the skills and rules of a variety of sports and physical activities. The 7<sup>th</sup> grade class encompasses long units to emphasize fundamental skills and team cooperation. Intermediate skills are introduced, as are more complex sports. They will complete a physical fitness test at the beginning and end of the school year. On bad weather days, we will move indoors and adjust the curriculum accordingly.

## GRADE 8: Rising Scholars

The 8th grade Oakcrest curriculum encourages the class—leaders of the middle school and students on the cusp of high school—to reflect more deeply on the kind of person they want to become. They read several coming-of-age novels in English class, including *To Kill a Mockingbird* and *The Chosen*, and consider essential questions such as “How should we react to evil in the world?” and “How are our characters shaped by family, friends, and experiences?” The allegory of Pinocchio, discussed in theology class, encourages them to think about the strings—uncontrolled emotions, peer pressure, selfishness—that need to be cut in order to become fully human. In history class, the “Most Courageous American” tournament continues, guided by C.S. Lewis’s insight that “Courage is not simply one of the virtues but the form of every virtue at the testing point.” This project is not only an entertaining way to become acquainted with great historical figures and build research skills, but also a spur to contemplate different models for how to live. Another important and team building milestone is the 8<sup>th</sup> Grade bonfire! At the end of the year, 7th and 8th grade students debate the merits of their “most courageous American” in front of the entire school, practicing their public speaking and honing their ability to make persuasive, logical arguments. There are leadership workshops to discuss friendship and resilience, field trips and speakers to learn about different careers and fields of study, and light-hearted moments to enjoy each other’s company, including the traditional 8th grade rafting trip in Harper’s Ferry, West Virginia. The year ends with a formal Promotion Ceremony to celebrate the class’s accomplishments in middle school and mark their transition to new adventures in high school.



“There is no truth more thoroughly established than that there exists in the course of Nature, an indissoluble union between virtue and happiness.” George Washington

**ENGLISH: Literature and Language Arts 8**

In English 8, students are introduced to well known works of classical literature. Throughout the year, the students read *To Kill a Mockingbird*, *The Chosen*, *A Midsummer Night's Dream*, and *Jane Eyre*. The novels and the play encounter the difficulties that come with human relationships, whether it be with friends, family, or loved ones. The students are challenged to consider: How are we shaped by our family, especially our parents? How do we form our own identity in relation to our families? What does it take to be a good friend, particularly with people different than ourselves? These questions are developed through formal discussions, whereby students practice building clear arguments, supporting their ideas, making connections, listening attentively, and disagreeing with courtesy. The poetry studied throughout the year helps the students pay attention to the beauty of language, its imagery, symbolism, and music. Writing assignments are both creative and formal, and include personal memoirs, descriptive essays, and analytical essays. Students become adept at writing cohesive paragraphs and organized essays, and learn to support their arguments and insights about a literary work with evidence from the text. Vocabulary and grammar study continues throughout the year.

**HISTORY: United States History from 1860**

This course is a continuation of the seventh grade United States History course, beginning with an in-depth study of the Civil War. Students examine the continued expansion of the United States; the growth of cities and industry; the growing role of the United States in world affairs at the start of the twentieth century; the rise of communism and its effect on the world and the United States; the Great Depression; and the two world wars. The course concludes with a study of the Civil Rights movement and the Cold War era ending with the break-up of the Soviet Union in 1991. Throughout the course, students further refine their note-taking, study skills, and essay writing. They focus on the impact of geography on American history, and analyze primary and secondary sources and the connections between historical events.

**MATHEMATICS:** Placement is done by proficiency when appropriate.

**Algebra I**

This is a complete Algebra I course. Students build and hone their problem solving skills throughout the year. Topics include: integers, properties of real numbers, linear equations, systems of linear equations, inequalities, quadratic equations, properties of exponents, radicals, different methods of factorization, operations with polynomials, and methods of graphing linear, absolute value, quadratic, and exponential functions. Students are introduced to statistical ideas such as Venn diagrams, permutations, and combinations, compound inequalities, absolute value inequalities and graphs of inequalities in two variables. This course also emphasizes the development of students' analytical skills by gathering information and visualizing and solving complex problems.

**SCIENCE AND TECHNOLOGY:****Introductory Physical Science**

Physical Science coursework introduces the student to the basic concepts of physics and chemistry. Through lab work, classroom demonstration, hands-on projects, and class work, students relate the principles they are learning to real world experiences. Since chemistry and physics are best understood by experimentation, students conduct scientific investigations, including guided inquiry experiments, according to the scientific method and participate in hands-on activities and lab experiments while practicing and mastering appropriate laboratory technique. By this grade level, the students are confident in their use of the metric system as they prepare experiments, then gather, analyze and interpret data. Their coding skills, taught in their computer skills course, are utilized to generate a webpage explaining the real-life applications of a physics concept or household chemical. Related projects and field trips are designed to enhance students' understanding of and engagement with their science studies.

**Computer Skills III**

This course is designed to prepare students for high school, and builds upon students' growing comfort with computers and Microsoft Office tools, by exposing them to functional needs and uses, as well as practical academic applications. Students will create final projects using the skills they have learned in Microsoft Office Word, PowerPoint, and Excel, and end the course by designing a webpage using HTML and CSS in collaboration with their science class. Throughout the course, writing skills are modeled and reinforced on all projects, and students continue to practice their keyboarding skills and explore the specifics of email etiquette.

**THEOLOGY:****Basic Catholic Doctrine 8: The Church and the Call to Holiness**

This course studies the history and Magisterium of the Catholic Church. Students come to know the Church as Christ's Mystical Body. They understand the nature of their life in the Church, and come to see the Magisterium as the sure voice of Jesus Christ.

**FOREIGN LANGUAGES:** Placement is done by proficiency when appropriate.

**Advanced Latin I**

Advanced Latin continues to introduce students to the elements of Latin, but also begins the transition to more advanced syntax. Grammar topics include: all declensions, prepositional phrases, continued attention to noun-adjective agreement, verb conjugations, irregular verbs, the imperative, subordinate clauses, relative pronouns and clauses, personal pronouns, adverbs, the genitive case, and uses of the ablative and accusative. This more complex grammar continues to be taught via reading Latin stories. Students learn about what happened to their Pompeian family and the plot shifts to the impact of the Romans upon the rest of the world. This global shift brings with it studies of ancient Alexandria and Britain, the relationship of Rome with other nations, Roman roads, imports and exports, religion, military structure, and Rome's relationship with conquered peoples. Students learn the far reaching impact of Rome not only globally but also historically when they see the ways in which we still are influenced by Rome today.

## **Advanced Spanish I**

This course is a continuation of Intermediate Spanish, in which students will further fulfill their needs to 1) develop their ability to communicate satisfactorily in Spanish in everyday practical situations that may occur either here in the U.S. or abroad, 2) acquire some of the skills necessary for effective reading in Spanish, and 3) write Spanish with a satisfactory level of accuracy. Students will be exposed to aspects of Hispanic culture via videos and written texts. Students reinforce, consolidate, and augment knowledge of basic vocabulary and begin to learn and incorporate more complex structures in speaking and writing. Students communicate in the present tense using new stem-changing and irregular verbs and more complex syntax. They learn to communicate in the present progressive and immediate future tenses in a varied array of contexts and more elaborate everyday real-life scenarios, in which all the new language components are integrated to the previously acquired ones in a natural and progressive way. Students start to gain more fluency, read more extensive texts and short-stories, and write formal compositions. The study of different Spanish-speaking countries and insight into their culture enrich students' knowledge and understanding of the Spanish-speaking world. As per the ACTFL proficiency guidelines, students should be able to master the following major skills by the end of the school year: **read** a short, authentic article in Spanish, **write** a short composition in a controlled context, produce a short **oral** 1.5-2 minute presentation with scaffolding and aids, and **understand** controlled, paced Spanish in the classroom setting.

**MUSIC: Students in Middle School will choose between choral and instrumental music study.**

### **Choral Music 7-8**

Seventh and eighth grade choral music students continue developing their sight reading and vocal ability through the preparation of various choral compositions encompassing a wide range of styles and time periods with increasing levels of difficulty. They will continue to grow in their understanding of the cultural, historical and performance aspects of music. Skills that are acquired lay the foundation for continued study in Upper School. Through the study of music, they learn to find their own voice, the importance of teamwork and participation in their communities, and that they are shapers of culture, not only as potential composers or performers, but in their daily musical choices. Students develop individual talents and creativity, and acquire an appreciation that enriches their lives throughout adulthood.

### **Chamber Ensemble 7-8**

Seventh and eighth grade instrumental music students continue developing their sight reading and technical ability through the preparation of various compositions encompassing a range of styles and time periods with increasing levels of difficulty. They will continue to grow in their understanding of the cultural, historical and performance aspects of music. Skills that are acquired lay the foundation for continued study in Upper School. Through the study of music, they learn to find their own voice, the importance of teamwork and participation in their communities, and that they are shapers of culture, not only as potential composers or performers, but in their daily musical choices. Students develop individual talents and creativity and acquire an appreciation that enriches their lives throughout adulthood. The instrumentation of the Chamber Ensemble currently includes: strings, harp, flute, clarinet, and bass clarinet. In order to maintain a cohesive sound, other instrumentalists with previous experience will be included at the discretion of the director.

**VISUAL AND THEATRE ARTS: Students in eighth grade will choose between Studio Art 8 and Theatre Arts and Public Speaking.**

### **Studio Art 8**

The eighth grade studio art course is designed to help the soon-to-be-rising upper school freshmen develop their own “voices” as individual young artists. The course will review and deepen their knowledge of materials and techniques, and place an increased emphasis on the importance of craftsmanship. Studio projects will involve higher level thinking skills and creative applications of prior-gained knowledge in drawing, painting, printmaking, sculpture, and craft. Students will continue to participate in discourse that will enable them to support their work during guided critiques thereby promoting both confidence and proficiency.

### **Theatre Arts and Public Speaking 8**

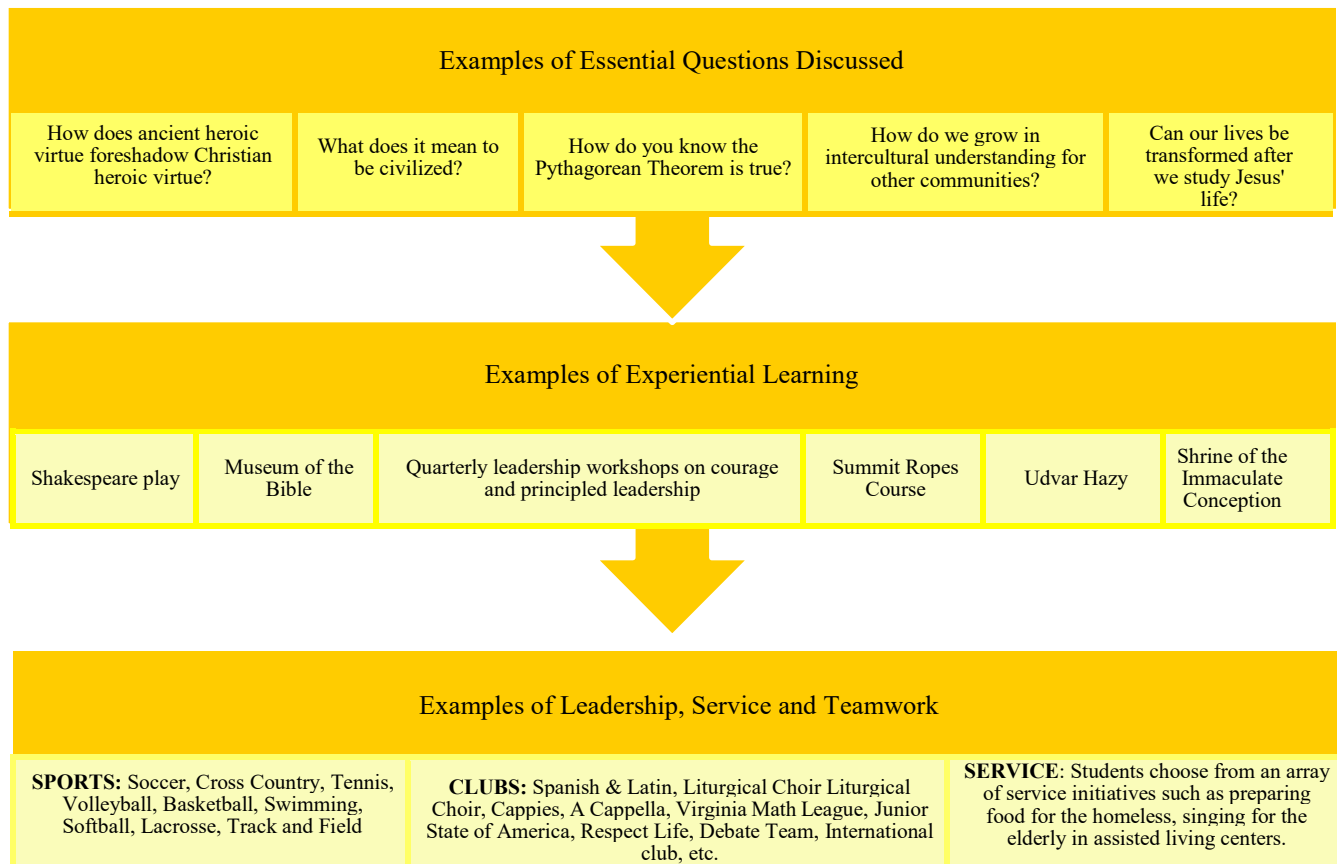
The eighth grade theatre arts and public speaking course prepares students for academic (and other) situations where they may be called upon to make a speech or presentation. Students will present a variety of speeches, including informative, persuasive, and impromptu speaking. They will also analyze historical speeches and present the speeches of their peers. For the last portion of the course, students will apply their newly acquired public speaking skills to theatre and performing arts. They will explore performance through scene work, storytelling, and scriptwriting, culminating in a live performance at the end of the term.

**PHYSICAL EDUCATION:** The purpose of Physical Education in 8<sup>th</sup> grade is to continue exploring and improving the skills and rules of a variety of sports and physical activities. In 8<sup>th</sup> grade, learning units are shortened, placing the emphasis of student effort on consistency in fundamental skills. Intermediate and advanced skills are developed as participants begin learning strategic control and coordination. The class seeks more team involvement. The class will also be introduced to the major muscles of the body and exercises and stretches for those muscles. They will complete a physical fitness test at the beginning and end of the school year.

On bad weather days, we will move indoors and adjust the curriculum accordingly.

## GRADE 9: Life as a Heroic Journey

Ninth Grade begins with a very appropriate theme: building a solid foundation for adulthood addressing the skills and virtues that will enable every Oakie to lead a happy and mature life. The all-girl environment creates a comfort level where girls embrace new challenges, take safe risks and develop a solid growth mindset. Our Oakies grow as deductive and inductive reasoners studying geometry while analyzing urban design, architecture and spatial relations. History, English, and Theology classes overlap in the historical and social time periods they cover. Our girls simultaneously deepen their knowledge of the ancient civilizations while discussing heroism in literary texts such as *The Odyssey* and *The Aeneid*, and tracing similar themes while reading and discussing the Old Testament in Theology classes. Ethical thinking and collaborative work permeate every academic initiative our Oakies undertake during these most formative years in their lives. In the enhanced study skill workshops our students learn how to master time-management, organizational skills, while understanding their particular learning style. Our ninth graders learn to develop new friendships as they welcome new classmates and explore new passions as they choose from a variety of electives, join clubs, sports teams and participate in service projects. Service initiatives are an integral part of the Upper School experience at Oakcrest. Our freshman class participates in projects such as singing for the elderly, gleaning nutritious produce to be delivered to those in need, or helping with the needs of others at the Ronald McDonald House and the Shepherd's Table. Students and parents start the college journey with our College Counselors.



“For this very reason, make every effort to supplement your faith with virtue, virtue with knowledge, knowledge with self-control, self-control with endurance, endurance with devotion, devotion with mutual affection, and mutual affection with love.” Second Letter of Peter 1:6-7.

## **ENGLISH: Classical and Medieval Literature Honors**

English 9 complements the history course, introducing the students to the foundational works of the Western literary tradition such as Homer's Iliad and Odyssey, Greek tragedy, Virgil's Aeneid, Beowulf, Sir Gawain and the Green Knight, and a Shakespeare play. Students will be introduced to the literary forms of epic, tragedy, comedy, and lyric; identify literary devices and figures of speech; write essays that are persuasive, logical, and beautiful; become familiar with the greatest examples of literature and their impact on Western culture; and compare and contrast the Greek ideals of heroism and virtue with the Roman and the Christian understanding of these ideals. We also train our students in the ancient art of memorizing and reciting poetry.

## **Logic and Rhetoric**

The Oakcrest liberal arts curriculum develops two crucial aspects of learning-- the student's ability to reason and her ability to communicate. In the Logic and Rhetoric course students learn that human communication takes place on three levels: Logos, Pathos, and Ethos. The mind is moved by reason, the emotions by beauty, and the will by a desire for what is good. Students will learn how to speak and write persuasively on all three levels, developing a growing appreciation for the power and responsibility of communicating truth. A combination of written and oral exercises, debates, presentations, and the study of literary and historical exemplars allow students to imitate, create, and develop their own powers of reasoning and rhetorical style.

## **HISTORY: World History through the 15<sup>th</sup> Century**

World History introduces students to diverse cultures of the globe from the earliest river civilizations (3500 B.C.) through the expansion of Western colonial powers into Africa and Asia. It offers a balanced global coverage of Africa, the Americas, Asia, and Europe with an emphasis on the development of Western Civilization. The underlying principle of the course is imparting the excitement and diversity of the human story across time and space. Other themes include the religious roots of ancient cultures; the interaction between humans and the environment; state-building, expansion and conflict; creation and interaction of economic systems; and development and transformation of social structures. These themes are explored through a case-study approach of specific, selected peoples, cultures, and regions. The material and themes introduced in World History complement the themes studied in Classical and Medieval Literature, the ninth grade English course. In this first class of the Upper School History sequence, students build discipline-specific skills dealing with historical writing and analysis at a more accelerated level.

**MATHEMATICS:** Placement is done by proficiency when appropriate.

### **Geometry – Geometry Honors**

This course is for students who have completed Algebra I. It relates, applies, and connects geometric concepts to algebra, real-life problems and current issues in other academic disciplines. This course presents key geometric terms and concepts, beginning with points, lines, and planes. As formal, deductive study of the concepts of Euclidean geometry, this course also emphasizes logical reasoning and formal proofs. Projects and explorations help students to understand that geometry is a representation of the world around us. The course builds a foundation for future study in art, architecture, mathematics, science and other fields that require a robust understanding of shape and position.

### **Algebra II – Algebra II Honors**

Students in this class are expected to have successfully completed Algebra I and Geometry courses. After an in-depth review of Algebra I concepts and skills, students are introduced to imaginary and complex numbers, rational exponents, inverse functions, polynomials, logarithmic and exponential functions, sequences and series, and introductory trigonometry. Problem solving and effective use of the graphing calculator are woven throughout the course. This course also emphasizes the development of students' analytical skills by gathering information, and visualizing and solving complex problems.

## **SCIENCE AND TECHNOLOGY**

### **Biology Honors**

Biology encompasses the study of all levels of life from cells to organisms to ecosystems. Topics studied include principles of chemistry and biochemistry; cells, including the structure of prokaryotic and eukaryotic cells and the cell processes of cellular respiration, photosynthesis and cell division; Mendelian, human and molecular genetics; evolution, ecology and the biodiversity. Guided as well as open-ended labs encourage students not only to develop analytical and critical thinking skills but also to cultivate a curiosity and appreciation for the living world. Fundamental science skills are developed throughout the course, including use of the microscope, observation, data collection, analysis and interpretation, dissection techniques, DNA separation and analysis, and independent scientific design using the scientific method.

### **THEOLOGY: Sacred Scripture and the Life of Christ Honors**

Sacred Scripture presents the story of salvation history and God's loving plan for mankind. This course gives the students an introduction to the Old Testament and emphasizes the fulfillment of the Old Testament in the New Testament. The study of the life of Christ gives the students a deeper knowledge and understanding of what Christ did and taught in order to encourage them to make a personal decision to follow Jesus Christ more closely in their own lives.



**FOREIGN LANGUAGES:** Placement is done by proficiency when appropriate.

### **Latin I Honors**

This course introduces students to the Latin language. Following the Cambridge Latin Course, students acquire a vocabulary of over four hundred words. Students use their Latin vocabulary to determine the meaning of English words derived from Latin. First year grammar includes the present, imperfect, perfect, and pluperfect tenses; infinitive and imperative verbs; present participles; all five noun declensions; several pronominal forms; the use of all six cases. A further benefit of learning Latin grammar is its reinforcement of English grammar. Translating provides students with exercises in logic and problem-solving. Latin translation forms lifelong habits of the mind that will enable students to be better thinkers in any field.

### **Latin II Honors**

Latin II Honors has two main objectives. One is to further the students' language study with more advanced grammar and more complex sentence structure. To this end, students learn about participles, *cum* clauses, the subjunctive mood, gerundives of obligation, indirect questions, result and purpose clauses, impersonal verb constructions, all passive verbs, uses of the genitive case, ablative absolutes, and negative subordinate clauses. The second objective is to build confidence in tackling increasingly challenging literature through sight-reading, writing translations, oral recitations, and discussions of basic linguistics. Continued emphasis is placed on the historical context of events and literature. Students refine their understanding and appreciation of the Roman Empire as we follow our characters into a Roman military camp. Students read about military structure, engineering, and local and imperial government.

### **Spanish I Honors**

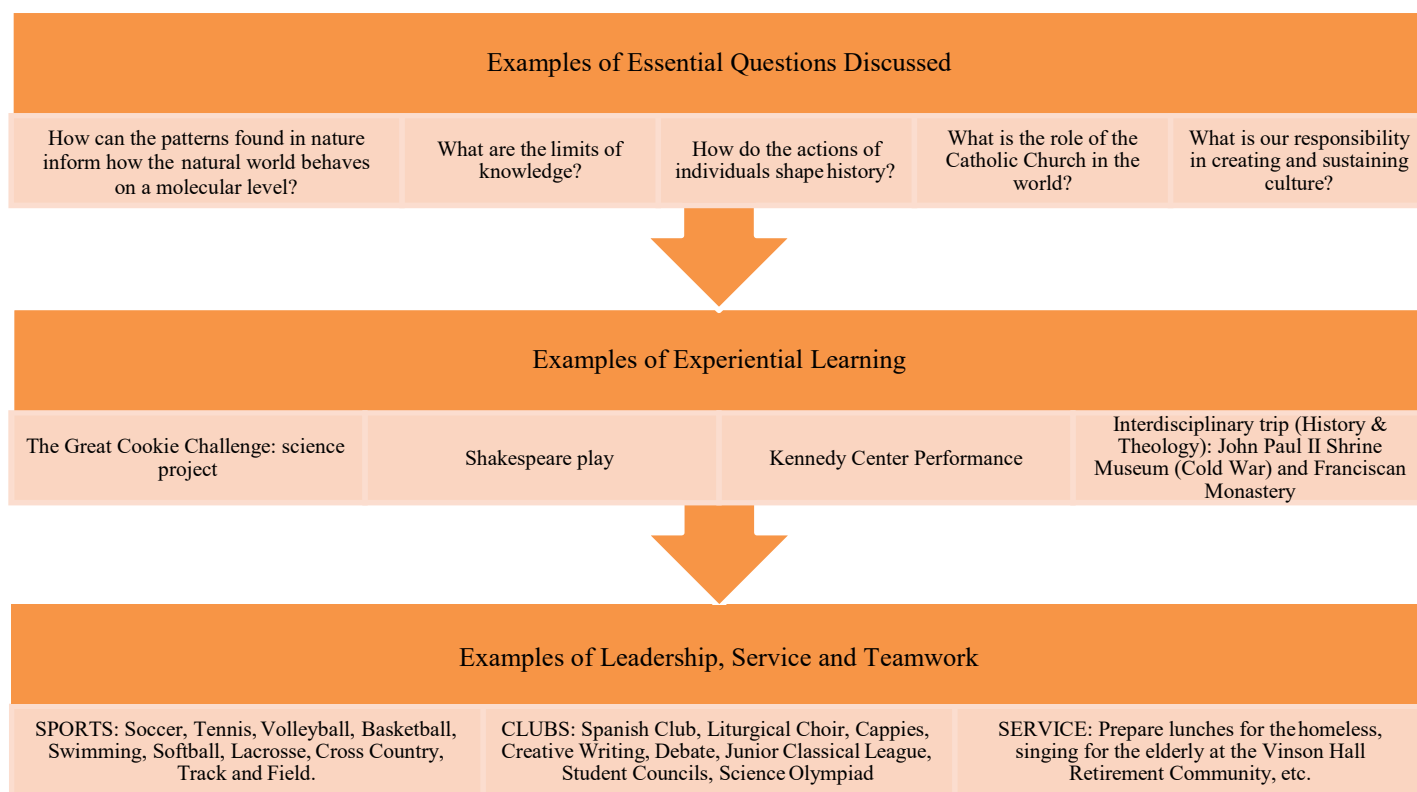
This is an intensive course that takes students from a beginner to a pre-intermediate level of Spanish language proficiency. Lively practice that integrates the four language skills - listening, speaking, reading, and writing - forms the core of student learning in every class. Students express existence, possession, location, obligation, need, likes and preferences, and they communicate in the present tense, present progressive and immediate future in an array of different contexts and real-life situations. Fluency is pursued from the very beginning, with language being built through communicative techniques that make classwork a key in the teaching-learning process. Students are encouraged to use the Spanish language at all times inside the classroom and to look for ways to extend practice using the language in real life scenarios. The study of different Spanish-speaking countries and insights into their culture enrich students' knowledge and understanding of the Spanish-speaking world. New eighth grade students with no prior background in Spanish are welcomed into this course. As per the ACTFL proficiency guidelines, students should be able to master the following major skills by the end of the school year: **read** a short, authentic article in Spanish, **write** a short composition in a controlled context, produce a short **oral** 1.5-2 minute presentation with scaffolding and aids, and **understand** controlled, paced Spanish in the classroom setting.

### **Spanish II Honors**

This course enables students to advance from pre-intermediate Spanish to an intermediate level of language proficiency. In this intermediate course, students will reinforce their knowledge of the first year courses and further develop their ability to 1) communicate satisfactorily in Spanish in everyday practical situations that may occur either here in the U.S. or abroad, 2) continue acquiring some of the skills necessary for effective reading in Spanish, and 3) write Spanish with a satisfactory level of accuracy. Language is built on solid bases through lively communicative practice that integrates the four language skills - listening, speaking, reading, and writing. While continuing to build vocabulary from a variety of contexts and sources, students expand their use of the present tense, they learn to narrate and describe events that happened in the past with the introduction of the preterit, and the imperfect tenses, and they are introduced to the future tense and the imperative mood. Students also learn comparative and superlative adjectival forms. The study of different Spanish-speaking countries and insight into their culture enrich students' knowledge and understanding of the Spanish-speaking world. Students are encouraged to use the Spanish language at all times inside the classroom. As per the ACTFL proficiency guidelines, students should be able to master the following major skills by the end of the school year: **read** real-world, authentic short stories and articles in Spanish, **write** a short 250-300word composition, produce a 2-3 minute **oral** presentation, both prepared and spontaneous, and **understand** Spanish both in the classroom setting as well as from native-speaker sources (such as from authentic, real-world audio and video clips).

## GRADE 10: The Power of Beauty and Truth to Define and Create Culture

The Portrait of an Oakcrest Graduate clearly states that our alumnae, as trustees of humanity, will positively impact family and society through, among other characteristics, “A love for beauty in the world, and a sense of responsibility to sustain and create it.” Our sophomore students learn to understand that beauty transcends the visual realm since its harmony permeates human relations, laws in nature, the clarity of mathematics and the aesthetics of culture. Our dynamic and rich liberal arts curriculum is an engaging springboard for our sophomores to conduct collaborative inquiries on enthralling topics such as how literature is a reflection as well as a critique of society; how functions connect with physics and sports, how the arts shape, as well as reflect, a culture; and how our individual choices can contribute to the common good. As part of their Upper School journey, our tenth graders meet with our College Guidance counselors; take standardized tests in preparation for their college applications and continue growing in their personal journey addressing virtues such as temperance and fortitude. Sophomores write an interdisciplinary research paper on the concept of beauty, harmony and balance as they relate to the essential questions discussed in Music and Arts Appreciation, and Medieval to Modern Literature.



“Whatever things are true, whatever things have honor, whatever things are upright, whatever things are holy, whatever things are beautiful, whatever things are of value, if there is any virtue and if there is any praise, give thought to these things.” Letter of St. Paul to the Philippians 4:8

**ENGLISH: Medieval to Modern Literature Honors**

In tandem with their history studies, English 10 students consider some of the essential questions of Western culture through reading and discussing its great poems, plays, and novels. The course focuses on British literature, guided by writers such as Chaucer, Shakespeare, Mary Shelley, Jane Austen, Charles Dickens, and James Joyce. Students will explore both personal and social achievements of man while also examining downfalls brought upon by man's flawed choices and restrictive circumstances. Themes such as reason and emotion, justice and mercy, nature and nurture, pride and judgment, freedom and happiness are examined in class discussions. Students study the methods that writers use to provide meaning: both large-scale elements as structure, style and theme, and smaller-scale elements such as figurative language, imagery, and tone. Close reading enhances both guided discussion and written literary analysis, and the process of organizing, writing, and editing essays is emphasized.

**HISTORY: Modern European History Honors / AP European History**

The Modern European History Honors class presents an in-depth survey of the political, social, and economic progression of Europe from the Renaissance through the Reformation, the era of Absolutism, the Scientific Revolution, the Enlightenment, Revolutionary France, the Napoleonic Era, the Industrial Revolution, the emergence of Communism, European Nationalism, World War I, World War II, the Cold War, to present-day Europe. The main objective of the course is to examine the effects of technology and philosophies on society, the role of religion and the secularization of culture, foster greater understanding of the development of major trends in European history and how they shaped Europe, including literary and artistic developments, the impact of changing political ideals, national identities, the diplomatic and economic relationship of Europeans with each other and other nations, and the interaction of Europeans with non-Western cultures. This rigorous class encourages students to develop an appreciation for the heritage of Western Civilization into the modern world and creates an interdisciplinary approach with the 10<sup>th</sup> Grade English class, Medieval to Modern Literature.

The AP European History course includes all components of the Modern European History Honors course, and also prepares students for the AP examination at the year's end. Therefore, it requires extensive reading and writing work outside of the classroom and builds test-taking skills through the study and practice of document-based questions, multiple choice questions, and essay writing. AP students are required to take the AP exam in May.

Requirements: Students must have a strong work ethic and teacher approval. The History Department has set a grade threshold to ensure students are adequately prepared for the pacing, workload, and depth of analysis required for an AP class. "A-/90%" average will be required in the previous year's coursework in a non-AP level History class and a "B+/87%" average in an AP History class.

**MATHEMATICS:** Placement is done by proficiency when appropriate.

**Algebra II – Algebra II Honors**

Students in this class are expected to have successfully completed Algebra I and Geometry courses. After an in-depth review of Algebra I concepts and skills, students are introduced to imaginary and complex numbers, rational exponents, inverse functions, polynomials, logarithmic and exponential functions, sequences and series, and introductory trigonometry. Problem solving and effective use of the graphing calculator are woven throughout the course. This course also emphasizes the development of students' analytical skills by gathering information, and visualizing and solving complex problems.

**Pre-Calculus – Pre-Calculus Honors**

This course is a full-year course for students who have completed Algebra II. It is challenging and moderately to fast-paced. Topics include trigonometry, basic analytic geometry, elementary and transcendental functions, polar coordinates, complex numbers, and basic algebraic concepts used in calculus. Students are introduced to limits, asymptotic behaviors of functions and graphical analysis of functions as models of real-life problems. This course also emphasizes the development of students' analytical skills by gathering information, visualizing and solving complex problems, and justifying results.

**SCIENCE:****Chemistry**

Chemistry introduces students to the nature of chemistry, measurements and units, dimensional analysis, the structure and interactions of matter, the states of matter, the structure of the atom, applications and organization of the periodic table, types of bonding and their properties, chemical nomenclature and molecular structure, chemical reactions, and some basic thermochemistry concepts. Course work involves rigorous laboratory experience which complements the course's conceptual learning. Inquiry labs and the use of PASCO probeware provide students with advanced data collection and analysis experience. Students learn technical writing skills and incorporate them in their written analysis and formal laboratory reports. Students are challenged to develop their problem solving skills, especially the analytical methods of deduction which are key to scientific inquiry and discovery. This course lays a strong foundation for the advanced science courses offered in the junior year.

**Chemistry Honors:** In addition to the topics covered and skills acquired in Chemistry, honors chemistry explores additional topics in-depth, including nuclear chemistry, the chemistry of aqueous solutions, and thermodynamics. This course focuses on preparation for advanced science courses and requires approval of the Mathematics and Science Departments.

## **THEOLOGY: The History of the Catholic Church Honors**

This course traces the history of the Deposit of Faith demonstrating: (1) how it has been maintained since it was given to us by Jesus Christ and transmitted through the Apostles and their successors, and (2) how the Deposit of Faith has been progressively understood by the Church, guided by the inspiration of the Holy Spirit. This course also examines how the Church, despite the human weaknesses of some of its members, has, nevertheless, had an enormous influence on the development of Western Culture. The first half of the year follows the history of the Church from its founding by Christ up through the Middle Ages. The second half of the year begins with the Renaissance and culminates in an in-depth look at the Church in the modern world.

**FOREIGN LANGUAGES:** Placement is done by proficiency when appropriate.

### **Latin III Honors**

Latin III Honors is for students who have completed Latin II. Students transition from adapted texts to primary sources, with a strong emphasis on refining grammatical and syntactical knowledge. In addition, students begin to approach texts as literature, discussing poetic elements and versification. Authors read include Ovid, Horace, Catullus, Livy, and Pliny, as well as the Latin of the New Testament. Grammar studies conclude with the supine, gerunds and gerundives, indirect statement, irregular verbs, all subjunctive and infinitive forms, conditional statements, circumstantial clauses, fear clauses, and subordinate clauses in indirect discourse. Students explore the richness of the best of Latin literature: they read the vivid myths of Ovid, the love poetry of Catullus, the legends of the founding of Rome by Livy, and Pliny's epistolary literature, reaping the rewards of their prior years of grammatical study.

### **Spanish III Honors**

In this fully-immersive Spanish intermediate course, students will reinforce their knowledge of the previous years' courses and further develop their ability to 1) communicate satisfactorily in Spanish in everyday practical situations that may occur either here in the U.S. or abroad, 2) continue acquiring some of the skills necessary for effective reading in Spanish, and 3) write Spanish with a satisfactory level of accuracy. It builds on the grammatical foundations developed in the previous years of study and takes students to a pre-advanced level of Spanish language proficiency. Students recycle and consolidate the present, preterit, and imperfect tenses learned so far and are aimed at using them correctly at all times. The present subjunctive is introduced and used in an array of contexts and real-life situations in order to express desire, request, emotion, doubt, and denial; additionally, the future and perfect tenses and conditional sentences come into play leading students to understand and use the language in a more sophisticated framework. Students continuously integrate the four language skills: listening, speaking, reading, and writing, across three communicative modes: interpretive, interpersonal, and presentational. They acquire more fluency, polish their pronunciation, and unfold their writing in essays with more complex and varied structures. Students grow in their knowledge of the Spanish-speaking world through literary texts and audiovisual materials, which will provide them with an insight into its rich history and culture. As per the ACTFL proficiency guidelines, students should be able to master the following major skills by the end of the school year: **read** real-world, authentic stories and articles in Spanish, **write** formal 300+ word compositions, produce 3+ minute **oral** presentations, both prepared and spontaneous, and **understand** Spanish both in the classroom setting as well as from native-speaker sources (such as from appropriate authentic, real-world movies, and audio and video clips).

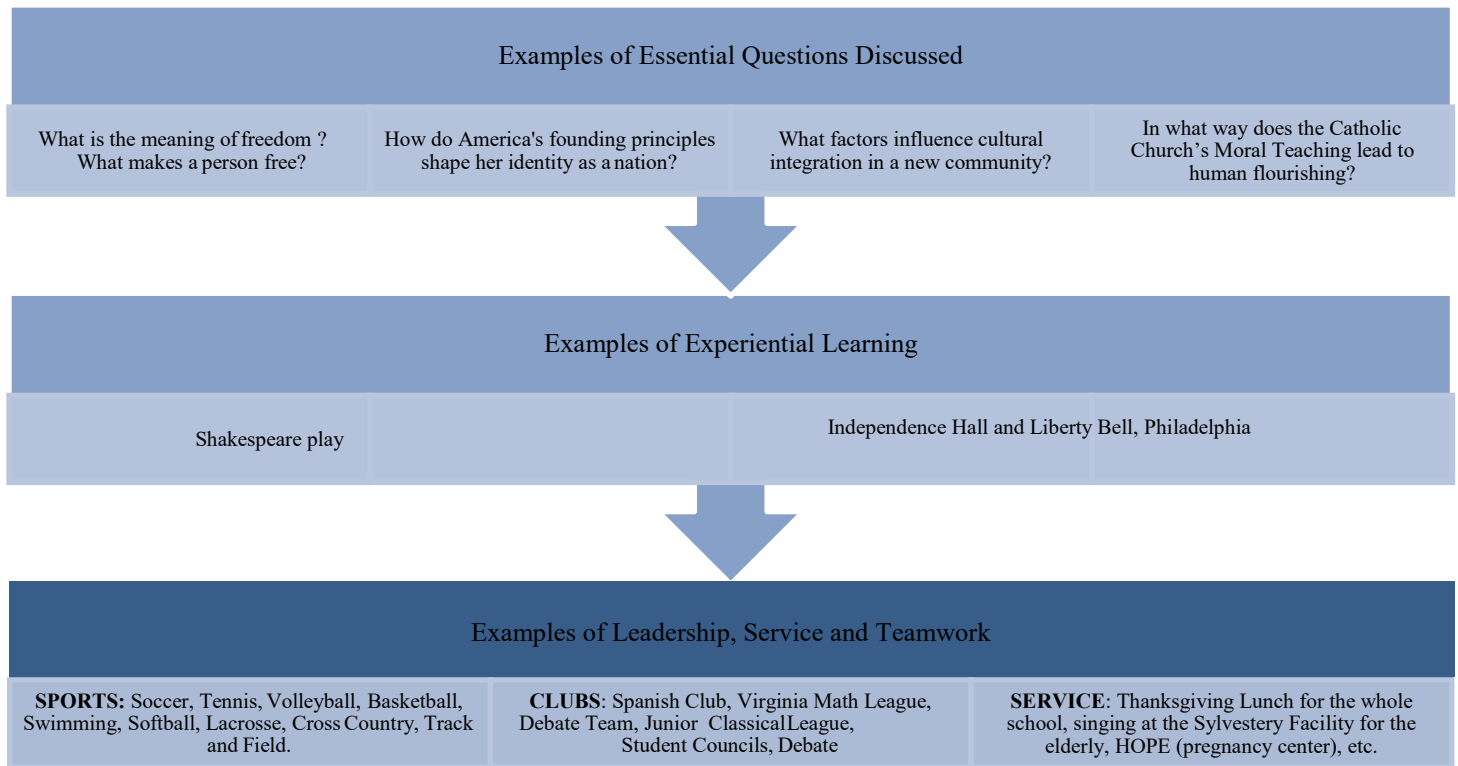
## **VISUAL AND PERFORMING ARTS**

### **Music & Arts Appreciation**

The Music and Arts Appreciation course curriculum is designed to encourage a lifelong enjoyment of the arts through the development of an understanding of and appreciation for the positive contribution of the arts to society. The course provides foundational skills (tools of analysis and interpretation) as well as a general, historical understanding of various Western artistic and musical conventions, movements, and styles. It focuses on a select number of major developments in a range of media, emphasizing the way that works of music and art function both as aesthetic and material objects and as cultural artifacts and forces. Students will actively engage with music and artworks through concert attendance, viewing of exhibition works, discussion, research, and writing.

## GRADE 11: Growing in Knowledge, Wisdom and Virtue

Two milestones serve as a rite of passage for our Oakies to become Upperclassmen: the Junior Retreat at Longlea Conference Center and the Junior Ring Ceremony. The retreat, with its time to reflect and pray about our life and our relationship with God, is one of the most memorable moments of the Oakcrest journey. As juniors embark on the study of Moral Theology, they tackle controversial social issues from different perspectives and fully understand that faith illuminates reason. In U.S. History classes, our students engage in robust, ethical conversations on topics such as the American identity, demographic and economic transformations, religion and reform, slavery and its repercussions, politics, and virtuous citizenship. These concepts are further unpacked through the discussions of texts written by Hawthorne, Melville, Dickinson, Twain, Fitzgerald, and O'Connor in English class. Increased options for electives such as Western Political Thought, and Music Theory let our students develop/pursue their passions. Juniors continue to hone their writing skills, developing cogent arguments, expressing themselves with precision and beauty, while also practicing their ability to listen and understand other points of view.



"Whoever knows exactly why something is good or beautiful will not simply assume the attitudes of another. And then the exercise of this intellectual critique develops the ability to distinguish between spiritual truth and falsehood. Emotional reactions invoke action. Those who truly love their neighbor will not be unsympathetic and apathetic to their neighbor's need. Words should inspire action; otherwise, words are mere rhetoric camouflaging nothingness, concealing merely empty or illusory feelings and opinions," Edith Stein.

## **ENGLISH: American Literature Honors /AP English Literature and Composition**

As they study American history in their junior year, English 11 students also examine the literature that informed and was shaped by the American experience. Themes such as freedom and slavery, the convergence of cultures, changing social and moral standards, the family structure, and the relationship of the individual to society are explored in works by seminal American authors such as Nathaniel Hawthorne, Herman Melville, Edith Wharton, Willa Cather, Emily Dickinson, Mark Twain, Tennessee Williams, F. Scott Fitzgerald, and Flannery O'Connor. Students use close reading skills to study the relationship between form and content as a way to understand and appreciate how writers impart meaning. Written analysis essays on prose and poetry, creative writing assignments, and poetry memorizations supplement in-class discussions. Students also practice synthesizing multiple sources to defend one thesis to prepare them for next year's senior thesis.

The AP English Literature and Composition course includes all components of the American Literature course but also requires substantial reading and writing work outside of the classroom. In addition, it builds test-taking and writing skills that are specific to the AP exam for this course. Requirements: Students must have at least an A- (90 percent) average and a strong work ethic. All AP students are required to take the AP exam.

## **HISTORY**

### **U.S. History Honors /AP U.S. History**

The United States History Honors course examines American history from the Colonial Era through the end of the Cold War. History is taught as a narrative, and students analyze, discuss and defend important themes and principles of America's political and intellectual heritage, such as liberty, equality, and self-representation and limited government. This is accomplished through reading and analysis of primary sources, especially American's greatest speeches and essays. Other course themes include the development of American identity, demographic and economic transformations, slavery and its legacies, politics, and international leadership. This rigorous class encourages students to understand the place of the United States in Western Civilization and grow in their appreciation of our country's past through frequent class participation and self-motivated inquiry.

The AP United States History course includes all components of the Honors United States History course, and also prepares students for the AP examination at the year's end. Therefore, it requires extensive reading and writing work outside of the classroom and builds test-taking skills through the study and practice of document-based questions, multiple choice questions, and essay writing. All AP students are required to take the AP exam at year's end.

Requirements: Students must have a strong work ethic and teacher approval. The History Department has set a grade threshold to ensure students are adequately prepared for the pacing, workload, and depth of analysis required for an AP class.

"A-/90%" average will be required in the previous year's coursework in an Honors level History class and a "B+/87%" average in an AP History class.

**MATHEMATICS:** Placement is done by proficiency when appropriate.

### **Pre-Calculus – Pre-Calculus Honors**

This course is a full-year course for students who have completed Algebra II. It is challenging and moderately to fast-paced. Topics include trigonometry, basic analytic geometry, elementary and transcendental functions, polar coordinates, complex numbers, and basic algebraic concepts used in calculus. Students are introduced to limits, asymptotic behaviors of functions and graphical analysis of functions as models of real-life problems. This course also emphasizes the development of students' analytical skills by gathering information, visualizing and solving complex problems, and justifying results.

## **SCIENCE**

### **AP Biology**

AP Biology is a college level course and is equivalent to one year of introductory biology at the undergraduate level. This course is not simply for the accumulation of biological facts, but rather the deeper understanding and appreciation of the concepts in biology. Students are expected to develop a proficiency in laboratory techniques, analytical thinking, and problem solving, as well as to develop a growing awareness of the importance of biology in society and the interconnectedness and interdependence of all living organisms in the biosphere through the lens of four "Big Ideas." As stated by the College Board, these ideas include the process of evolution which drives the diversity and unity of life; that biological systems utilize free energy and molecular building blocks to grow, to reproduce and to maintain dynamic homeostasis; that living systems store, retrieve, transmit and respond to information essential to life processes; and that biological systems interact, and these systems and their interactions possess complex properties.

The course will focus on inquiry-based laboratory work, data analysis, and the use of the seven science practices in both lab and non-lab activities. Scientific Process Skills will be embedded throughout the curriculum and not merely relegated to laboratory investigations. Throughout the course, students regularly analyze scientific literature pertaining to the unit as well as explore additional sources of literature covering current topics in biology. In addition, recent developments in biological sciences are explored through lab activities using the HHMI Biointeractive resources as well as wet lab activities. Each unit involves projects and literature designed to enhance scientific communication and integrate the scientific concepts with the ethical perspectives in current biology.

Requirements: In order to enroll in this course, students need to have successfully completed biology and chemistry with at least an 85% in Honors Chemistry or 92% in Chemistry or in the most recent science course as well as the approval of the science department, even if they meet the grade requirement. AP students are required to take the AP exam in May.

### **AP Chemistry**

AP Chemistry is a year-long course that is equivalent to a general chemistry course usually taken in the first year of college. It encompasses an in-depth study of stoichiometry, reaction types, electrochemistry, thermochemistry & thermodynamics, kinetics, general, solution and acid/base equilibrium, atomic structure and theory, periodicity, chemical bonding, gas laws, states of matter, intermolecular attractions, solution chemistry and basic organic chemistry. Lab work builds on that of the previous year and emphasis is placed on student guided inquiry and mathematical formulation of principles of the kind that one might encounter in a college chemistry course. Students are expected to develop a proficiency in laboratory techniques, analytical thinking, and problem solving. Throughout the course, students utilize the concepts learned and analytical skills involved to explore applications of current technologies such as magnetic resonance imaging (MRI), alternative energy in electrochemical cells, kinetics of pharmaceuticals within mammalian systems, and utilization of DNA as molecular storage. Emphasis on clear scientific communication consists of development of written skills in free response questions on AP style assessments and in lab reports. The AP Chemistry course requires a significant time commitment as well as independent work on the part of the student. Requirements: Students need an 85% average in Honors Chemistry or 92% in Chemistry and the approval of both the math and science departments to enroll in this course. They also need to be enrolled in, or have successfully completed, Honors Pre-Calculus. AP students are required to take the AP exam in May.

### **Anatomy and Physiology Honors**

This course is a secondary level laboratory science course that is designed to provide an in-depth study of the structures and functions of the major organ systems of the human body. The organ systems of the human body are studied with emphasis on the relationships between structure and function, as well as homeostasis. The way in which the systems work together is reinforced through the analysis of case studies, as well as through dissection.

### **THEOLOGY**

#### **Moral Theology Honors**

The purpose of this course is to teach the fundamental concepts and principles of Christian morality to enable students to apply this knowledge to the concrete circumstances of their lives. Topics included are: Moral relativism, the Christian understanding of human nature, human freedom and the moral act, cooperation in evil, and a detailed examination of the Ten commandments with special emphasis on moral issues of contemporary society.

### **FOREIGN LANGUAGES:**

#### **Latin IV Honors-Latin V Honors**

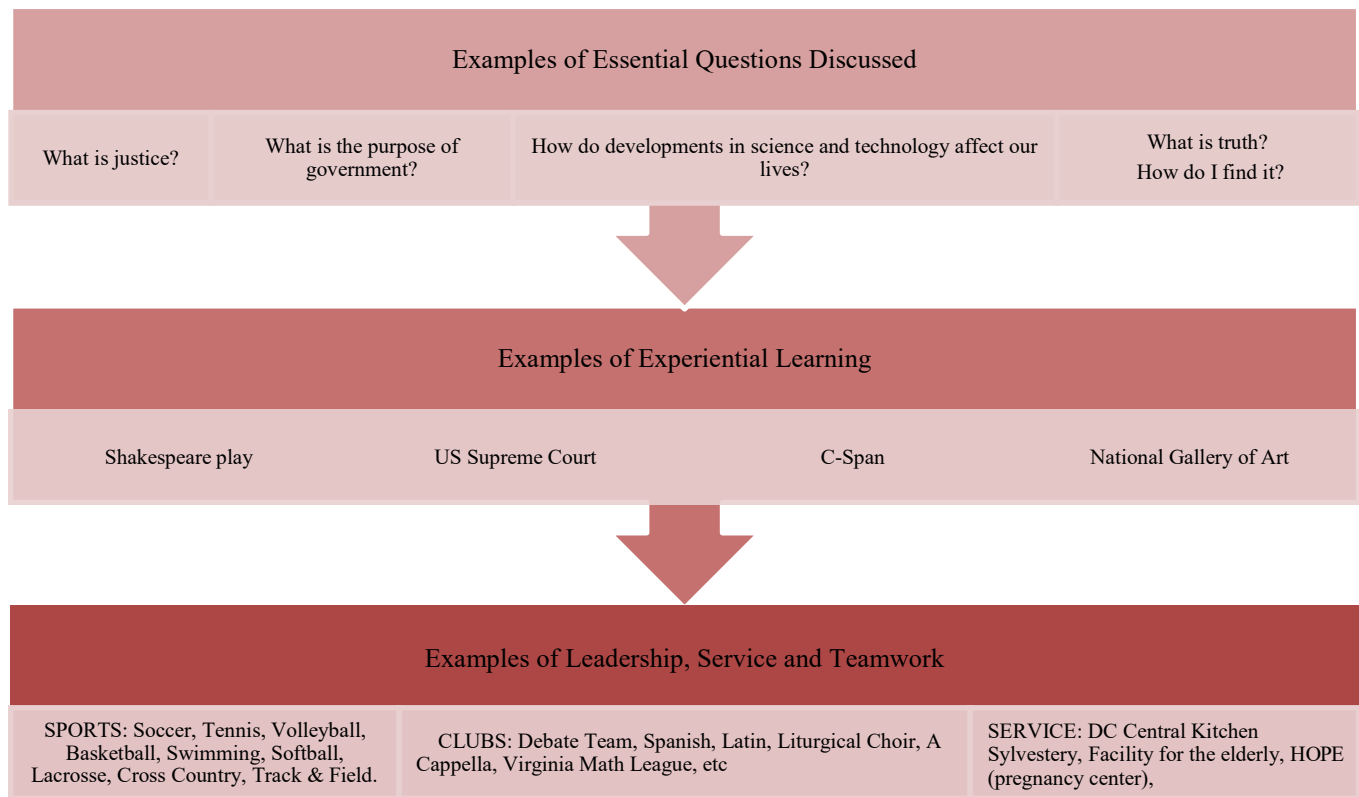
Latin IV/V Honors is for students in their fourth year of Latin or students in their fifth year who prefer not to take AP Latin. This course uses a syllabus that alternates every year between two sets of texts, with no repetition of material. Students read selections from Augustine's *Confessions* and Book IV of Vergil's *Aeneid* one year and selections from the writing of Cicero and Book II of the *Aeneid* the other. These three authors represent some of the best that Latin has to offer: Cicero, master of prose, Vergil, Rome's greatest poet, and Augustine, father of the Church and orator in his own right. Latin IV/V provides students with the opportunity to translate with greater speed and accuracy while developing their ability to read at sight. We reinforce grammatical forms, syntax, and rhetorical figures by identifying their use in the text. Finally, we treat each text as a work of literature, analyzing its thought and beauty. A junior who completes Latin IV/V Honors may choose to take the second year of the course or AP Latin in her senior year (following Oakcrest's requirements for AP placement with one exception: a student must have a 90% or above to be considered for AP Latin).

#### **Spanish IV Honors**

At this advanced level, students will review and expand the basic structures of Spanish with special emphasis on more difficult grammatical aspects, develop more formal vocabulary, and further improve both oral and written skills across three communicative modes: interpretive, interpersonal, and presentational. The course builds on the grammatical foundations developed in the previous years of study and recycles all verb tenses introduced so far, reinforces and consolidates the use of conditional sentences and the passive voice, and introduces the conditional perfect, the subjunctive in adjectival and adverbial clauses, the preterit subjunctive and the past perfect subjunctive. The use of grammar is based on its application to conversation and its association with specific communication activities. Students will broaden their understanding of several aspects of Hispanic culture and literature via movies and written texts. As per the ACTFL proficiency guidelines, students should be able to master the following major skills by the end of the school year: **read** real-world, authentic stories and articles in Spanish, **write** formal essays and research papers, perform formal **oral** presentations, as well as participate in debates and spontaneous interviews, and **understand** Spanish both in the classroom setting as well as from native-speaker sources (such as from appropriate authentic, real-world movies, and audio video clips).

## GRADE 12: A Faithful Journey: Noble Citizens Who Affect Positive Changes

Senior year is the culminating experience in our Oakies' journey of growth in virtue, self-knowledge and discernment. The study of Philosophy is designed to foster ethical and critical thinking by studying and understanding the thought of Aristotle and Thomas Aquinas on important philosophical questions of perennial value. Students study the writings of the greatest minds in the history of Western civilization in order to develop their ability to develop a solid Christian anthropology that helps them navigate these crucial formative years. During the Senior Retreat at Longlea Conference Center, our students take time to reflect before they move on to their college life. Essential questions discussed in their classes range from the laws of the universe in Physics and Mathematics, the understanding of human nature and our duties in being good stewards of our world, and the role of government in civil society. Thought-provoking and engaging discussions in US Government, World Literature and Philosophy, Physics and Mathematics such as describing patterns to express relations and predict outcomes with the use of data analysis, inspire each senior to develop her scholarly interests and to evolve as an independent thinker. The culmination of this process is the senior thesis, which provides a unique opportunity for students to pursue in-depth research in a field of their choosing from an interdisciplinary perspective. Thesis writers and their advisers agree that the most valuable outcome of the senior thesis is the chance for students to enhance skills that are the foundation of future academic success. This capstone experience is a true celebration of genuine scholarship. It exhibits our students' creativity, intellectual engagement, mental discipline and the ability to meet new challenges.



“It is easy to be consistent for a day or two. It is difficult and important to be consistent for one's whole life. It is easy to be consistent in the hour of enthusiasm; it is difficult to be so in the hour of tribulation. And only a consistency that lasts throughout the whole of life, can be called faithfulness.” Saint John Paul II



## **ENGLISH: World Literature and Senior Thesis Honors**

This course introduces seniors to perennial ideas and themes relevant to the understanding of human nature and our place in the world. Themes include the tension between human law and divine law, the effects of sin, and the nature of justice. Through seminar discussions, students explore literature by such authors as Sophocles, Dante, Kafka, Shakespeare, Dostoevsky, and Conrad. Students are required to respond critically and creatively in class discussion and in challenging writing exercises including reflection essays, in-class essays, and papers. In addition, all students work on the thesis paper throughout the year. With the guidance of a faculty member, students narrow a topic, and work closely with their advisers to complete research and an annotated bibliography before writing and presenting a formal thesis. The address is given publicly and represents a culmination of each student's studies at Oakcrest.

## **HISTORY**

### **U.S. Government & Politics & Modern World History Honors**

In the first half of the year the course is devoted to the study of the American political system and is grounded in a review of the philosophic and historic background of the United States government's foundation. The course goes beyond a basic analysis of how our government works to familiarize students with the various institutions, groups, beliefs, and ideas that constitute government and politics and encourages analytic discussion of the strengths and weaknesses of the American political system. Topics included in the first half of the year are the philosophic development of democracy, founding documents, federalism, three branches of the United States Government, civil rights, and civil liberties. A portion of the course provides experience with practical tools for understanding and participating in our government as an informed, voting citizen. The first half of the year culminates in an independent research paper and student presentation on current political issues.

During the second half of the year, the coursework focuses on modern world history from the beginning of the twentieth century to current world events. The class concentrates on historical change in all the major regions of the world to understand their place in current diplomacy. The course makes use of cultural and historical investigations in various sources including literature, film, art, and military, diplomatic, and political history. The students investigate the development of our modern world through class discussion, reflective writing, and historiographical study.

### **AP U.S. Government and Politics**

Students in this course expand and deepen their knowledge of American government by exploring the following main topics factually, conceptually, and theoretically: The United States Constitution, political beliefs and behaviors, political parties, interest groups, mass media, government institutions, public policy, civil rights, and civil liberties. Students analyze and interpret processes, behavior and consequences in American politics, as well as political and government data. This course is designed to prepare students for the AP examination at year's end. Therefore, it requires extensive reading and writing work outside of the classroom and builds test-taking skills through the study and practice of free response questions and multiple choice questions. AP students are required to take the AP exam in May.

Requirements: Students must have a strong work ethic and teacher approval. The History Department has set a grade threshold to ensure students are adequately prepared for the pacing, workload, and depth of analysis required for an AP class. An "A-/90%" average will be required in the previous year's coursework in a Honors level History class and a "B+/87%" average in an AP History class.

### **AP Art History**

This Art History course explores the nature of art, art making, and responses to art. By investigating specific course content of 250 works of art characterized by diverse artistic traditions from prehistory to the present, the course fosters in-depth, holistic understanding of the history of art from a global perspective. Students become active participants in the global art world, engaging with its forms and content. They experience, research, discuss, read, and write about art, artists, art making, responses to, and interpretations of art. At least two assignments will be based upon visits to the National Gallery of Art and other class field trips to local museums. AP students are required to take the AP exam in May.

This course will fulfill the ONE credit History 12 requirement or the ONE additional elective credit requirement. Students should choose the appropriate discipline for which this credit will be assigned at the time they register for this course.

Students must have a strong work ethic and a developed interest in Art, Art Making, History and Analysis. This is a survey course, and to ensure students are adequately prepared for the pacing, workload, and depth of analysis that the AP College Board expects, an A- (90%) is required in the previous year's coursework in a non-AP level History Class or an (87%) B+ Average in an AP History course for enrollment.

**MATHEMATICS:** Students are placed based on their proficiency when appropriate.

### **Functions and Statistics**

Function and Statistics is a capstone course that combines the study of functions with the study of data analysis in a unified way that helps students prepare for everyday life and future courses in mathematics. Spreadsheet and graphing software is employed to enable students to explore, investigate, and tame complicated functions and data. While specific topics covered may vary from year to year, students always review key topics from pre-calculus, including trigonometry. In the statistics component of the course, students learn how to analyze univariate and bivariate sets of data.

### **Calculus NEW**

This course follows pre-calculus and is designed to introduce differential and integral calculus. The course includes a review of pre-calculus topics, limits, derivatives, applications of differentiation, and concludes with the presentation of integration techniques and applications.

Requirements: Student must have earned a minimum average of 87% in Pre-Calculus and 82% in Pre-Calculus Honors.

### **AP Statistics**

This course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data through coursework tied to these broad conceptual themes:

- Exploring Data: describing patterns and departures from patterns
- Sampling and Experimentation: planning and conducting a study
- Anticipating Patterns: exploring random phenomena using probability and simulation
- Statistical Inference: estimating population parameters and testing hypotheses

Course content, skill development, review, and assessment format are aligned with the requirements established by the College Board to ensure that students are well prepared for the AP Statistics examination in May.

Requirements: Student must have earned a minimum average of 82% in Pre-Calculus Honors (87% in Pre-Calculus). They must also receive approval from the math department. Departmental recommendation is based on the student's record of attendance, the quality and timeliness of homework/assignment submissions, and her observed work ethic. All students are required to take the AP exam in May.

### **AP Calculus (AB)**

This course follows the study of pre-calculus and is designed as a rigorous introduction to differential and integral calculus, equivalent to a first semester university calculus course. The course includes the study of limits, derivatives, applications of differentiation, the definite integral, and methods and applications of integration. Ultimately, the goal of the class is to immerse students in the study of calculus from four perspectives: graphical, analytical, numerical, and verbal. Course content, skill development and review, and assessment format are aligned with the requirements established by the College Board to ensure that students are well prepared for the AP Calculus examination in May.

Requirements: Student must have earned a minimum average of 87% in Pre-Calculus Honors, have a history of excellent attendance and homework/assignment submissions, and a strong work ethic, and have the mathematics department. All students are required to take the AP exam in May.

### **AP Calculus (BC)**

AP Calculus BC is the equivalent of two college semesters in single variable calculus. It is a rigorous introduction to differential and integral calculus. This course follows the guidelines of the Advanced Placement Calculus BC Syllabus. The course will provide a deeper understanding of the concepts of limit, continuity, derivatives, integrals, optimization techniques and related rates. It also includes numerical approximation methods and integration techniques applied to the contexts of area, volume, and curvilinear motion. The course also includes the application of calculus to vectors, polar and parametrically defined functions. Due to significant overlap between courses, AP Calculus BC is not intended to follow AP Calculus AB.

Requirements: Student must have earned a minimum average of 92% in Pre-Calculus Honors, have a history of excellent attendance and homework/assignment submissions, and a strong work ethic, and have the mathematics department and Director of Academic Advising's approval. All students are required to take the AP exam in May.

## **SCIENCE**

### **Conceptual Physics**

Students in the Conceptual Physics course study the basic principles of physical science starting with classical mechanics and ending with modern physics. The specific units covered include mechanics, the properties of matter, heat, sound, electricity and magnetism, light, atomic and nuclear physics, and relativity. Examples from everyday experience and hands-on activities, lead students to a solid understanding of physical principles and a better understanding and appreciation for the world around them. Although some algebra-based math problems are included in the course, concepts are developed before actual computation problem solving occurs. Throughout this course, students will use knowledge of physical concepts to solve problems in project settings.

### **Physics Honors**

Students in the Physics course study the topics typically addressed in an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: kinematics; dynamics; circular motion and gravitation; energy; momentum; simple harmonic motion; torque and rotational motion; electric charge and electric force; DC circuits; and mechanical waves and sound. Students who choose to enroll in this course are not required to take the AP exam.

Requirements: Students must have earned a minimum average of 87% in Algebra II Honors (90% in Algebra II) or their most recent math course. They must also have successfully completed either AP Biology or AP Chemistry with an 80% average or Anatomy & Physiology with an 85% average.

### **AP Physics 1**

AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics in depth: kinematics; dynamics; circular motion and gravitation; energy; momentum; simple harmonic motion; torque and rotational motion; electric charge and electric force; DC circuits; and mechanical waves and sound.

Requirements: Students must have earned a minimum average of 87% in Pre-Calculus Honors (90% in Pre-Calculus) or have successfully completed a course in calculus. They must also have completed either AP Biology or AP Chemistry with an 85% average or Anatomy & Physiology with a 92% average. All students are required to take the AP exam in May.

### **PHILOSOPHY AND METAPHYSICS HONORS**

This Honors course is designed to provide students with the philosophical concepts required to understand the world around them, focusing on existence, objects and their properties, space and time, cause and effect, and possibility. Students study the basic tenets of the Aristotelian philosophy of realism with some exposure to primary texts. After their investigation of metaphysics, students turn to the study of ethics in the ancient Greek philosophers Socrates, Plato and Aristotle. The historical continuum of philosophical thought provides the setting for the course and helps students distinguish both the continuity and discontinuities in the human search for truth.

**FOREIGN LANGUAGES:** Students are placed by proficiency when appropriate.

#### **AP Latin**

The purpose of Oakcrest's AP Latin course is to introduce students to the greatest works of the Latin language: the beautiful poetry of Vergil's *Aeneid* and the exemplary prose of Caesar's *De Bello Gallico*. Reading these classics has long been recognized as a definitive step in both mastering Latin translation and acquiring the skills of rhetoric, narration, and description that many of history's greatest writers have also learned from these two authors. The literary genius of Vergil and Caesar has influenced two millennia of great writers and speakers and continues to inspire our own students today. Our students observe how Vergil and Caesar enliven their narratives with rhetorical devices and learn how to incorporate these techniques into their own speech and writing. In addition, we study post-classical English texts that use these devices, comparing them with their Latin predecessors. Critical class discussion and student essays are an essential part of the study of great literature. In class we discuss, and at home students write about, the main themes presented in and various questions posed by the *Aeneid* and *De Bello Gallico*. Students are ready to excel on the AP Latin exam by the end of this course. Beyond this exam, which places a heavy emphasis on grammatical mastery, students have acquired some of the wisdom and rhetorical ability of these great authors. All students take level 5 of the National Latin Exam, administered in March, as well as the AP exam in May.

#### **Ancient Greek Honors**

This course introduces students to Attic and Koine Greek: its vocabulary, morphology, and syntax. Students will read adapted texts from Aesop's fables, Demosthenes, Xenophon, Thucydides, Aristotle, Plato, as well as selections from the Bible. This rigorous course has a two-fold purpose: to introduce the students to the elements of the language and to enrich their knowledge of the Classical world by exploring the way in which Greek philosophy, literature, and history find suitable expression in the very structure of their language. Introduction to Greek may be taken by rising seniors who have completed the Latin language graduation requirements (three consecutive years of Latin in the Upper School).

#### **Spanish V Honors**

Spanish V Honors: Students will continue to review and expand the basic structures of Spanish with special emphasis on more difficult grammatical aspects not covered in Spanish IV, develop more formal vocabulary, and further improve both oral and written skills. Students will broaden their understanding of several aspects of Hispanic culture and literature via movies and written texts. Spanish V Honors is designed to offer students a review of the grammar they learned in Spanish I to IV and an introduction to more advanced grammar, reading of literary texts, essay writing, and deeper development of cultural insight. The course builds upon the integration of the four language skills: listening, speaking, reading, and writing through a communicative, real-world approach, while consolidating students' proficiency at the advanced level across three communicative modes: interpersonal-interactive, interpretive-receptive, and presentational-productive communication. Spanish V Honors focuses on the six themes established by the College Board: Beauty and Aesthetics, Contemporary Life, Families and Communities, World Challenges, Personal and Public Identities, and Science and Technology. Students are engaged in discussions and debates, read authentic materials, watch documentaries, and make parallelisms with American history and culture. The course provides students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where Spanish is spoken.

#### **AP Spanish Language and Culture**

AP Spanish Language and Culture: Students will continue to review and expand the basic structures of Spanish with special emphasis on more difficult grammatical aspects not covered in Spanish IV, develop more formal vocabulary, and further improve both oral and written skills. Students will broaden their understanding of several aspects of Hispanic culture and literature via movies and written texts. AP Spanish Language and Culture is designed to offer students a review of the grammar they learned in Spanish I to IV and an introduction to more advanced grammar, reading of literary texts, essay writing following AP guidelines, deeper development of cultural insight, and practice of skills necessary for the AP Spanish exam. The course builds upon the integration of the four language skills: listening, speaking, reading, and writing through a communicative, real-world approach, while consolidating students' proficiency at the advanced level across three communicative modes: interpersonal-interactive, interpretive-receptive, and presentational-productive communication. AP Spanish Language and Culture focuses on the six themes established by the College Board: Beauty and Aesthetics, Contemporary Life, Families and Communities, World Challenges, Personal and Public Identities, and Science and Technology. Students are engaged in discussions and debates, read authentic materials, watch documentaries, and make parallelisms with American history and culture. Students taking the AP Spanish Language and Culture class must strive to maintain a minimum average of 90% (A-) throughout the year and demonstrate a strong work ethic. The course provides students with the necessary skills and intercultural

understanding to enable them to communicate successfully in an environment where Spanish is spoken. AP students are required to take the AP exam in May.

### **Upper School Spanish Elective - Advanced Spanish Language, Culture, and Literature Honors**

This advanced elective Spanish language course has been designed for heritage speakers (that is, for students who have learned Spanish at home or in informal contexts) and advanced foreign language learners of Spanish. The main goal for this course is the development of the student's bilingual range to achieve communicative, linguistic, and sociolinguistic competence in speaking, listening, reading, and writing academic Spanish. A multi-faceted approach to the language will help the student gain a solid grasp of the Spanish language and all of its varieties and awareness of the diversity of the Spanish-speaking world. Additionally, students will read and discuss literary texts by prominent authors in Spanish, watch famous Hispanic movies, and be exposed to other important facets of Hispanic culture (such as music and art), while focusing on essential features and themes of Hispanic culture. There will be workshops, presentations, art appreciation, and in-class discussions on culture, linguistics, and literature. This class will meet twice a week, and is offered to juniors and seniors.

# UPPER SCHOOL ELECTIVES

## VISUAL AND PERFORMING ARTS ELECTIVES

### MUSIC

*“Education in music is most sovereign, because more than anything else rhythm and harmony find their way to the inmost soul and take strongest hold upon it, bringing with them and imparting grace, if one is rightly trained.” Plato, Republic*

#### **Vision Statement**

As a universal human expression, the study of music is fundamental to developing a complete understanding of our world and our personal contribution within society. As such, music study is required of all students in Middle School. Additionally, students will take Music and Arts Appreciation in their sophomore year and may elect to continue their music study by taking elective offerings throughout their Upper School years. Music courses are designed to encourage students’ exploration of musical expression both individually and in community. The courses are sequential and include instruction in vocal or instrumental technique, performing music of various genres and time periods, and studying solfeggio and the fundamentals of music theory. Through the study of music, students learn to find their own voice, the importance of teamwork and participation in their communities, and that they are shapers of culture, not only as potential composers or performers, but in their daily musical choices.

#### **Concert Chorus (grades 9-12)**

The Concert Chorus provides students the opportunity to develop musicianship, creativity, and the experience of sharing personal gifts both with Oakcrest and the surrounding community. While preparing for performances in school, the greater community and even internationally, students continue building upon the techniques and ensemble skills begun in Middle School by learning increasingly challenging repertoire of varying styles from classical to contemporary. Independent musicianship is developed by learning solfeggio (a program of learning to read music through sight singing). While growing as musicians, students will deepen their understanding of music and its integral relationship to culture. Musical skills acquired help lay the foundation for successful music study in college as well as lifelong enjoyment of the arts. This class is open to all students in the Upper School.

#### **Chamber Orchestra (grades 9-12)**

Students who have had at least one year of experience playing an instrument may elect to take Chamber Orchestra. Orchestra students continue building upon the techniques and ensemble skills begun in Middle School by learning increasingly challenging repertoire of varying styles from classical to contemporary. While growing as musicians, students will deepen their understanding of music and its integral relationship to culture. Musical skills acquired help lay the foundation for successful music study in college as well as lifelong enjoyment of the arts. The current instrumentation of the Chamber Orchestra is strings, harp, flute, clarinet, trumpet and one piano accompanist. In order to maintain a cohesive sound, other instrumentalists with previous experience will be included at the discretion of the director.

#### **Beginning Music Theory (grades 11-12)**

The Music Theory course is geared toward the student with an avid interest in music or with music career goals. Students will attain a foundation that will prepare them for AP or college music theory courses. Students will develop their ability to recognize, understand, and describe the basic characteristics of music used in composition and to develop their aesthetic awareness. The class will begin by learning (or reinforcing their knowledge of) the fundamental building blocks of music, such as pitch, rhythm, notation, intervals, and scales/modes, and then progress to more complex concepts such as altered chords, compound rhythm, musical form, realization of figured bass, counterpoint, transposing instruments, and the physics of sound. Using these tools, students will then progress to tracing the development of form, notation, and rhythmic and harmonic complexity through the lens of the history of Western music, which mirrors the art, culture, and oftentimes politics of its time period. Students successfully completing this course will have developed the skills to recognize, in written notation and aural examples, intervals, scales/modes, triads and seventh chords, chord progressions and cadences, form, and rhythmic patterns. They will learn the compositional tools and techniques to compose melodies and accompaniments, and to arrange music. Selected musical works from the 10<sup>th</sup> to the 21<sup>st</sup> centuries will be analyzed in terms of their harmonic structure, form, and historical influences.

#### **AP Music Theory (grades 11-12)**

This course is designed to provide students with a learning experience equivalent to that of a first year college course in music theory. Students will develop the ability to listen, notate, perform, create, and analyze the cognate areas of music as presented in a musical score. Although this course focuses on music of the Common Practice Period (1600-1900), materials and processes found in other styles and genres are also studied. Upon completion of the course, students are prepared to take the AP<sup>®</sup> Music Theory Exam. A passing grade of 90% or better in Music Theory is a prerequisite to this course, although that requirement may be waived if the student has significant prior training in music through lessons, or participation in instrumental or vocal ensembles. AP students are required to take the AP exam in May.

## VISUAL ARTS

*"Art is not what you see, but what you make others see." Edgar Degas*

### Vision Statement

The Visual Arts curriculum at Oakcrest is designed to provide students, who have an interest in developing their creative knowledge, with the opportunity to learn and refine essential skills in the practices of drawing, painting, design, and portfolio development. An emphasis is placed upon an academic understanding of the practice of the visual arts while providing a strong background in the materials, techniques, and discipline necessary for advanced study in these fields.

### Drawing (Grades 9-12)

Drawing is an introductory level drawing course designed to provide students, with no prior drawing experience, exposure to the basic tools and techniques traditionally associated with the practice of drawing. Instruction will be provided in the basics of drawing, linear drawing, modeling form, and tonal drawing via the use of pencils and colored pencils, pens and inks, chalks and charcoals, and pastels. Students will also gain a working knowledge of the fundamentals of composition and how to properly clean and care for their tools.

### Painting (Grades 9-12)

Painting is an introductory level course designed to provide students with no prior painting experience exposure to the basic tools and techniques traditionally associated with the practice of painting in watercolors, acrylics, and oils. Students will also gain a working knowledge of the fundamentals of composition; light, shade, and tone; color theory; experimental brushwork, and how to properly clean and care for their tools.

### Portfolio Preparation (Grades 11-12; Prerequisite: either Drawing or Painting)

Portfolio Preparation is a course, offered to Juniors and Seniors who have completed either Drawing or Painting. The course is designed to assist students in completing artwork applicable towards college application portfolios and/or the AP Studio Art portfolio(s) prior to enrolling in AP Studio Art. Instruction will be provided in how to professionally structure visually effective portfolios according to designated specifications and individual goals. Completion of this course is required prior to enrolling in AP Studio Art.

### AP Studio Art (Grade 12; Prerequisite: Portfolio Preparation)

AP Course Descriptions are updated regularly. Please visit AP Central ([apcentral.collegeboard.com](http://apcentral.collegeboard.com)) to read the current course description for AP Studio Art.

Completion of the Portfolio Preparation course is required prior to enrollment in AP Studio Art. Students must have at least a "B+/87%" average in Portfolio Preparation, and a strong work ethic, in order to be eligible for enrollment in AP Studio Art. All AP students are required to take the AP exam in May.

### AP Art History (Grades 11-12)

Art History explores the nature of art, art making, and response to art. By investigating specific course content (250 Words from around the world) an in-depth, holistic understanding of the history of art is developed. Students become active participants in the global art world, engaging with its forms and content. They experience, research, discuss, read and write about art, artists and art making from Pre-History to the Modern. Individual and group projects afford the chance to exchange ideas and experiences; working with the instructor, students who show interest are encouraged to prepare and 'teach' a class that reflects their artistic interest and skills. The course closely follows the AP Art History curriculum allowing the students to take the AP Art History Exam in May. Students must have a strong work ethic and a developed interest in Art, Art Making, History and Analysis. This is a survey course, and to ensure students are adequately prepared for the pacing, workload, and depth of analysis that the AP College Board expects, an A- (90%) is required in the previous year's coursework in a non-AP level History Class or an (87%) B+ average in an AP History course for enrollment. AP students are required to take the AP exam in May.

## THEATRE ARTS

*"I regard the theater as the greatest of all art forms, the most immediate way in which a human being can share with another the sense of what it is to be a human being." - Oscar Wilde*

### Vision Statement

Oakcrest recognizes the unique role the theatre arts fill in discovering and communicating the human experience. Rooted in the universal need for understanding and communicative expression, the theatre arts enable one to temporarily transcend immediate reality in order to explore thought, feeling, and behavior by mirroring the human condition through imitation and symbolic action. Participation in this collaborative process encourages growth in both theoretical knowledge and practical skills that ultimately empower the individual to discern and express his or her view of the world. Oakcrest strives to provide challenging and age appropriate theatrical opportunities that encourage girls' personal development in intellect, character, faith, and leadership. Performance material is selected for its potential to positively impact family and society. And emphasis is placed on appreciating and sustaining beauty in the world; growing in virtue; understanding and respecting human dignity; and recognizing, articulating, and defending truth. Creative thinking, experimentation and development of a sensitive appreciation and respect for the ideas and efforts of others are encouraged in the pursuit of character development and cultural awareness. In approaching theatre arts from this perspective, Oakcrest recognizes and provides a culture of freedom and responsibility in which young women thrive.

### **Beginning Theatre Arts (Grades 9-12)**

Rooted in the universal need for expressive communication, theatre imitates and symbolizes human action in order to explore thought, feeling, and behavior. Beginning Theatre Arts is designed to provide students with a fast-paced introduction to the world of theatre. In addition to the basics of performance and design, students will understand theatre's importance throughout history and in our own time and culture. The class will also focus on theatre's many applicable skills, including self-awareness, personal reflection, confidence in public speaking, and teamwork. The course will culminate with students collaborating as an ensemble to write, design, and perform a short play.

### **Advanced Theatre Arts Topics (Grades 10-12; Prerequisite: Beginning Theatre Arts)**

#### **2020-2021 Rotation C: Playwriting**

This course is designed to provide students with the imaginative development and the practical skills necessary to write a play. Students will learn the process of the playwright, the structure of a play, method of writing quality materials, and the skills necessary to successfully write a one-act play. In addition to a strong focus on the development of new work, students will glean inspiration from reading plays from a variety of genres and time periods. The course covers methods and techniques of dramatic writing, script analysis, character development, and content choice. At the end of the year, students will have written multiple plays of varying lengths, culminating with the creation of their very own 10-20-page one-act.

#### **2021-2022 Rotation A: Performance Studies**

This course is designed to provide students with the practical and theoretical skills necessary to be an actor. Students will learn the process of the actor, exploring the physical, vocal, and psychological characteristics of roles they may play. Additionally, they will learn the basics of script analysis, character study, and collaborative partner work. The course allows students to work in two contrasting forms of character development: from the outside in (finding a character first through physicality and costume) and from the inside out (finding a character by first delving into emotions and psyche). At the end of the year, students will have developed a variety of scenes and monologues, culminating with a live performance.

#### **2022-2023 Rotation B: Direction**

This class builds on the foundational elements of Beginning Theatre Arts. Having a familiarity with theatre history, theory, technique and production, students will implement their knowledge through direction. Students will explore how to select a text, approach it, analyze it and prepare it for production. They will learn how to cast and work with actors and various acting styles in their work. Other topics include production team collaboration, design cooperation, staging and creating an environment in which the world of the play becomes alive for actors and audience alike. The course will culminate in a final production.

## **MEDIA ARTS**

*"Your voice -- free and responsible -- is fundamental for the growth of any society that wishes to call itself a democracy, so that the continuous exchange of ideas and a fruitful debate based on real and correctly reported information may be guaranteed." Pope Francis*

### **Vision Statement**

In alignment with the National Endowment for the Arts, Oakcrest recognizes media arts as including all genres and forms that use electronic media, film and technology (analog & digital; old and new) as an artistic medium or a medium to broaden art appreciation and awareness of any discipline (<https://www.arts.gov/>). This includes screen-based projects presented via film, television, radio, audio, video, the Internet, interactive and mobile technologies, video games, transmedia storytelling, and satellite as well as media-related printed books, catalogues, and journals (<https://www.arts.gov/f>). Furthermore, Oakcrest, along with the Church, recognizes that these media, if properly utilized, can be of great service to mankind, since they greatly contribute to men's entertainment and instruction as well as... "serve to promote, not only the eternal welfare of Christians, but also the progress of all mankind" (*Paul VI, Inter Mirifica*)

### **Media and Journalism Honors I (grades 9-12)**

This course takes an in-depth look at the world of journalistic writing, forms of media, and publishing. This course has both practical and theoretical components: giving students the skills to produce a yearbook while emphasizing the responsibility that journalists have in disseminating information. In a world of spin, fake news, and the 24-hour news cycle, students will work to gain a strong understanding of the media, truth, bias, and the power and perils of modern journalism. In addition to studying current events and the present role of journalism in the United States, students will spend much of the course delving into the practical skills necessary to produce *Crescens*, Oakcrest's Yearbook, including planning, layout, photography, and editing.

### **Media and Journalism Honors II (grades 10-12) Prerequisite: Media and Journalism Honors I**

This course builds on the understanding of journalistic writing, forms of media, and publishing developed in Media and Journalism I. In this class, students take on more of a leadership role in the practical and theoretical development of the yearbook while continuing to explore the responsibility that journalists have in disseminating information. Students gain a deeper understanding of the media, truth, bias, and the power and perils of modern journalism. In addition to studying current events and the present role of journalism in the United States, students will spend much of the course honing the practical skills necessary to produce and market *Crescens*, Oakcrest's Yearbook, as well as serving as leaders in the classroom for newer members of the Yearbook staff.

## SCIENCE AND TECHNOLOGY

### Introduction to Computer Science (grades 11-12)

The course introduces students to the foundational concepts of computer science. It is designed to appeal to a diverse audience of students with little to no programming experience. Students will learn how computers and the Internet work, discuss issues related to big data and privacy, and learn how to code using HTML & CSS programming languages.

### AP Computer Science A (grade 12) **NEW**

AP Computer Science A introduces students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language. Students are eligible to take this course if they are in the 12th grade. All students are required to take the AP exam in May.

## WESTERN POLITICAL THOUGHT HONORS (2020-2021)

*"We ought to consider what the end of government is before we determine which the best form is." John Adams*

In Western Political Thought, students have the opportunity to gain a greater understanding of the philosophy which underlies the political systems of the modern Western world. The seminar-style class identifies the development of Western ideals of democracy and liberty and sees how a society's understanding of human nature shapes its political philosophy through reading and discussing primary sources. Students will examine the political thought of the classical and medieval world, including the writings of Plato, Aristotle, Machiavelli, and Thomas Aquinas. Students will discuss the roles of man's social nature, public and private virtue, justice, order, freedom, and human dignity in shaping the political tradition of the Western world. As the year continues, the class will focus on the political ideals which drove the three formative revolutions of the Western world: the American Revolution, the French Revolution, and the Communist Revolution of 1917. The students will be introduced to the writings of Enlightenment-era thinkers who shaped each of these revolutions, including John Locke, Thomas Hobbes, Jean- Jacques Rousseau, and Karl Marx. By comparing and contrasting the anthropologies and philosophies underlying these revolutions, the class will understand the theories which have created the political systems active in the world today. Frequent, informed participation and active reading of texts are the basis of the class. This elective class is offered to juniors and seniors, and meets twice a week. This course will be offered again in 2022-2023.

## DEBATE HONORS (2021-2022)

*"It is better to debate a question without settling it than to settle a question without debating it." Joseph Joubert*

In Debate, students gain practical experience forming and refuting spoken arguments, and learning good habits of public speaking. The class begins by examining the foundations of classical rhetoric and logic and progresses to contemporary forms like Lincoln Douglas debate. Through speech projects and participation in practice debates the students learn the organization, research, logic, and argumentation skills they need to research and write constructive speeches and rebuttals. As the year continues, they focus on improving their public speaking skills and critical thinking. The students examine the techniques of famous speakers throughout history, and are challenged to create extemporaneous arguments for or against debated ideas. In-class debates and activities provide the students with multiple opportunities to grow in confidence and practice the skills they learn in class. This elective course meets twice a week and is offered to the 9th through 12th Grades. This course will be offered again in 2021-2022.

## FOREIGN LANGUAGES HONORS

### Ancient Greek Honors (grade 12)

This course introduces students to Attic and Koine Greek: its vocabulary, morphology, and syntax. Students will read adapted texts from Aesop's fables, Demosthenes, Xenophon, Thucydides, Aristotle, Plato, as well as selections from the Bible. This rigorous course has a two-fold purpose: to introduce the students to the elements of the language and to enrich their knowledge of the Classical world by exploring the way in which Greek philosophy, literature, and history find suitable expression in the very structure of their language. Introduction to Greek may be taken by rising seniors who have completed the Latin language graduation requirements (three consecutive years of Latin in the Upper School).

### Advanced Spanish Language, Culture, and Literature Honors (grades 11-12)

This advanced elective Spanish language course has been designed for heritage speakers (that is, for students who have learned Spanish at home or in informal contexts) and advanced foreign language learners of Spanish. The main goal for this course is the development of the student's bilingual range to achieve communicative, linguistic, and sociolinguistic competence in speaking, listening, reading, and writing academic Spanish. A multi-faceted approach to the language will help the student gain a solid grasp of the Spanish language and all of its varieties and awareness of the diversity of the Spanish-speaking world. Additionally, students will read and discuss literary texts by prominent authors in Spanish, watch famous Hispanic movies, and be exposed to other important facets of Hispanic culture (such as music and art), while focusing on essential features and themes of Hispanic culture. There will be workshops, presentations, art appreciation, and in-class discussions on culture, linguistics, and literature. This class will meet twice a week, and is offered to juniors and seniors.



## PHYSICAL EDUCATION - SPORTS AT OAKCREST

### Athletic Philosophy Statement

In keeping with the mission and philosophy statements of Oakcrest, the Athletic Department seeks to provide opportunities for student-athletes to develop leadership skills, teamwork, fair play, and respect. The Athletic Department strives to develop programs that are reasonably safe and lead our student athletes to value commitment, to work for academic success, and to learn about health and wellness. Oakcrest is a member in good standing with the Washington Metropolitan Prep School Swim and Dive League (WMPSSDL) Virginia Independent Schools Athletic Association (VISAA) and the Virginia High School League (VHSL).

Joining an athletic team is an excellent way to grow emotionally and socially. Athletics play a major role in helping students prepare for college and the adult world. The lessons learned through coaches and the games played help develop skills in time management, problem solving, commitment, motivation, and team building. Oakcrest competes independent of a league for Lacrosse, Basketball, Cross Country, Golf, Soccer, Softball, Tennis, Track & Field and Volleyball. In addition, Oakcrest fields teams in Swim & Dive that compete in the Washington Metropolitan Prep School Swim & Dive League (WMPSSDL). Oakcrest is also an active member in the Virginia Independent School Athletic Association which provides all our varsity teams with the opportunity to compete at the state championship level. In keeping with the mission and philosophy of Oakcrest School, the Athletic Department seeks to provide opportunities for student-athletes to develop leadership skills, teamwork, fair play, and respect for others. The Athletic Department strives to develop programs that are reasonably safe and lead our student-athletes to value commitment, to work for academic success, and to learn about health and wellness.

Oakcrest has a long history of competitive play in the Washington, D.C. area, and our teams and athletes have earned several opportunities and recognitions at the state level. Unique to our program, we welcome all levels of athletes—from the beginner to the well-seasoned player. Students have the opportunity to try new sports and follow their athletic passion. It is our goal to help each individual athlete reach her highest level of play. We have proudly sent many Chargers to compete at the collegiate level.

### INDEPENDENT PE – GUIDELINES 2020-2021

Participation in Oakcrest Athletics may fulfill this requirement. Students may request approval for independent PE participation by submitting a request form that is available from the school Registrar or on the school website. Independent PE applications must be completed and approved in advance and must be turned in by September 11, for the 2020-2021 school year is the applicant's responsibility to follow up and make sure that all supporting documentation is turned in to the Athletic Director. If an extension is needed, you must gain prior approval from the Athletic Director. Please read the eligibility requirements carefully. Complete both sides of the application and secure the necessary signatures. Return this application to the Athletic Director by September 11, 2020.

#### Eligibility Requirements:

- Independent PE is a privilege the school gives to those students who are eligible. We expect full cooperation of the students or the privilege may be withdrawn at any time.
- An Independent PE is only granted to Upper School students for activities not offered at Oakcrest School.
- The opportunity to have an Independent PE is granted to Upper School students who are involved in an activity at an elite level. Attainment of an elite level is shown through dedication to a particular activity and the level of commitment to that activity.
- All Independent PE students must keep a log of activity to be turned in at the end of each season. An end of season evaluation form or letter written by their supervisor must also accompany the activity log. Both the log and evaluation or letter must be submitted the Athletic Director at the end of the season to receive credit.
- In order to receive credit, an activity must meet a minimum of 32 hours over 16 weeks.

<b>2020-2021 TEAM OFFERINGS: Fall Season: August 24 - November 6</b>			
<i>Team</i>	<i>Grade</i>	<i>Practice Schedule</i>	<i>Competitions</i>
<b>Triple Fit</b>	9-12	Tues & Thurs, 3:15-4:45	None
<b>Middle School Volleyball</b>	6-8	M, W & TH after school	Once a week
<b>JV Volleyball</b>	8-11	Mon-Thurs after school	1-2 matches a week
<b>Varsity Volleyball</b>	8-12	Mon-Fri after school	2 matches a week, some weekends
<b>Middle School Cross Country</b>	6-8	M, W & TH after school	5 meets throughout season
<b>Varsity Cross Country</b>	8-12	Mon-Fri after school	1 meet a week, including some Saturdays
<b>Varsity Tennis</b>	8-12	M-F after school- interested 7 <sup>th</sup> graders may be eligible for practice squad	2 matches a week
<b>Middle School Soccer</b>	6-8	M, W & TH after school	1-2 games a week
<b>Junior Varsity Soccer</b>	8-11	Mon-Thurs after school	1-2 games a week
<b>Varsity Soccer</b>	8-12	Mon-Fri after school	2-3 games a week, some weekends
<b>2020-2021 TEAM OFFERINGS: Winter Season: November 9-February 26</b>			
<b>Middle School Basketball</b>	6-8	M, W & TH after school	1-2 games a week
<b>JV Basketball</b>	9-11	Mon-Thurs after school	1-2 games a week
<b>Varsity Basketball</b>	8-12	Mon- Fri after school	2-3 games a week; Some weekend games
<b>Strength &amp; Conditioning</b>	9-12	Tues & Thurs, 3:15-4:30	None
<b>Middle School Swimming</b>	6-8	M, W & F mornings; 5:20-6:30 AM	4 meets a season
<b>Varsity Swimming</b>	8-12	M,W,F mornings; 5:20-6:30 AM	6 league & 4 Regional meets; several weekends
<b>2020-2021 TEAM OFFERINGS: Spring Season: March 1 – May 26</b>			
<b>Triple Fit</b>	9-12	Tues & Thurs, 3:15-4:45 PM	None
<b>Golf</b>	7-12	M, W, TH after school	4-6 per season
<b>Middle School Lacrosse</b>	6-8	M, W, TH after school	1 game a week
<b>Varsity Lacrosse</b>	8-12	Mon-Fri after school	2-3 games a week
<b>Middle School Softball</b>	6-8	M, W, TH after school	1 game a week
<b>Varsity Softball</b>	8-12	Mon-Fri after school	2-3 games a week
<b>Middle School Track &amp; Field</b>	6-8	M,W & TH after school	4-5 meets
<b>Varsity Track &amp; Field</b>	8-12	Mon-Thurs after school	1 meet a week, including some weekends

# COLLEGE COUNSELING OVERVIEW

Our College Counseling team partners with Oakcrest families and faculty to guide Upper School students through the college search and application process. Informational and practical workshops and the ongoing assistance of our college counselors help each student grow in self-knowledge, identify her interests, and find her best college match.

Our college counseling vision is that each student is embarking on a journey of self-discovery while exploring university options and finding her college fit. Beginning in 9th grade and continuing through senior year, students are presented with opportunities to learn more about their strengths and interests. By engaging early in the process, meeting deadlines set by the Office of College Counseling, and keeping in contact with the college counselors, students can make the process their own. Being an active participant in the university search process empowers the student and helps her to sort through her priorities, strengths and weaknesses, dreams and goals.

While students are developing their university list and attending to their applications, they are encouraged to develop their “courtship” with their preferred university throughout their senior year. Students advocate for themselves by providing updates to their applications when appropriate, visiting campuses, and even attending classes when possible. It is the goal of College Counseling that by May 1st each student will have discovered her best fit, and will accept an offer of admission to a school that appropriately challenges her to be the best version of herself.

## SAMPLING OF RECENT COLLEGE ACCEPTANCES (2015-2020)

University of Alabama	Lehigh University
American University	University of Mary Washington
Ave Maria University	University of Maryland, College Park
Belmont Abbey College	Marymount University
Benedictine College	Massachusetts College of Pharmacy and Health Sciences
Berklee College of Music	Miami University, Oxford
Boston College	Michigan State University
University of California, Davis	University of Michigan, Ann Arbor
University of California, Los Angeles	Middlebury College
Carnegie Mellon University	Mount St. Mary's University
Case Western Reserve University	University of Navarre, Spain
The Catholic University of America	University of Nebraska
Christendom College	New York University
Christopher Newport University	University of North Carolina, Chapel Hill
University of Cincinnati	North Carolina State University
Clemson University	Northeastern University
Colorado School of Mines	University of Notre Dame
Columbia University	The Peabody Institute of The Johns Hopkins University
Cornell University	Pennsylvania State University
University of Dallas	University of Pennsylvania
University of Dayton	University of Pittsburgh
University of Delaware	Princeton University
DePaul University	Providence College
DeSales University	Purdue University
Dickinson College	University of Richmond
Drexel University	University of San Diego
Duke University	Santa Clara University
Duquesne University	Savannah College of Art and Design
Elon University	University of Scranton
Emory University	University of South Carolina
Fashion Institute of Technology	St. John's College
Fordham University	Syracuse University
Franciscan University of Steubenville	Tufts University
George Mason University	Tulane University
George Washington University	United States Air Force Academy
Georgetown University	United States Coast Guard Academy
Georgia Institute of Technology	United States Military Academy
Harvard College	Villanova University
Hillsdale College	Virginia Commonwealth University
College of the Holy Cross	Virginia Polytechnic Institute and State University
Indiana University	University of Virginia
James Madison University	Wake Forest University
Johns Hopkins University	Washington and Lee University
	The College of William and Mary

# SAMPLE OF CLUBS AT OAKCREST

