CURRICULUM GUIDE 2016-2017

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WHERE REMARKABLE BEGINS.

Lower School
Grades Pre-K-3

WHERE REMARKABLE BEGINS.

Curriculum Overview

In keeping with Oakwood's mission to instill in its students the strength of character, the creativity, and the wisdom to make a difference in the world, the Oakwood Lower School curriculum nurtures the development of the whole child and implements best practices and developmentally appropriate, research-based methodologies. The curriculum is unified, rigorous and experientially based and prepares the youngest Oakwood students for a future educational career that embraces the challenging dynamic of the 21st Century. The Oakwood School serves a range of students and aims to instill in each of them a passion for learning; a strong foundation of skills, knowledge and competencies; and solid personal and social skills so that every child can confidently and successfully navigate our complex and exciting world. Our Lower School curriculum reflects high standards and expectations and also aims to preserve a measure of flexibility in order to work with students as individuals. While the Lower School faculty is committed to teaching the foundations of reading, writing, math, social studies and science, they are cognizant of the different readiness and achievement levels among students and strive to help all students experience success according to their individual natures, stages of development, and current understandings. Above all, teachers in the Lower School want to create students who value and enjoy learning and are capable of becoming lifelong learners, inquisitive individuals, and citizens who seek to make a difference in the world.

The Lower School curriculum and teaching practices incorporate subject-integrated and differentiated instruction to create an environment in which students are encouraged to make connections across various disciplines and feel comfortable taking risks so they begin to see that risk-taking is a necessary part of academic growth. The curriculum is presented in a structured manner that places the student at the center of his or her own education through active exploration and hands-on experiences, encouraging each child to take ownership of her/his learning and feel the joy of discovery and the pride in a job well done. Teachers develop stimulating thematic units and strive to meet the various developmental needs of students through differentiated instruction in small groups, whole class, and individual instructional settings.

A well-rounded and full curriculum is central to creating lifelong learners. Starting in Pre-K, the Oakwood curriculum is unique. In addition to daily classes of core subjects, all Lower School students have co-curricular classes in Spanish, fitness, and library each week as well as studio art, music and lab science, setting an early foundation for STEAM learning (Science, Technology, Engineering, Arts, and Math.) Science is emphasized in Lower School as classroom concepts come to life with hands-on activities in the Lower School science lab and Oakwood's O.A.S.E.S. (outdoor agricultural student eco-station) consisting of a greenhouse, chicken coop and year-round garden. The lab and micro farm experiences are created and taught by a specialist in her field, and the activities are designed to help students connect to science through active exploration and practical application. This emphasis on science along with the co-curricular classes bring new concepts to the students' world and expand upon the experiences with which they are familiar. Likewise, an important part of the Lower School curriculum, also starting in Pre-K, is the integration of digital technology resources into student learning both as educational tools and as an added dimension of learning. The co-curricular classes and digital resources serve to broaden the students' understandings and sensibilities.

Nurturing and guiding students' social-emotional development is a primary goal of Oakwood teachers. Lower School teachers seek to create in their students the foundations of honesty, respect, and responsibility to oneself and to others. They work to develop self-control in their students and support students as they learn to make appropriate decisions in challenging situations with others. Teachers promote self-esteem, self-expression, and self-advocacy in their students. Developing young children who are self-aware, resilient, respectful, responsible, and invested in their learning paves the way for future happiness and success.

Developing an awareness of other cultures and traditions and guiding students to participate in and discover the joys of community service is central to Oakwood's mission of preparing students to make a difference in the world. Teachers choose literature and textual material that explores the richness and wonders of mankind and invite students to share their own families' rich histories and traditions. Each grade in the Lower School involves children in a service project that allows students to feel responsible for making the world a better place. The teachers are committed to developing in their students an understanding of one's duty to society and the need to look beyond oneself.

Pre-Kindergarten

Pre-Kindergarten is an exciting and vibrant experience for Oakwood's youngest students. Children are encouraged to wonder, experiment, explore, and problem solve using a variety of activities that integrate important math, science, social studies, pre-reading, and pre-writing concepts, skills, and understandings. The program offers a balance of child-directed and teacher-directed learning experiences as well as a combination of large group, small group and individual learning opportunities. Outdoor play is an important part of the Pre-Kindergarten day as this is a critical element in child development. Nature walks and field trips are coordinated to extend and enhance learning. In particular, Pre-K offers several unique aspects to learning including a focused science program in the newly built Lower School science lab, technology with iPads available for each student, and Spanish taught twice a week with a Lower School specific Spanish teacher and separate classroom.

Acquiring basic social skills is a major goal of the program in order to create the underpinning for positive and productive interactions with peers and teachers and insure future success in school. The Pre-Kindergarten uses the methodology and principles of the Creative Curriculum as the foundation for its program philosophy as well as a tool for planning and individual assessment. The goals and objectives of the Creative Curriculum address the areas of social/emotional development, physical development, cognitive development, and language development. The teachers are committed to providing an enriching and nurturing environment in which children are guided through the ongoing process of academic development based on individual abilities and readiness.

The Pre-Kindergarten students are involved in many experiential field trips as well as community service activities. Field trips as well as theatrical performances at East Carolina University help the students grow through their experiences outside of the classroom. This class has a strong relationship with an elderly-care facility in which the students spend time with the residents of the facility which serves to enrich the lives of the participants, both young and old.

LITERACY

Our Pre-Kindergarten class lays foundations for future learning at The Oakwood School and beyond. In a language-rich environment, students are guided through early reading behaviors as they listen to and interact with stories, read one-on-one with a teacher, and explore the wonders of making meaning from words with books and materials on many topics and in many forms. Students are encouraged to correlate sounds with letters and understand text features such as return sweep and one-to-one correspondence. Literacy comprehension is appropriately nurtured through whole-group read-alouds and student responses to stories through art, music, and play. Early writing is encouraged as students work on pencil grip and the formation of letters in a comfortable environment where writing is viewed as a means of expression.

Specific activities are provided throughout the day to ensure that students practice and gain competency in the following literacy skills:

- Develop print awareness
- Develop letter-sound association
- Interact with predictable text to promote early reading behaviors
- Participate during interactive read-alouds to develop vocabulary and comprehension skills
- Gain letter recognition
- Understand that printed words carry a message
- Develop a lifelong appreciation and love of literature
- Recognize and produce rhyming sounds
- Recognize upper and lower case letters
- Recognize and write first names
- Demonstrate emergent writing skills

Pre-Kindergarten Continued

MATH
Mathematics lessons in the Pre-Kindergarten class take place throughout the day in the form of discoveries and opportunities for problem-solving. Teachers point out connections with math to everyday experiences both in the classroom and on the playground. Students learn to see relationships and patterns. Similarities and differences in clothing and toys, for example, allow students to see patterns, which is the beginning of mathematical thinking and reasoning. Using hands-on materials, students are exposed to carefully structured graphing, estimating, sorting and counting experiences.

The mathematical explorations in Pre-Kindergarten ensure that students gain skills and competencies in the following areas:

- Numeration skills (counting)
- Measurement
- Graphing
- Estimating
- Comparing
- Patterns
- Spatial relationships
- Number recognition and writing numbers
- Calendar (seasons, days of the week, months, dates, etc)
- One-to-one correspondence with sets of objects

SCIENCE AND SOCIAL STUDIES
These two subject areas are presented through thematic units that are chosen to help students understand how they fit into the world around them and that the world exists far beyond their early life experiences. Some areas of focus in science include life cycles of plants and animals, seasons, and the water cycle. In social studies, students explore themselves and their families, other people, how people live in groups and their natural environments, and environmental changes. Pre-K students go the science lab and/or O.A.S.E.S. once a week so they can actively explore and discover science concepts.

Kindergarten

Opportunities for academic, personal, and social growth abound in the Kindergarten classrooms at Oakwood. Each Kindergarten class has one teacher, one assistant teacher, and a maximum of sixteen students. Oakwood's Kindergarten program actively involves children in speaking, listening, and discovering solutions to meaningful problems while children explore concepts in language arts, mathematics, science, social studies, and the arts. Developmentally appropriate activities spark the children's imaginations and a joy of discovery, develop academic skills and concepts, and teach perseverance and independence. Group activities encourage the development of the social skills children need to work in a 21st century environment where cooperation and collective decision-making are expected. Year-round outdoor play is a cornerstone of the Kindergarten day and allows the children to develop coordination and large muscle skills and to play in a less structured, but well-supervised setting.

Augmenting the homeroom curriculum are field trips to various cultural and educational sites and a special interactive program with the fifth grade students. The H.U.G.S. (Help Us Grow Successfully) program which matches Kindergarten students with fifth grade partners enables students to form strong school relationships while teaching mutual understanding and respect for each other's individual personalities. Kindergarten students serve the greater community by engaging in activities with an elder care facility and with a community food pantry.

Features of our Kindergarten program in the core areas include, but are not limited to, the following goals and experiences:

Kindergarten Continued

LITERACY
Students are introduced to the Rigby Literacy and Open Court programs. Both are comprehensive research-based literacy curricula, designed to develop comprehension and communication skills of reading and writing. Literacy goals for each student are discussed with families during the fall conference.

Features of the literacy program are:
- Creation of a print-rich environment in which students have access to literature of all levels and genres to explore on their own or to enjoy as a read-aloud.
- Explicit, developmentally appropriate instruction in early phonics and phonemic awareness concepts using the Open Court and RigbyLiteracy programs as guides.
- Pre-reading and reading readiness lessons/activities in an explicit and systematic way that encourage students to see the connections between sounds and letters—this leads to blending of sounds into words.
- Shared reading in which students have access to the same text as the teacher—this is used for teaching skills with written text.
- Guided reading groups based on skill level—decoding skills are supported and encouraged based on student level of development.
- Support of beginning writing through use of a Word Wall.
- Writing about student experiences.
- Focus on correct letter formation and pencil grip.
- "Reading Eggs" online resource for independent practice of skills taught.

MATH
Teachers in grades K-2 use the Everyday Mathematics Program developed by educators and researchers at the University of Chicago. The Kindergarten strand emphasizes verbal interaction and hands-on activities that lay the foundation for symbolic understanding. Students also use technology resources such as "Math Seeds" which is an online enrichment program in order to practice skills and develop understanding at their own pace.

Learning goals for Kindergarten students are listed. Students master skills at different times throughout the year.
- Count by 1s to 100; count by 2s, 5s, 10s and count back by 1s with number grids, number lines, and calculators.
- Count 20 or more objects: estimate the number of objects in a collection.
- Model numbers with manipulatives; read numbers up to 30.
- Use manipulatives to model half of a region or a collection.
- Compare and order whole numbers up to 20.
- Use manipulatives, number lines, and mental arithmetic to solve problems involving addition and subtraction of single-digit whole numbers.
- Identify join and take-away situations.
- Collect and organize data to create class-constructed tally charts, tables, and bar graphs.
- Use graphs to answer simple questions.
- Use nonstandard tools and techniques to estimate and compare weight and length; identify standard measuring tools.
- Identify pennies, nickels, dimes, quarters, and dollar bills.
- Describe temperature using appropriate vocabulary;
- Describe and use measures of time periods relative to a day and week: identify tools that measure time.
- Identify and describe plane and solid figures including circles, triangles, squares, rectangles, spheres, and cubes.
- Identify shapes having line symmetry.
- Extend, describe, and create visual, rhythmic, and movement patterns.
- Read and write expressions and number sentences using the symbols +, -, and =.

Kindergarten Continued

SCIENCE
The science curriculum in Kindergarten cultivates the skills of observation, comparison, classification, prediction, experimentation, estimation, and drawing conclusions. These skills are taught and practiced in the classroom as well as the science lab. Areas of exploration include seasons, weather, insects, animals, plants, dinosaurs, fossils, cooking, shadows, farm, wind, Earth resource, energy, matter, motion, etc. Students begin to learn the scientific method through "Scientist of the Day" activities, which involve the students' families and is a tradition and highlight of the Oakwood Kindergarten science experience. Kindergarten classes attend science lab/O.A.S.E.S. weekly.

SOCIAL STUDIES
The social studies program emphasizes an awareness and understanding of respect, responsibility, and honesty to self and others as the students cover topics such as families, homes, holidays, our country, and our world. Community service is a strong component of the program as students learn that service to others is one of the deepest satisfactions the human spirit can know.

INFORMATION TECHNOLOGY
The Kindergarten classrooms have iPads for all students. Children use technology tools to complement their reading and math skills work and promote eye-hand coordination as well as to develop comfort in using an iPad.

First Grade

Each first grade classroom has one teacher and one assistant teacher. The remarkable element of first grade is that students begin to connect their current learning to experiences they had in Kindergarten or have had with their families and their enthusiasm for learning is boundless. Watching first graders make sense of their world and tackle new learning challenges is an extraordinary experience.

One of the most exciting first grade activities is the yearlong service project. First graders are developmentally capable of demonstrating concern for others and want to help people in need. The first grade supports the Ronald McDonald House as its community service project. Students make door decorations for the House, and guests often ask to take home the decorations that gave them solace during their stay at the House. Children donate pantry items to the House, and work throughout the year to earn $10.00 each, the cost of a night's stay for one family at the Ronald McDonald House.

Features of our first grade program in the core areas include, but are not limited to, the following goals and experiences:

LITERACY
The first grade language arts curriculum builds on the foundation begun in Kindergarten with the continuation of the Rigby Literacy and Open Court programs. These programs emphasize phonics, decoding skills, reading comprehension, and expressive writing. Literacy goals for each student are discussed with families at the fall conference.

Features of the program are:
- Shared reading allows teachers to model for children the behaviors, skills, and strategies of successful readers.
- Big books are used to teach many literacy skills at the word, sentence, and text level.
- Guided reading provides an opportunity for the teacher to guide children in becoming independent readers as they work through their own reading challenges.
- Guided reading books are written with features appropriate for emergent, early, and fluent readers.
- Lessons are taught in small homogeneous skill groups, which allow the teacher to observe, listen to, and decide how and when to question, challenge, and support the individual readers.
- Open Court materials are used to provide instruction in phonics and word structure.

First Grade Continued

- Phonemic awareness is taught through rhyming, matching, isolating, blending, adding or substituting, segmenting and manipulating phonemes. This phonics instruction helps children make the important connections between sounds, printed text, and the words they need to become successful readers and writers.
- Comprehension strategies are expanded upon from the Kindergarten communications program and include comparing and contrasting, visual imagery, sequencing ideas and story events, questioning, building background knowledge, making connections, predicting, and summarizing.
- Writing instruction is given to promote writing fluency, apply the writing process, refine and apply knowledge of phonics, and to build students' confidence as writers.
- Proofreading is emphasized as students learn various conventions.
- Students are guided to correct capitalization and punctuation; organize writing with a recognizable beginning, middle, and ending; add details; correct spelling of word wall words (high frequency words). Other skills covered in writing instruction are recognizing nouns, verbs, and adjectives and creating complete and interesting sentences.

MATH

The first grade math curriculum develops a strong foundation in numeration, computation, geometry, measurement, patterns, and problem solving through the use of manipulative materials and the Everyday Math Program that promotes creative and analytical thinking as well as mastery of facts. The curriculum spirals through the instruction of a concept with many opportunities for experimentation and application of skills.

Learning goals from the first grade curriculum are:

- Count on by 1s, 2s, 5s, and 10s past 100 and back by 1s from any number less than 100 with and without number grids, number lines, and calculators.
- Count collections of objects accurately and reliably; estimate the number of objects in a collection.
- Read, write, and model with manipulatives whole numbers up to 1,000; identify places in such numbers and the values of the digits of those places.
- Use manipulatives to identify and model odd and even numbers.
- Compare and order whole numbers up to 1,000.
- Demonstrate proficiency with +/-0, +/-1, doubles, and sum-equals-ten addition and subtraction facts such as 6+4=10 and 10-7=3.
- Use manipulatives, number grids, tally marks, mental arithmetic, and calculators to solve problems involving the addition and subtraction of 1-digit and 2-digit whole numbers;
- Calculate and compare the values of combinations and coins.
- Identify change to more, change-to-less, comparison, and parts-and-total situations.
- Collect and organize data to create tally charts, tables, bar graphs, and line plots.
- Use graphs to answer simple questions and draw conclusions; find the maximum and minimum of a data set.
- Use nonstandard tools and techniques to estimate and compare weight and length; measure length with standard measuring tools.
- Know and compare the value of pennies, nickels, dimes, quarters, and dollar bills; make exchanges between coins.
- Identify a thermometer as a tool for measuring temperature; read temperatures on a Fahrenheit thermometer to the nearest 10 degrees.
- Use a calendar to identify days, weeks, months, and dates: tell and show time to the nearest half and quarter hour on an analog clock.
- Identify and describe plane and solid figures including circles, triangles, squares, rectangles, spheres, cylinders, rectangular prisms, pyramids, cones, and cubes.
- Identify and complete shapes having line symmetry.
- Extend, describe, and create numeric, visual, and concrete patterns: solve problems involving function machines, "What's My Rule?" tables, and Frames-and-Arrows diagrams.
- Read, write, and explain expressions and number sentences using the symbols +, -, and = and the symbols > and< with cues; solve equations involving addition and subtraction.

First Grade Continued

SOCIAL STUDIES
The social studies curriculum relates the students' immediate worlds of home, school, and community with the broader concepts of state, nation, and world through exposure to history, culture, geography, citizenship, and basic economic concepts.

SCIENCE
The science curriculum cultivates the skills of observing, comparing, classifying, predicting, experimenting, and concluding. The AIMS Educational Materials and Scholastic Banner Units as well as books, instructional videos, guest speakers, and field trips are used in the science program. Integrated teaching allows the students to explore such topics as pumpkins, animal migration, Pangaea and our world, seasons, five senses, early explorers, maps, geography of our world, solids and liquids, penguins, presidents, wind, holidays, rocks, fossils, soils, plants and seeds, insects, and reptiles through literacy, math, and art activities. Weekly lessons in the Lower School science lab or O.A.S.E.S. allow active exploration and discovery of science concepts.

INFORMATION TECHNOLOGY
Students integrate technology as they use iPads with theme-based activities throughout the year. Computer activities are used to enhance the science and social studies units as well as to practice math and communications skills.

Second Grade

Second grade at The Oakwood School is a year of wonderful growth. The unique aspect of second grade is an obvious and remarkable leap in independence. There is a shared teaching assistant between the two second grade classes, and students enjoy group and one-to-one time with an adult but also time learning and exploring on their own. Students begin to take on more responsibility for their learning as they take ownership of their work, learn to make good choices with their literacy tasks to further their skills and strategies in this area, and work collaboratively to understand and share new strategies to explore new mathematical concepts. This new-found growth in independence enables students to engage in more complex projects with less reliance on adults for assistance, use organizational skills to complete work in a timely fashion, and take pride in their personal space and class work. The second grade year is one of growth and exploration as students see more vividly their place in the world and develop a clearer and more perceptive understanding of how they can and should make a difference in the world.

Second graders serve the community by supporting organizations involving animal care. Typicaly volunteers from animal organizations visit the classes in the fall to explain their work, and after this, students raise money through a bake sale to help the group with their missions.

LITERACY
The goal of the second grade literacy program is to develop independent readers and writers who apply literacy skills to learning. Through the Rigby Literacy and Open Court reading programs, the basic skills of recognizing and decoding words, understanding vocabulary, and using comprehension strategies are taught to provide students with the tools they require to be successful readers and writers. The reading program emphasizes reading for various purposes including reading for pleasure, information, and research. The Open Court reading program allows students to explore themes of animal camouflage, kindness, cultural differences, fossils and dinosaurs, courage, and important people in our country while learning to read and comprehend both fiction and nonfiction. The shared inquiry approach for literary discussions promotes imagination and curiosity as well as critical thinking and communication skills. The writing process (a cycle of idea development, pre-writing, drafting, revision, proofreading, and publishing) is integrated through all areas of the curriculum. Through spelling instruction and working with words, students are strongly encouraged to use more standard spelling by the end of the second grade year.

Second Grade Continued

Features of instruction in the area of literacy include, but are not limited to, the following areas:

- Explicit instruction in phonics to allow for increased efficiency and fluency with decoding.
- Small group instruction with leveled readers to further the reading skills of students with similar needs in order to help students become strategic readers.
- Instruction in the use of context clues, picture clues, and syntax to further develop decoding skills.
- Modeling, practicing, and using comprehension strategies with shared reading, whole group, and small group instruction to enable students to begin strategic work with comprehension strategies when reading independently.
- Explicit instruction in skills needed to navigate non-fiction texts such as science materials, biographies, charts and diagrams.
- Focus on high-frequency words, word families, and spelling patterns to allow students to become more proficient spellers.
- Use of a Word Wall to provide access to correct spelling of high-frequency, non-phonetic words.
- Writer's Workshop approach to teaching writing.
- Explicit instruction in writing paragraphs, descriptive writing, letters, informational reports, fiction, and poetry.
- Emphasis on correct mechanics of punctuation, capitalization, and correct spelling and grammar are
- taught through the use of a proofreading system called COPS (capitilization, overall apperance, punctuation, and spelling)
- Basic research using bibliographies, indexes, tables of contents, encyclopedias, non-fiction texts, and guided internet sources.
- Use of "Daily Five," which encourages and nurtures independence and allows students to take ownership of their own literacy learning on their independent level.
- Use of technology with programs such as IXL to practice communication skills.

MATH

The second grade math curriculum continues the Everyday Mathematics program in which hands-on, cooperative, inquiry- based math learning is emphasized. Students share strategies and demonstrate the internalization of skills at the highest levels as they develop problem-solving and critical thinking skills. Students practice skills and concepts through games, small group and partner work, and the use of IXL math. The program introduces students to regrouping and enables students to understand the concepts of multiplication. Practice with basic addition and subtraction math facts through 20 is encouraged, both at home and at school. Spiraling math concepts are taught and reinforced through regular review, daily routines, games, manipulatives, and collaboration.

Learning goals from the second grade curriculum are:

- Count by 1s, 2s, 5s, 10s, and 25s past 1,000 and back by 1s from any number less than 1,000 with and without number grids, number lines, and calculators.
- Read, write, and model with manipulatives whole numbers up to 10,000; identify places in such numbers and the values of the digits in those places; read and write money amounts in dollars-and-cents notation.
- Used manipulatives and drawings to model fractions as equal parts of a region or a collection; name the fraction.
- Recognize numbers as odd or even.
- Use manipulatives and drawings to model equivalent names for ½.
- Compare and order whole numbers up to 10,000.
- Demonstrate automaticity with +/-0, +/-1, doubles, and sum-equals-ten facts and proficiency with all addition and subtraction facts through 10+10.
- Use manipulatives, number grids, tally marks, mental arithmetic, paper and pencil, and calculators to solve problems involving the addition and subtraction of 2-digit whole numbers.
- Calculate and compare the values of coin and bill combinations.

Second Grade Continued

- Identify and describe change, comparison, and part-and-total situations.
- Use repeated addition, arrays, and skip counting to model multiplication; use equal sharing and equal grouping to model division.
- Collect and organize data or use given data to create tally charts, tables, bar graphs and line plots.
- Use graphs to ask and answer simple questions and draw conclusions; find the maximum, minimum, mode, and median of a data set.
- Estimate length with and without tools; measure length to the nearest inch and centimeter; use standard and nonstandard tools to measure and estimate weight.
- Count unit squares to find the area of rectangles.
- Describe relationships between days in a week and hours in a day.
- Make exchanges between coins and bills.
- Read temperature on both the Fahrenheit and Celsius scales.
- Tell and show time to the nearest five minutes on an analog clock; tell and write time in digital notation.
- Draw line segments and identify parallel line segments.
- Identify, describe, and model plane and solid figures including circles, triangles, squares, rectangles, hexagons, trapezoids, rhombuses, spheres, cylinders, rectangular prisms, pyramids, cones, and cubes.
- Create and complete two-dimensional symmetrical shapes or designs.
- Extend, describe, and create numeric, visual, and concrete patterns; describe rules for patterns and use them to solve problems.
- Read, write, and explain expressions and number sentences using the symbols +, -, =, >, and <; solve number sentences involving addition and subtraction; write expressions and number sentences to model number stories.

SOCIAL STUDIES

Second grade uses a thematic approach to literacy by integrating science and social studies concepts throughout the year. The social studies program includes a survey of the geography of our world: continents, oceans, and landforms. It also includes a study of our country and its people with an emphasis on developing citizenship. Students explore United States history from Christopher Columbus through the Civil War and begin to see how the past affects the current world in which they live. Second grade social studies work enables students to identify map symbols, oceans, continents, and understand directionality. Students learn to create and use timelines, look at change over time and use this information to make connections with current events. Through project learning experiences such as Cooking Around the Continents, Houses Around the World, and Pocket People Biographies, students integrate reading, writing, and presentation skills to demonstrate their learning.

SCIENCE

The science program emphasizes the concepts of plant and animal adaptations through studies of the temperate forest, polar, and ocean habitats. Animal classification is explored as students learn how to categorize animals according to attributes. Studies of fossils, rocks, and dinosaurs give students a true sense of change over time as they examine how our world has evolved. A pumpkin unit in the fall of the year allows students to fully integrate math and science skills as they work collaboratively to create pumpkin pies from scratch in the classroom. Pies, along with other treats are sold as part of an annual bake sale with funds going to support animal oriented community service projects. Lessons in the Lower School science lab or O.A.S.E.S. allow active exploration and discovery of science concepts.

INFORMATION TECHNOLOGY

In second grade, each student has access to laptops & iPads. Students begin learning their way around the keyboard on the iPads/laptops by using typing drills, writing stories using word processing, and playing educational games. Using different fonts, colors, and type size while typing poems and short stories helps students learn how to use and enjoy using word processing tools. Research on topics such as temperate forests, bats, and polar animals allows students to learn how to use the Internet with teacher guidance and supervision. Internet research skills include learning to navigate through websites, using links to other sites, and reading for information. Explicit instruction is given as students learn to use different reading strategies when reading for information on the computer.

Third Grade

In third grade, the concepts and behaviors of responsibility, self-direction, and self-control are emphasized. Students learn to be responsible for their materials and assignments, to work more independently, to transition between activities independently, and to be respectful participants in a more independent learning environment.

The Good Deeds Team offers an important community service opportunity, is run by a third grade teacher, and is open to second and third graders. The team meets several days a month after school and focuses on students themselves finding ways to reach out to others at home, at school, and in the community. The goal of the club is to have students reach within themselves and out to others by determining and executing projects they can carry out individually or collectively that will make a difference in the world in which they live and work.

LITERACY
Third grade students use a phonetic approach to decode, analyze, comprehend words, and read expressively a variety of textual material. They acquire strategies for accessing information and explore and communicate concepts using both oral and written language. “Treasures” by McGraw-Hill is an English Language Arts program used throughout the year to differentiate instruction. This is done through poetry, short stories, and excerpts from novels. Writing concepts, grammar, usage, spelling, vocabulary building, and language mechanics are emphasized to improve writing and oral communication skills which use Writing A-Z and iXL Language Arts. Both expository and expressive writing are taught, and the correct use of grammar and the importance of revision and proofreading are emphasized.

Features in the area of literacy include, but are not limited to, the following items:
- “National Geographic Explorer”
- Whole group reading instruction
- Literature Circles in which students work in collaborative groups and are given specific tasks while reading and bring their findings to the group
- Direct instruction in the use of text structures to further comprehension
- Increased work with strategies to develop comprehension skills
- Formal spelling work utilizing Treasure Grade 3 Phonics/Spelling Program
- Use of a writing journal for writing prompts and independent writing activities
- Introduction of cursive handwriting using the Zaner-Bloser approach
- Learning A-Z
- iXL- Language Arts
- Treasure Grades 3 Grammar Book
- Treasures Grade 3 ELA Practice Workbook (Vocabulary building/strategies, comprehension strategies, fluency, text features, phonics, and literacy elements)
- Time for Kids

Third Grade Continued

MATH
In third grade, the math program at Oakwood takes the mathematical foundations laid in previous grades and expands the range of the students' math experiences, understandings, and problem solving strategies using the scope and sequence of the IXL math program. IXL fully integrates the five strands of mathematical proficiency of understanding, computing, applying, reasoning, and engaging.

Listed here are highlights of math concepts and skills covered in third grade:
- Demonstrate proficiency with numbers through 1,000,000 and beyond to include properties of operations.
- Develop understanding of multiplication of whole numbers.
- Know multiplication facts through 12 x 12.
- Use multi-digit multiplication algorithms.
- Understand the meaning of division and develop the ability to apply it in problem solving.
- Adding and subtracting both proper and improper fractions and decimals.
- Determining elapsed time of a full, half, and quarter hour.
- Measure length, weight, and volume using the appropriate units and tools using both US Customary and
- Metric Systems; demonstrate conversions within the two measurement systems.
- Find perimeter and area of simple geometric figures; state and explain the properties of geometric figures.
- Use mathematical expressions to represent relationships between quantities and interpret given expressions.
- Create and interpret simple tables and graphs.

SOCIAL STUDIES
In social studies, students explore living in communities by looking back into past communities, building a government, and working together in a community. Along with other resources including the Internet, students use Pearson MyWorld Social Studies: We are Connected and Lakeshore Boxed Units to guide their studies. Other topics of study include the US Government, US Geography, Westward expansion, the American Revolution, and economics.

SCIENCE
The focus of the third grade science curriculum is the understanding of regularities in systems and of the principle that systems are made up of organized groups of related objects and components. Systems that are studied include the solar system; light; the musculoskeletal system of humans; and plant and animal concepts. (Each year, students look forward to the Creation of Body Systems Poster Project.) Weekly lessons in the Lower School science lab or O.A.S.E.S. allow active exploration and discovery of science concepts.

INFORMATION TECHNOLOGY
In third grade, students continue using iPads/laptop computers from the laptop cart to enhance their understandings and use of this all-important educational tool and to prepare them for using and owning individual iPads in fourth grade. The portable computer lab is utilized in many facets of the curriculum to provide opportunities to practice using word processing software, Internet research tools, and presentation software. As part of this learning experience, students are given lessons in handling and caring for computers. Students practice academic skills through Internet resources such as Multiflyer (Brainormous), ixl Math, Study Island, and Spelling City. Discovery Education is a vital part of the classroom experience as students take advantage of outside resources in their studies across the curriculum.

Co-Curricular Classes

ART
In Pre-K through third grade, the elements of art and principles of design are the foundation for the art program. Students view the work of artists who lived during various historical periods and in various regions of the world and study their methods to gain understandings of beliefs, ideas, values, and histories of cultures. Students use math, reading, and writing skills to explore art concepts and aid in the learning process. Students develop artistic skills through practice and observation. Some students have an innate talent in art but they, too, need to develop their skills and understandings through exposure to artistic concepts and principles. Our Lower School art program recognizes and celebrates the various learning styles and cultural differences of our students. Students are instructed in the care and use of materials and tools in a safe, appropriate manner. Organizational skills are taught as students learn to take care of their individual workspaces. This includes knowing how and where to retrieve and return supplies from their appropriate places within the art room environment. Students are taught to use problem-solving skills by encouraging creativity. At each grade level, students explore different forms of art that will progressively become more challenging throughout the years. Art such as painting, drawing, printing and collages are a few examples of the types of art used in the Lower School art program. Art education makes a contribution to the total personality of the child, helping them gain confidence and security in their self-expression. The goal of the art program is to help children learn to "see" in a way that they can translate into art and to help develop a love of art while having fun with the process.

MUSIC
The Lower School music program is designed to encourage children's natural enthusiasm for music. For many children, this is their first experience with any type of structured music class. Students learn to recognize and demonstrate the basic musical elements of melody, rhythm, harmony, texture, tempo, dynamics, timbre, and form. Through singing, moving, playing instruments, creating music, and guided listening, children discover and develop their musical abilities. Students begin to learn how to read and write music in preparation for learning to play the recorder in third grade and are exposed to different styles of music from different genres and composers through listening as well as music activities. Performance opportunities for students are available in the community and in our school concerts, but our focus is developing the fundamental skills and understandings of music. Finally, Suzuki-method violin classes are provided after school for interested students at an additional cost to parents.

SPANISH
The Lower School Spanish curriculum is based on research showing that children learn subsequent languages best in the same way they learn their first language—by listening and internalizing what they hear and by speaking, before they start to read and write. With a Spanish teacher solely for Lower School and dedicated Lower School Spanish classroom, in grades Pre-K-2 the emphasis is almost exclusively on listening and speaking, although as early as first grade, students are reading basic Spanish vocabulary books. Writing basic Spanish begins in Kindergarten and is correlated with writing in English. Students begin using basic Spanish conversation in second grade, and by third grade, students begin to do more reading and writing in Spanish. In our classes we have "serious fun"— we do the serious business of learning via fun activities that naturally encourage the acquisition of language. These activities include learning many songs and rhymes, doing story time read-alouds, playing vocabulary-learning games, and

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FITNESS
The Lower School fitness program is a sports-based curriculum that emphasizes healthy living, skill development, rules of the games, and teamwork. Fun lead-up games are used to vary the classes and add interest to the learning of each sport.

Co·Curricular Classes Continued

LIBRARY
The Oakwood School library is a warm, inviting space. The Librarian manages the book and resource collections and teaches a class in the library once a week to each Lower School class. She provides our students with a variety of literary experiences and promotes a love of reading and appreciation of books and other reading materials. All of our students love listening to stories in the library. In addition, students learn basic bibliographic skills that enable them to navigate the library and conduct beginning research activities. Intriguing monthly themes provide the framework for many of the projects and reading selections.

INFORMATION TECHNOLOGY
Today's children are digital natives and have different learning styles and needs from those of generations past. Technology plays a significant role in their learning process. Children are very comfortable using the tools of today and for that reason, Oakwood Lower School teachers provide frequent opportunities for their students to use these tools.

It is very important for students to use technology so their learning becomes more self-directed and engaging. This direct involvement empowers children to become independent learners. Technology, with its ability to create worldwide connections, develops globalized 21st century citizens, and The Oakwood School's mission is to prepare our students to become productive and positive global citizens who can make a difference in the world.

The International Society for Technology in Education (ISTE) has developed standards of achievement for our use of technology in education. We begin to implement these standards in our Lower School. Some of the standards are: Creativity and Innovation, Communication and Collaboration, Research and Information Fluency, Digital Citizenship, Critical Thinking- Problem Solving and Decision Making, and Technology Operations and Concepts.

Students are introduced appropriately to the use of technology tools in the Lower School which are available to every student in the classroom. Pre-Kindergarten, Kindergarten, and first grade students utilize iPads in their learning activities. At these grade levels, technology is used to develop basic literacy, math, and keyboarding skills and to foster an excitement about using technology to find information. Second and third grade students use a combination of iPads, laptops, and desktop computers. At these grades, teachers expand upon the skills and understandings students have already learned and teach research skills and report writing using computer technology. An important goal at these grade levels is to prepare the children for iPad ownership and increased daily use in Middle School.

Middle School
Grades 4-7

Middle School Curriculum Overview

The Middle School curriculum at Oakwood is designed as a four-year journey that takes place in an environment in which students will develop a sense of academic purpose, sound study skills and habits, the roots of self-knowledge, and a respect and concern for the needs of others. Students travel this course at different rates and with variations in their routes, and Oakwood Middle School teachers acknowledge and celebrate this reality. The academic program of the Middle School is departmentalized, and throughout the four years in Middle School, students experience a logical progression of content, vocabulary, and skill development in each discipline as well as increased expectations for academic responsibility and independent work. Teachers plan challenging and meaningful lessons and assignments that cultivate key 21st Century skills such as creativity, effective communication, collaboration, problem solving, and productive use of technology. Many assignments are inquiry-based, collaborative, long-range projects. The work is rigorous, and time management is required. Faculty members understand that students bring with them a variety of learning styles, achievement levels, and stages of readiness, and Oakwood teachers work to support each student so she/he can be successful and enjoy the learning process. The goal of the Middle School faculty is to develop students who will emerge from the Middle School program as productive and positive citizens and independent learners who are well prepared to tackle and enjoy the rigors and realities of Upper School.

Fourth Grade

ENGLISH

The English curriculum in fourth grade includes instruction in seven skill areas: reading, vocabulary, writing, grammar, spelling, speaking, and listening. The reading curriculum exposes students to a variety of genres including poetry, mystery, historical fiction, short story, tall tale, fable, and fairy tale. Story elements, specific genre elements, and comprehension skills necessary for students to become engaged and active readers are taught through the use of the texts. Students study words and their meanings, which develops their vocabularies as well as their thinking, reading and writing skills. Work in context clues, analogies, figurative language and idiomatic expressions, and words encountered in literature readings make up these lessons. Students write frequently. They learn that there are different types of writing and use the different elements of descriptive, expository, personal, creative and narrative writing in their compositions. Instruction is given in fleshing out ideas using concrete details and framing compositions with a thoughtful beginning, middle, and end. A multi-step writing process that includes generating ideas, organizing ideas around a central topic, drafting, proofreading, revising, and editing is taught and practiced. Grammar rules are introduced and reinforced through targeted lessons and daily practice. Spelling lists include commonly misspelled words and words that follow various spelling patterns. Oral presentations, guided literature discussions, and collaborative work offer opportunities to develop and practice speaking and listening skills.

SOCIAL STUDIES

In fourth grade social studies, students begin their study of the Western Hemisphere. They start the year by examining the societies and settlements that developed in North America, beginning with Native American populations. They explore the society and culture of these people pre-contact, and then examine the impact of European exploration and settlement. Students move on to the colonial experience in different regions of the United States, comparing and contrasting the role of geography, religion, government, and economics in the development of these new societies. Studies continue with the Revolutionary era, as students consider the relationship between the colonies and Britain, and how this changing relationship ultimately leads to the colonists' fighting for their independence. The overnight class trip to Jamestown and Colonial Williamsburg offers the students hands-on experiences with these topics and is a highlight of the year. The next unit focuses on the government of the United States – how it was formed and what makes it unique. Fourth graders conclude the year by investigating the circumstances that led the United States into the Civil War.

Fourth Grade Continued

MATH
Fourth grade math builds upon the foundation developed in the Lower School program. SRA Real Math 4 is used as a framework for continued development of mathematical skills. Concepts and algorithms are presented in a way that promotes problem solving, reasoning, estimation, communication, and creating and interpreting representations of problems and their solutions. Students are presented with traditional algorithms, while being encouraged to create, test, and employ alternative methods, for problem solving and to develop the ability to interpret their solutions in the context of the problem. Major topics include: place value and representations from 0.001 to 1,000,000; addition, subtraction, multiplication, division, comparison and ordering of whole numbers, fractions, and decimals; identifying and defining patterns; 2-dimensional geometry; systems of measurement; graphing coordinates and linear functions in the first quadrant; probability; and application of these concepts and skills to problem solving and real-world situations.

SCIENCE
The goal of the fourth grade science program is to instill in our students a love of science. Science is inquiry-based with instruction focusing on hands-on investigations. Students discover concepts by questioning the world around them, posing possible answers, and investigating their theories. The program introduces students to a range of life and physical concepts. Topics covered in fourth grade science include exploration of the scientific method, forces and motion, simple machines, electricity, magnetism, atoms, matter, using the microscope, cells, and systems of the human body. Students learn through hands-on lab activities, field experiences, student discussions, guest speakers, media presentations, and discussion of research and reference material. Throughout the year, scientific literacy is promoted with each student encouraged to portray the role of a scientist. Students experience and learn the scientific method and how to complete lab procedures. Teamwork is an essential skill and is an area of focus.

SPANISH
The goals of the Middle School Spanish program are to continue to foster students' love of learning a foreign language, to cultivate an understanding of and deep interest in cultures that have native Spanish speakers, and to develop the students' skills in this beautiful language. In fourth grade, lessons in basic grammar begin and students learn how to take notes and keep an organized notebook to facilitate language learning. The curriculum includes a variety of activities that encourage development in the four language skill areas: listening, speaking, reading, and writing. These activities include learning Spanish songs and rhymes, playing vocabulary games, and solving language puzzles, speaking in simple conversations, and reading words. Finally, students are introduced to the geography andcultures of the Spanish-speaking world. In order to achieve a successful experience, students are continually encouraged to participate during class because active engagement is necessary in gaining a quality learning experience.

Fifth Grade

ENGLISH
The English curriculum in fifth grade includes instruction in seven skill areas: reading, vocabulary, writing, grammar, spelling, speaking, and listening. A literature-based reading program exposes students to a variety of genres including mythology, poetry, short story, biography, fantasy, and historical fiction. The readings are used to teach story structure, elements of the various genres, and comprehension strategies. Students begin to annotate their texts in order to gain deeper meanings from them. For example, they are asked to track passages in the text that contain a figure of speech being studied, a symbol that recurs throughout the story, actions or words that depict important aspects of a character's personality or her/his developing conflict, or sections that support one of the themes in the work. Teaching word meanings and using words to develop thinking, reading and writing skills is an important part of the English curriculum and is accomplished through the study of context clues, analogies, word roots, figurative language, and idiomatic expressions as well as through words from class novels. Students write frequently, and lessons stress the craft of writing and writing for different purposes. A multi-step writing process that includes generating ideas, organizing ideas around a central topic, drafting, proofreading, revising, and editing is used for many assignments. Grammar rules and the eight parts of speech are taught through targeted lessons as well as through daily grammar exercises. Oral presentations, guided literature discussions, and collaborative exercises offer opportunities to develop speaking and listening skills.

Fifth Grade Continued

SOCIAL STUDIES
The fifth grade social studies course continues the study of the Western Hemisphere started in fourth grade. Students begin the year examining the United States from the era of Reconstruction through to the present day. The focus of our study then shifts to Canada, Mexico, and South America. Students explore the development of these regions and consider how geography, history, economics, and government influenced the development of these societies. The program focuses on looking for patterns in this development. Students examine how these different societies of the Western Hemisphere formed, and they compare and contrast their evolution through the years.

MATH
Fifth grade math uses Prentice Hall Course 1 as a framework for the continued development of mathematical skills. Concepts and algorithms continue to be presented in a way that promotes problem solving, reasoning, estimation, communication, and creating and interpreting representations of problems and their solutions. Students are presented with traditional algorithms and are encouraged to create, test, and employ alternative methods for problem solving and to develop the ability to interpret their solutions in the context of the problem. Major topics include: place value and representations from 0.000001 to 1,000,000,000; addition, subtraction, multiplication, division, comparison, and ordering of whole numbers, integers, fractions, and decimals; absolute value; properties and order of operations; exponents; prime and composite numbers; identifying and defining patterns; graphing coordinates and linear functions in four quadrants; solving equations with variables; data presentation and analysis; rates, ratios, and proportions; systems of measurement and conversions; 2-dimensional and 3-dimensional geometry; probability; and application of these concepts and skills to problem solving and real-world situations.

SCIENCE
The goal of the fifth grade science program is to continue to develop an understanding of science in everyday life, build on the students' curiosity of the world around them, and develop critical thinking skills while using the process of scientific investigation. The program develops environmental science concepts. Topics covered in fifth grade science include ecology, natural resources, sources of pollution, recycling, the atmosphere, weather, and climate. Hands-on activities, field trips, guest speakers, and media presentations are used to supplement classroom discussions and reading material. Students regularly use the scientific method to form hypotheses, follow procedures, observe and collect data, and analyze data form conclusions in a lab setting.

SPANISH
The goals of the Middle School Spanish program are to continue to foster students' love of learning a foreign language, to cultivate an understanding of and deep interest in cultures that have native Spanish speakers, and to develop the students' skills in this beautiful language. In fifth grade, lessons in basic grammar begin and students learn how to take notes and keep an organized notebook to facilitate language learning. The curriculum includes a variety of activities that encourage development in the four language skill areas: listening, speaking, reading, and writing. These activities include learning Spanish songs and rhymes, playing vocabulary games, solving language puzzles, speaking in conversations, and reading words and simple sentences. Finally, students are introduced to the geography and cultures of the Spanish-speaking world. In order to achieve a successful experience, students are continually encouraged to participate during class because active engagement is necessary in gaining a quality learning experience.

Sixth Grade

ENGLISH
In English class, sixth graders examine the theme of patterns in their literature readings. Students are exposed to various literary genres. Selections include Greek mythology, *The Odyssey, A View from Saturday, A Wrinkle in Time, A Long Walk to Water,* and *The Dreamer*. Much emphasis is placed on recognizing and understanding literary devices, which improves reading comprehension and gives the students literary tools to enhance their own writing. Vocabulary is a part of each day's lessons, with an emphasis on root words. Grammar and mechanics are an integral part of the writing program. Studying grammatical patterns in speech and writing allows students to understand the structure and power of the English language and to use these understandings in other language explorations as well. Middle School writing is developed over a four-year period. Sixth graders focus on the following skills: writing concise and powerful descriptions, using strong transitions, answering test questions that address all parts of a topic, writing meaningful notes, and making a convincing argument.

SOCIAL STUDIES
This course is designed to build on students' prior studies and skill sets from 5th grade. The first part of the year is focused on developing the geographic knowledge and tools needed to understand the complex relations between the physical environment and human existence. Second semester, students engage in a regional study of Europe with in-depth examination of physical geography, culture, economy, government, and social dynamics defining the land and people in the past and today. Students utilize a variety of secondary and primary sources, building close-reading, analysis, writing, and speaking skills in collaborative and independent work. Cross-curricular connections with the English Department and Fine Arts enhance student learning.

MATH
In math, sixth graders use Prentice Hall Course 2 to learn about the following topics: operations with whole numbers, decimals, fractions and integers; relationship of fractions, decimals, percentages; ratios, rates, and proportions; factors; exponents; algebraic patterns and rules; graphing and the coordinate plane; equations and inequalities; 2-dimensional and 3-dimensional geometry; displaying and analyzing data; probability; and application of these concepts and skills to problem solving and real-world situations. Some of these topics are extensions of concepts learned in previous grades while others are introduced during this year and are revisited in subsequent years. Within the context of these topics, students practice basic math skills and facts. Although students review some of the basics, they are expected to be facile in addition, subtraction, multiplication and division upon entering sixth grade. While the use of technology is integrated in Middle School math, the focus is on continued development of conceptual understandings and effective applications of math skills and facts. The teacher determines when it is advantageous for students to use calculators and when it is advantageous for students to do their own calculations.

Accelerated Math Program, first point of entry: Qualified students may enroll in Course 3 (Pre-Algebra, see Grade 7) in Grade 6. See the Student Handbook for information about entry into the Accelerated Math Program.

SCIENCE
Sixth grade science focuses on earth science taught in a lab setting. This course explores forces and structures associated with the Earth including plate tectonics; earthquakes and volcanoes; minerals and rocks; and topography. Continued discovery of our Earth's changing surface includes investigations about river systems, weathering, erosion, deposition, soil formation, and conservation. We study the history of Earth, Geologic time, fossils, and evolution in appreciation of our vast past. As a culminating unit, we study oceanography and marine science. Through activities in the field and laboratory, students learn about "the water planet," including the properties of water, freshwater resources, wetlands, and ocean zones.

Sixth Grade Continued

SPANISH
The goals of the Middle School Spanish program are to continue to foster students' love of learning a foreign language, to cultivate an understanding of and deep interest in cultures that have native Spanish speakers, and to develop the students' skills in this beautiful language. The curriculum includes a variety of activities that encourage development in the four language skill areas: listening, speaking, reading, and writing. Students also continue to learn about the geography and cultures of the Spanish- speaking world. In 6th grade, a primary goal in Spanish class is to provide an environment that allows the students to immerse themselves in the Hispanic culture. To meet all goals, a balance among activities in writing, reading, listening, speaking, and cultural information is maintained. In order to achieve a successful experience, students are continually encouraged to participate during class because active engagement is necessary in gaining a quality learning experience.

Seventh Grade

ENGLISH
In seventh grade English class, students read various literary genres, noting the patterns in each. Literature selections are chosen to develop student understandings of coming of age themes and to enhance and support the cultural understandings gained through the social studies curriculum. Students read Arabian legends, African myths, poetry, short stories and young adult literature such as *Tangerine; The Giver; The Little Prince; Ties that Bind, Ties that Break; Animal Farm;* and *The Hobbit*. Students study and work with plot elements, figurative language, stated and implied themes, and abstract literary devices. In conjunction with the social studies curriculum, students examine the influences of time, geography, and culture (religion, government, economics, arts history) in literature and in the real world. Students' vocabularies are developed through the study of high-frequency SAT words and through analogy exercises. Words encountered in reading selections are also an important part of vocabulary study. Students craft various kinds of writing and write daily for different purposes. A primary goal of the writing program is to develop the use of tone and voice in student writing. A multi-step process is taught (developing ideas, organizing ideas around a theme, drafting, revising, proofreading, and rewriting), but this is not always the focus. Journal writing is a vehicle for communicating thoughts and developing voice, and this writing, for example, does not always result in a finished piece. Grammar lessons are taught using a spiraling progression through all four Middle School grades. Finally, students hone their listening and speaking skills by participating in daily class discussions and presenting project work to the class.

SOCIAL STUDIES
This course continues students' regional studies turning to the Eastern Hemisphere with in-depth studies of the distinctive regions within Asia and Africa. Each regional study encompasses an in-depth study of the physical geography, culture, economy, government, and social dynamics defining the land and people in the past and today. Students utilize more complex secondary and primary sources in their development of academic skills and habits. Collaborative and independent learning activities continue to be hallmarks of the class with discussions, presentations, simulations, debates, research, writing, and speaking skills. Cross-curricular connections with the English Department and Fine Arts Department enhance student learning.

Seventh Grade Continued

MATH
The seventh grade Pre-Algebra program is sequenced to provide a transition from arithmetic to algebra using the Prentice Hall Course 3 textbook. Topics addressed include: integers, rational numbers, and real numbers; algebraic expressions; solving one- step equations and inequalities; factors, fractions, and exponents; operations with fractions; ratios, proportions, and percent; linear functions and graphing; spatial thinking; area and volume; right triangles in algebra; data analysis and probability; and nonlinear functions and polynomials. Real-world applications are provided to help students conceptualize abstract concepts and prepare them for more advanced math courses. Some of the topics are extensions of math covered in previous years while other concepts are introduced in seventh grade and revisited in subsequent years. While the use of technology is integrated in the Middle School math program, the focus is on continued development of conceptual understandings and effective applications of math skills and facts. The teacher determines when it is advantageous for students to use calculators and when it is advantageous for students to do their own calculations.

Accelerated Math Program, second point of entry: Qualified students may enroll in Algebra 1 (see Grade 8) in Grade 7. See the Student Handbook for information about entry into the Accelerated Math Program.

SCIENCE
Seventh grade science focuses on life science in a lab setting. During the first semester this course explores scientific method, metric measurement, experimental design, microscope use, classification and the diversity of life, and cell biology. Topics include a study of viruses; bacteria; protists; fungi; and cellular structures, functions, and processes. Through investigations in the field and laboratory during the second semester, students learn about Mendelian genetics and inheritance, explore plant phylogeny, engage in dissections of invertebrates and vertebrates, and explore human body systems with the focus on balance within a system.

SPANISH
The goals of the Middle School Spanish program are to continue to foster students' love of learning a foreign language, to cultivate an understanding of and deep interest in cultures that have native Spanish speakers, and to develop the students' skills in this beautiful language. The curriculum includes a variety of activities that encourage development in the four language skill areas: listening, speaking, reading, and writing. Students also continue to learn about the geography and cultures of the Spanish-speaking world. In 7th grade, a primary goal in Spanish class is to provide an environment that allows the students to immerse themselves in the Hispanic culture. To meet all goals, a balance among activities in writing, reading, listening, speaking, and cultural information is maintained. In order to achieve a successful experience, students are continually encouraged to participate during class because active engagement is necessary in gaining a quality learning experience.

Co-Curricular Classes

ART

There are several goals of the Middle School art program: to help students grow in their appreciation of art; to demonstrate that there are many media through which man expresses herself/himself artistically; to teach students that artists create their own styles and that their work is often categorized in terms of movements; to guide students in developing their own artistic sensibilities; to offer lessons that pave the way for students to create their own art work; to introduce alternative ways to learn; to strengthen students' problem-solving and critical thinking skills; and to develop students' self-confidence, persistence and self-discipline. In art classes, students explore different art techniques such as drawing, painting, working with clay, creating sculptures and collages, printmaking, and computer graphics. They also use sketchbooks to plan and problem-solve ideas for projects and to record their imaginings, observations, and impressions of interesting images. Projects are integrated with the content of the core curricula at each grade level and make a rich offering. Art students use their computers to research artists and art movements on the Internet, and the resulting information is used to inspire and enrich their art projects. By the end of Middle School, students have explored and experimented with various computer applications that relate to the world of art.

MUSIC

Beginning in fourth grade, students select a course of musical study from three offerings: Chorus, Strings, and Band. Each course teaches responsible rehearsal skills and music reading and encourages active listening. Chorus provides opportunities for students to develop their musical potential and aesthetic understanding through singing in a vocal ensemble. The goals of the chorus curriculum include cultivating a beautiful tone; developing a stronger aesthetic awareness; strengthening music reading abilities using the solfege sight-reading system; and building technical skills, teamwork, and responsible rehearsal habits. Choral students will also have the opportunity to develop solo vocal skills. Selected fourth and fifth grade students can audition for NC Elementary Honors Chorus and American Choral Directors Association (ACDA) national and regional honors choirs. Sixth and seventh grade students can audition for NC Middle School Honors Chorus, Solo-Ensemble festival, ACDA national and regional honors choirs, and NC All-State Chorus. Sixth and seventh grade choral students use the SMART MUSIC program to complete music literacy homework assignments. The String Ensemble (Violin, Viola, Cello and Double Bass) is comprised of students of various levels of experience. New skills are taught by expanding on the foundations of students' prior learning, and students enjoy playing chamber music together. In band, woodwinds, brass, and percussion instruments are introduced. Students study the fundamentals of and overall involvement in the arts. Students do not need to have prior experience with an instrument to join Middle School Band or String Ensemble. Performance opportunities for Middle School students include Grandparents' and Special Friends' Day, Musical Productions, Spring Concert, Art Shows, school assemblies, the variety show, and community events.

DANCE

The Middle School dance program introduces students to the genres of ballet, jazz, modern, and ethnic dance presented in cultural and historical context. Students will learn vocabulary, principles and elements of each style. Class focus is on students' development of kinesiological body awareness, technical facility, spatial expressiveness, and personal creativity. Students will be given the opportunity to perform in an informal and/or formal concert for peers, parents and community.

FITNESS

The Middle School fitnes program is a sports and fitness based curriculum that emphasizes healthy living, skill development, rules of the games, and teamwork. TA wide variety of sports and games are taught with an emphisis on those offered for team outside competition including: volleyball, basketball, soccer, baseball, and softball. Lead-up games are used to vary classes and add interest to the learning of each sport. In 6th and 7th grade, students can participate in our after school interscholastic sports offerings. 6th graders are allowed to practice with the teams, and 7th graders can both practice and play in games.

Co·Curricular Classes Continued

LIBRARY
The Oakwood School library is a warm, inviting space. A Librarian manages the book and resource collections and teaches a class in the library once a week to the fourth graders. She provides our students with a variety of literary experiences and promotes a love of reading and appreciation of books and other reading materials. All of our students love listening to stories in the library. In addition, students learn basic bibliographic skills that enable them to navigate the library and conduct beginning research activities. Intriguing monthly themes provide the framework for many of the projects and reading selections. Fifth, sixth and seventh graders may use the library to conduct research for projects assigned in their academic classes, and librarian support is always available to them. The goal of the library program is to develop students who are competent users of information, critical thinkers, and constructive managers of knowledge so they can become and enjoy being lifelong learners.

INFORMATION TECHNOLOGY
Lower Middle School students (4th and 5th grade) make a huge leap into the world of technology because they are required to own an iPad for school use beginning in 4th grade. Students are taught how to care for and maintain their iPads and to protect their data through responsible back-up procedures. In keeping with Oakwood's philosophy of technology education, computer instruction is integrated into the curriculum. Students become comfortable with and skilled in using word processing, annotation, and presentation software; e-mail communication; and the school server. Students are introduced to the use of spreadsheets for data organization, storage and analysis as well as the creation of tables and graphs. Teachers aid the students in learning how to use the Internet as one resource for their inquiries into various topics. Teachers post all homework assignments and announcements to the Middle School teacher sites on The Oakwood School website and students use this resource, as well as an electronic planner, to keep track of short- and long-term assignments. Parents are able to access the homework pages and the Middle School Community page and this access is a wonderful vehicle that aids parent-teacher communications. Also beginning in fourth grade, students and parents are introduced to PowerSchool to view grades and teacher comments in all graded courses. This system facilitates timely communication between home and school about student progress.

As students enter the Upper Middle School (6th and 7th grade), they continue to employ technology as a means of research, communication, and presentation. Sixth and seventh grade teachers continue to post assignments on their homework websites, and to record grades in PowerSchool, which are accessible to parents and students. Students continue to perform increasingly sophisticated research tasks and to create increasingly mature multi-media presentations. The word processing skills learned in the Lower Middle School are used daily in the Upper Middle School to record class notes and compose essays.

Students in the Middle School will find that technology is woven into nearly all aspects of the curriculum. The faculty in the Middle School view technology as a powerful tool to aid student learning. Every classroom is equipped with wireless internet access, an AppleTV, and a projector system, allowing both teachers and students the ability to share information seamlessly. Every teacher has access to Discovery Education, an online source that contains instructive videos on a vast array of subjects as well as a database of photos, encyclopedic articles, and interactive lesson plans. Science, social studies, math, and Spanish e-texts are utilized and have interactive features such as videos, activities, quizzes, and read-alouds that assist learners. Many teachers maintain a folder on the Oakwood server, which contains hard copies of class handouts, study guides, grading rubrics, and reading selections. Students are encouraged to submit assignments electronically. As technology continues to evolve, teachers in the Middle School find new ways to use technology to prepare students for success in the 21st century.

Upper School
Grades 8-12

Curriculum Overview

The Oakwood Upper School offers a rigorous curriculum that prepares our students for success in college and beyond while at the same time offers appropriate faculty support. In the study of literature and history, students develop their research, analysis, reading and writing skills. Our science and math curricula encourage students to view the world in terms of inquiry. Students are encouraged to take their study of foreign language as far as possible, so they will be able to communicate comfortably in another language and engage fully in another culture. Through music, dance, and studio art classes, The Oakwood Upper School encourages students to appreciate the arts as well as to embrace participation in creative activities. Our curriculum includes Honors and Advanced Placement courses, as well as opportunities to pursue individual interests through online classes or independent studies. Technology is an integral part of class instruction and learning.

Upper School students also have the opportunity to experience online classes. The Oakwood Upper School partners with the North Carolina Association of Independent School's Fueled project to offer a rich offering of classes to our students that are not offered at The Oakwood School campus or conflict with our current schedule.

The Oakwood School promotes the development of well-rounded young adults and understands the importance of physical development and the team experience. 85% of Upper School students participate in our varied interscholastic sports offerings that include both traditional team and individual sports.

Students are encouraged to participate in a variety of experiences beyond the classroom, stage, and playing fields in order to find and pursue passion, develop leadership qualities, and to reach out to others to make the world a better place. Participation in community service initiatives, student government, Honor Council, clubs, and academic competitions allows students to learn more about themselves, develop interests, and to feel the deep satisfaction that comes from helping and supporting others. Students also participate in an Off-Campus Education Week. The Oakwood School seeks to take its students directly to the material that is covered in the classroom. We want to challenge our students to apply their knowledge by living their learning. Since its inception in 2009, students have traveled to such places as China, Puerto Rico, Key West, Washington, DC, Belize, Germany, Boston, NYC, and various college campuses in North and South Carolina. While on these trips, students have participated in community service projects, conducted science activities, written insightful journal reflections, practiced language skills, and viewed first-hand other cultures and ways of life.

The Oakwood Upper School firmly believes that our curriculum—as delivered by enthusiastic, outstanding teachers—fulfills Oakwood's mission: "to instill in our students the strength of character, the creativity and the wisdom to make a difference in the world."

Advanced Placement Courses
AP courses offered at The Oakwood Upper School are designed to prepare students for the Advanced Placement Examinations administered each spring by the College Board. The exams are scored on a scale of 1 to 5, with 5 representing the highest grade. Most colleges will award college credit for scores of 4 or 5, and some will award credit for scores of 3. AP courses are rigorous and require a strong background in the subject area. In almost all cases students who enroll in AP courses are required to take the AP Exam and will be required to pay for the exam registration, which is approximately $75 per exam.

Curriculum Overview Continued

The Upper School curriculum consists of regular academic courses that meet five times a week for a full year and are worth one credit. Some electives or fine arts courses meet 2-3 times a week and are typically paired with a companion course that should be taken on complementing days so that students can be awarded a full elective credit for a given year. Every student must take a minimum of 25 class periods per week, based on a schedule of 35 periods per week (seven periods per day). A minimum of 22 academic credits are required for graduation, and students must pass all required courses to graduate. A student is considered to have passed a required course if the semester grade for that course is a 60 or better.

Each student's course of study depends on his or her personal goals. While fulfilling Oakwood's graduation requirements, students should consider their interests and talents as they select courses. Oakwood's standard classes reflect at least honors-level work at most public high schools, with AP courses demanding an even greater level of content mastery.

OAKWOOD'S GRADUATION REQUIREMENTS
Applicable to students entering Oakwood prior to 2016
English: four credits
Mathematics: four credits
Science: three credits
History: three credits (one credit must be U.S. history)
Foreign Language: two credits of the same language
Fine Arts: one credit
Health and Wellness: one credit
Electives: four credits

For students entering grade 9 in 2016-2017
English: four credits
Mathematics: four credits
Science: three credits
History: three credits (one must be US history)
Foreign Language: two credits of the same language
Fine arts: one credit
Electives: five credits
(note: PE/Health is no longer a graduation requirement)

These requirements constitute the minimum standard for graduation from The Oakwood School. Admissions standards vary among colleges and universities and while Oakwood's curriculum is designed to prepare students for success in college, it is important to research specific requirements for admission to individual colleges and universities. Students should pay particular attention to college requirements for foreign language, as many colleges and universities prefer to see a student take at least three years of a high school foreign language.

Please note the following: Credit will not be awarded for participation in team sports. All Upper School students are required to take a full-year, curriculum-based PE/Health and Wellness course.The full year curriculum based PE/Health class is only for students who marticulated prior to 2016-2017. Students enrolled in Algebra I or other upper level courses in 8th grade will not be awarded high school credit nor will the class count towards fulfilling the math or foreign language requirements for Upper School graduation.

English

The Oakwood School's English Department explores literature to accomplish traditional goals of literature (development of cultural awareness and critical thinking) and to facilitate students' acquisition of skills needed for advanced study. Our curriculum offers students ample opportunities for reading, writing, thinking, speaking and listening, to present them with challenges that hone both their creative and logical faculties.

Our eighth grade begins with a study of literature of different genres that include *To Kill a Mockingbird, Ender's Game, Inherit the Wind,* and *Lord of the Flies*. Ninth graders focus on the epic journeys in Western literature from antiquities to the Middle Ages. Major works of study include *The Epic of Gilgamesh,* Egyptian short stories, *The Iliad,* and *Beowulf*. Tenth graders study European authors and their works, focusing on Shakespeare, Jonathan Swift, Mary Shelley, and Charles Dickens. Often students' literary studies parallel their studies in history, linking literature and the culture that produced it. Students in eleventh and twelfth grades have opportunities to receive college credit through AP Language and Composition and AP Literature and Composition. Honors offerings in the junior and senior years include Honors World Literature, Honors American Literature and Honors Introduction to Dramatic Literature.

A rigorous English program would not be complete without a formal study of grammar and vocabulary. Students study grammar to help develop their own distinct writing voice. Vocabulary study assists them with their communication skills and SAT/ACT preparation.

HONORS EIGHTH GRADE ENGLISH
In eighth grade English, the focus is literary analysis. In addition to reading short stories and poetry, students read novels exposing them to a variety of genres including historical fiction, social commentary, drama, and science fiction. Throughout the course, students complete projects that connect the works read or connect the works with the historical environment in which they were produced. Additionally, the eighth grade English students write analytical and creative essays varying in length and begin practicing timed writing. Grammar and vocabulary development are also important aspects of this course.

Prerequisite: Seventh Grade English

HONORS ANCIENT WORLD LITERATURE
Students enrolled in Ancient World Literature explore a variety of monomythic, religious, and diverse texts from various world cultures. Using works from the Ancient Near East, Antiquity, Medieval Times, and the Renaissance, students use works as a springboard for discussion and writing. Students analyze texts for character development, theme, setting, literary devices, and point of view. Historical criticism is employed to contextualize works, and the course has been aligned with Ancient and Medieval World History to enhance cross-curricular understanding. Grammar and Vocabulary are also an integral part of the course. Prominent texts for the class include *The Book of the Dead, The Epic of Gilgamesh, The Iliad, Ovid's Metamorphoses, Beowulf, The Decameron,* and *Julius Caesar*.

Prerequisite: Eighth Grade English

HONORS EUROPEAN LITERATURE
The European literature class continues the use of historical criticism to analyze canonical works of literature from the Middle Ages to the 20th century. Students use works such as *Canterbury Tales*, *Romeo and Juliet, Gulliver's Travels, A Tale of Two Cities, Frankenstein,* and *Night* to facilitate discussions of humanities' joys and sorrows. Writing assignments allow students to react to the pieces of literature on a personal level, as well as to analyze and develop theories on the use of satire, irony, metaphors, and symbolism. Students also complete research and utilize secondary sources in their writing using the MLA format. Grammar and vocabulary are integral parts of the course curriculum.

Prerequisite: Ninth Grade English

English Continued

HONORS AMERICAN LITERATURE
**Taught rotating with Honors World Literature*
This course is a careful study of American literature from the early Native American period to modern day. The class uses selected literary works by various authors to focus on genre elements, literary analysis and writing as a response to literature. The prime objectives of this course are to encourage critical reading of both fiction and nonfiction, to cultivate critical thinking, to practice analytical and creative writing, and to allow students to trace the growth of American literature by studying major movements. Units covered include Native American myths, narrative accounts of early settlers, Puritan poetry and sermons, non-fiction works of the Enlightenment period, works of Romanticism and Transcendentalism, and works of the 20th century. Grammar and vocabulary are integral parts of the course curriculum.

Prerequisite: Tenth Grade English

HONORS WORLD LITERATURE
** Taught rotating with Honors American Literature*
Students read a wide variety of literature from around the world representing the history of human culture from ancient civilizations through the present day. Their textbook, *Prentice Hall's World Masterpieces,* exposes learners to all types of genres including poetry, short stories, excerpts and essays. In addition to readings from the textbook, students are responsible for outside reading which is designed to add depth and meaning to the works from the text. Analytical and creative writing, vocabulary development, and grammar study are significant elements of the class as well.

Prerequisite: Tenth Grade English

HONORS INTRODUCTION TO DRAMATIC LITERATURE
This class will introduce students to dramatic literature from antiquity to modernity, using the thematic approach of the concept of truth. Truth, as many of the characters in these plays illustrate, is shaped by individual perception. We often believe a truth to be an objective reality, when in fact it may only be partially true. Students will be asked to consider whether their own system of beliefs, which they may believe to be absolute, is in fact the result of varied cultural contexts that influence their knowledge and assumptions, including socioeconomic status, religion, geography, and education. Students will use their critical thinking skills to examine not only the literary figures' beliefs, but also their own personal truths.

Prerequisite: Tenth Grade English

AP ENGLISH LANGUAGE AND COMPOSITION
AP English Language and Composition is based on the expectations and objectives set forth in the AP English Course Description published by the College Board. In this class, students "write in both formal and informal contexts to gain authority and learn to take risks in writing." In doing so, they move beyond the basic five-paragraph essay—students learn to gauge their audience, evaluate their purpose, and write accordingly. Much of their writing are responses to some type of reading including letters, speeches, essays, novels, short fiction, articles, and image-based texts, most of which are from the American literary canon. Forms of writing include expository, argumentative, and analytical writing. Some compositions are formal essays that move through a writing process while other assignments are more informal and are structured to help students develop their own writing style. Students also focus on reading and evaluating secondary sources, synthesizing the materials to include in their writing, and citing the materials using the conventions of MLA. Upon completion of the course, students should be prepared for successful undergraduate work through their mastery of higher-level critical reading, thinking, speaking, and writing skills. In addition, students will have gained a deep understanding of various American authors and genres. It is expected that students take the AP Language and Composition exam in May. Students should check with various colleges to see what credits they offer.

Prerequisite: Tenth Grade English or Teacher Recommendation

English Continued

AP LITERATURE AND COMPOSITION
AP English Literature and Composition gives students a learning experience equivalent to a typical undergraduate introduction to literature class. Through close reading of literary texts, students come to understand how writers use language to provide meaning and to answer the big questions of existentialism. Students are challenged to understand how literature maintains its relevance from its origin to the current era and will remain relevant to future eras as well. Students fully master literary terms. Literary analysis looks through the lenses of style and structure, rhetorical strategies, diction, figurative language, imagery, selection of detail, language, and syntax. Vocabulary study is important. Writing well about literature is a key component of the class. Students are required to write critically about all genres. It is expected that students take the AP Literature and Composition exams in May. Students should check with various colleges to see what credits they offer for each or both tests.

Prerequisite: Eleventh Grade English, AP Language and Composition or Teacher Recommendation

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History

The Oakwood History Department offers courses to support the school's mission, believing that learning about the world is the best way to inspire both the idealism and the realism needed for a life of meaningful contribution. Our goal is to give the students an overall sense of where they fit, both in space and in time. We aim for the acquisition of certain skills, from taking notes from a text to analyzing a primary source and evaluating an interpretation. Students develop the knowledge and skills requisite to be respectful and engaged global citizens by both studying and doing the work of fields of historians, geographers, and political scientists.

In developing the Upper School history curriculum, Oakwood has sought for a balance between the progressive and the traditional. While it is important to branch out and experiment with new methods and new ways of organizing the study of history, it is also important to meet the standards traditionally recognized by others.

In eighth grade, the students take a course in American History and Politics, focusing on the American character and how it has been shaped since the beginning of European exploration. In ninth and tenth grades, the theme is patterns, as students explore World History from the dawn of civilization through the 20th century. Eleventh and twelfth graders are required to take United States History, but they may choose between Honors and AP. Other courses offered in rotation include AP World History, AP Human Geography, and Honors Introduction to American Law, and Politics.

Upperclassmen are also allowed to develop their own independent study course in a period or aspect of history of their choice in consultation with faculty. With student interest, the History Department looks forward to expanding offerings for the older students.

HONORS 8TH GRADE AMERICAN HISTORY AND POLITICS
The course revolves around the concept of the American character and how it has been formed by the country's experiences. Students explore the nation's history through an in-depth look at a variety of topics from the 16th century through the 20th. In connection with the eighth grade trip to Washington, D.C., the course delves into modern politics – elections, parties, and governance. The American History units are open-ended, with an emphasis on research and writing, discussion, debate, and "projecting." Students also participate in simulations, at one point putting on a trial and at another becoming Supreme Court justices. The writing in the course is always for a purpose, using the material to explore larger questions, rather than simply memorizing facts to give back to the teacher. The students write short opinion papers, formal essays, creative pieces, and a formal research paper.

Prerequisite: Seventh Grade Social Studies

History Continued

HONORS ANCIENT AND MEDIEVAL WORLD HISTORY
World History develops a greater understanding of how geography along with cultural institutions and beliefs shape the evolution of human societies. The course covers world history from 8000 B.C.E. to the 17th Century with an examination of Western and non-Western civilizations. In studying how various civilizations have met the needs of their citizens, from physical to spiritual, students explore common themes and historical patterns through independent and collaborative work. The class uses *Connections: A World History* as its core text with extensive use of primary sources. Students conduct individualized research papers each semester. Central activities and assessments include discussions, presentations, debates, simulations, source analysis, analytical papers, and creative multi-media projects

Prerequisite: Eighth Grade Honors History

HONORS 10TH GRADE MODERN WORLD HISTORY
The course builds upon the 9th Grade curriculum with a focus on global events from the end of the 17th century to the present day. Students explore the impact of modernity and globalization across six continents, analyzing the impact of developing industry, technology, nationalism, and imperialism on current world issues. The class continues with *Connections: A World History* as its core text with extensive use of primary sources from multiple perspectives. Central activities and assessments include discussions, presentations, debates, simulations, source analysis, analytical papers, and creative multi-media projects. Semester advanced-research projects and presentations provide students with opportunities to evolve their understanding of the role of the historian's craft and role.

Prerequisite: Ninth Grade Honors Ancient and Medieval History

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HONORS U.S. HISTORY
The course follows the AP curriculum and methodology with a view toward preparation both for the exam in May and for further studies at the university level. Basically an in-depth survey, the class covers American history from European exploration through the 20th century, using The American Pageant as its core text. In addition, students do extensive reading in primary and secondary sources, take tests on key concepts and events, and practice writing a variety of essays. The course introduces students to the idea that history is about people's lives and that it can be – and has been – interpreted in different ways. The students explore these ideas and develop their own interpretations through simulations and debate, as well as written pieces. The course also aims to pique the students' interest in U.S. History as a way of understanding Americans today and our place in the world.

Prerequisite: Honors Modern World History

AP WORLD HISTORY
This course is a broader and deeper culmination of the work students have done in world history in the Upper School. Reaching back into pre-history and forwards into current international relations, the AP course introduces concepts from anthropology and sociology and has a strongly comparative focus. Our themes include demography (the study of population), migration, technology, ideology, the arts, state-building, revolutions, global economic patterns, gender roles, kinship structures, race, ethnic and class formation. Discussion and source analysis will be central to our work together. Students will find that they are thoroughly prepared for the advanced placement examination. This course is an excellent gateway to college level social science.

Prerequisites: Ninth and Tenth Grade History (Honors Ancient and Medieval World and Honors Modern World History Courses)

History Continued

AP U.S. HISTORY
This intensive year-long college-level course provides students with comprehensive knowledge and understanding of the key events, ideas, and issues of United States History from pre-colonial times to the present. The course encompasses political, social, economic, cultural, diplomatic, and cultural history. Through frequent essay writing, practice tests, document analysis, and content quizzes, students will develop both their content mastery and their historical skills in critical reading, writing, analysis, and synthesis.

Prerequisites: Ninth and Tenth Grade History (Honors Ancient and Medieval World and Honors Modern World History Courses)

AP ART HISTORY
AP Art History will explore how tradition and culture shape the form and content of art through extensive visual, contextual, and comparative analysis. Students will study famous works from prehistory to modern times to see how religious, political, and social thoughts shape what was created and how it is appreciated. Our chronological and historical approach will endow students with an ability to judge art as more than merely "pretty objects." Instead, they will gain an analytical framework with which to appreciate Gothic cathedrals and Impressionist paintings for the deep and expressive symbols they are and develop an understanding of individual works from diverse cultures.

Prerequisites: Honors Ancient and Medieval World

AP HUMAN GEOGRAPHY
This is an introduction to the systematic study of how the human being interacts with the physical environment. Students will gain an understanding of spatial interaction and spatial behavior, the dynamics of human population growth and movement, patterns of culture, economic activities, political organization of space, and human settlement patterns, particularly urbanization. The combination of academic knowledge and application gives students a sophisticated view of the world in the context of domestic/foreign policy and international relations.

Prerequisites: Honors Ancient and Medieval World

HONORS INTRODUCTION TO AMERICAN LAW AND POLITICS
This first half of this year-long elective is a survey of the field of law. The course focuses on many aspects of the subject, beginning with its roots in philosophy, the Constitution and governmental principles. The course provides an overview of many facets of law, including individual rights, litigation, property law, contracts, tort law and criminal and civil procedures. The course will also examine important court cases, look at law enforcement and the criminal justice system, and offer opportunities to exercise legal principles and understanding in simulations and writings. Documentaries and interactions with local figures in the world of law round out the course.

The second half of this course offers an opportunity to examine American government and our political institutions and current issues. The course presents an overview of history and culture of American government and political thought, but also focuses on the immediate realities of U.S. politics. We will use discussion, debate, video, reading, research and writing to understand the meaning and importance of our political past and present.

Prerequisites: None

Mathematics

The Oakwood School mathematics program teaches students to draw conclusions using both contemporary and traditional approaches. Learning to use technology appropriately is an integral part of all courses. The courses offered include Honors Geometry, Honors Algebra I, Honors Algebra II, Honors Precalculus, Computer Science, AP Calculus AB, AP Calculus BC, Advanced Functions and Modeling, and Honors Statistics. Students are required to successfully complete four credits in mathematics in order to satisfy the school‘s graduation requirement. Standard classes are also available dependent on scheduling. For detailed information of the course curriculum, visit our math curriculum page.

NC EARLY MATH PLACEMENT TESTING
Upper School students who are juniors and seniors also participate in the North Carolina Early Math Placement Testing (NC EMPT). The test provides an indication of readiness for college-level mathematics. This service is offered semiannually and is sponsored by the State of North Carolina.

HONORS ALGEBRA I
Students begin by learning the basic rules, methods, and concepts of algebra. They recognize, create, extend, and apply patterns, relations, and functions. They then explore linear equations, inequalities, polynomials, rational expressions, and quadratic equations. The development of both a symbolic and graphical understanding is emphasized. The integration of statistics and geometry into the course helps students develop a better understanding of how different concepts relate to one another. Students are regularly asked to apply their understanding to real-world situations. Learning to use technology appropriately is an integral part of the course.

Prerequisite: Prealgebra (Math Course 3)

HONORS GEOMETRY
Honors Geometry is a Euclidean geometry course emphasizing deductive reasoning, sequential analysis, and proof. Logic plays a critical role in the development of properties for planar and spatial figures. Major topics include similarity, congruence, constructions, proof, and an introduction to trigonometry. Algebra is reinforced throughout the course, and students learn to apply geometry to real-world problems. Chapter projects encourage students to explore and demonstrate ways in which geometry applies to everyday life.

Prerequisite: Algebra I

HONORS ALGEBRA II
Second year Algebra builds on the understanding and the skills developed in the first year course. Students develop proficiency with algebraic expressions including linear, quadratic, exponential, logarithmic, radical, rational, and polynomial functions. These are used as tools for understanding real-world applications of mathematics. Additional topics may include linear programming, sequences and series, and an introduction to statistics. The course utilizes previous work in geometry with measurement formulas and transformations and includes an introduction to Trigonometry. Students are required to complete challenging problems on assignments.

Prerequisite: Honors Geometry and Algebra I

Mathematics Continued

HONORS COMPUTER SCIENCE
Honors Computer Science is a fast-paced course equivalent to a college introductory programming class. Students will learn about the exciting kinds of problems tackled by computer science while exploring the field's most important tool—programming. The course will explore systematic problem-solving strategies that can be applied to real world problems. The focus will be on writing full classes and the logic and structures around building them. Throughout the course, students will study common, reusable algorithms and learn to analyze them for correctness and speed. The course will cover fundamentals of programming syntax and methodology using the Java programming language. Java is a modern, object-oriented programming language used to create professional software. In addition to gaining fluency in Java, students will develop general computer skills and consider the social and ethical implications of computing.

Prerequisites: Honors Algebra II

ADVANCED FUNCTIONS AND MODELING
Advanced Functions and Modeling provides opportunities for students to deepen their understanding and knowledge of functions-based mathmatics and an indepth study of modeling and applying functions. The course contains many topics of traditional precalculus courses. Problem solving and critical thinking will provide the structure in which functions (polynomial, exponential, logarithmic, trigonometric, and rational) are studied. The content integrates functions, probability/statistics, and trigonometry and applies the algebra and geometry students have studied in previous courses. Graphing calculators and the precepts of transformational graphing will be incorporated into instruction to enhance teaching and learning. Mathematical communication, reasoning, problem solving, critical thinking, and multiple representations will be emphasized throughout the course.

Prerequisite: Honors Algebra II

HONORS PRECALCULUS
This honors course is designed to prepare students for calculus and other collegiate level mathematics and science courses. As a result, the primary focus of Honors Precalculus is to bring together critical skills and concepts from algebra and geometry and to integrate the language and concepts of functions. Coursework includes further study of exponential, logarithmic, polynomial, and rational functions. In addition, the course offers a thorough investigation of conics and trigonometric functions. Students develop this understanding while investigating applications, which include vectors, polar coordinates, recursion, analytic geometry, limits, probability, and combinatorics. Each of these topics lays the foundation for further studies in mathematics. Algebra is integrated throughout the course with an emphasis on real-world modeling.

Prerequisite: Honors Algebra II

AP CALCULUS AB
Advanced Placement Calculus AB is designed as college-level Calculus I. Calculus AB is primarily concerned with developing the students' understanding of the concepts of calculus and providing experience with its methods and applications. The course emphasizes a multirepresentational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The connections among these representations are also important. Broad concepts and widely applicable methods are emphasized. The focus of the course is neither manipulation nor memorization of an extensive taxonomy of functions, curves, theorems, or problem types. Thus, although facility with manipulation and computational competence are important outcomes, they are not the core of this course. Technology is used regularly by students to reinforce the relationships among the multiple representations of functions, to confirm written work, to implement experimentation, and to assist in interpreting results. Through the use of the unifying themes of derivatives, integrals, limits, approximation, and applications and modeling, the course becomes a cohesive whole rather than a collection of unrelated topics.

Prerequisite: Honors Precalculus

Mathematics Continued

HONORS STATISTICS
Honors Statistics is an upper level mathematics course that is primarily activity-based. In this course students actively construct their own understanding of the concepts and techniques of statistics. Students taking this course will have the option to take the AP Statistics Exam. This course involves the study of four main areas: exploratory analysis, planning a study, probability, and statistical inference. Upon entering this course students are expected to have mathematical maturity and quantitative reasoning ability. Mathematical maturity could be defined as a complete working knowledge of the graphical and algebraic concepts through Math Analysis, including linear, quadratic, exponential, and logarithmic functions. Students will gain proficiency with accuracy and communication of statistical concepts throughout the course, to include effectively communicating how methods, results, and interpretations of data for any given experiment are valid. They learn that writing complete responses using justifications is a critical aspect of gaining statistical proficiency.

Prerequisite: Honors Precalculus or Advanced Functions and Modeling

Science

The Oakwood School science program uses a combination of lecture, discussion, and hands-on laboratory activities to guarantee student success. Several courses are offered in the areas of life, environmental, and the physical sciences. Each student is required to successfully complete three laboratory-based sciences for graduation.

HONORS 8TH GRADE PHYSICAL SCIENCE
Honors Physical Science is an introductory laboratory science course involving the study of basic physics and chemistry principles. Students study the various forms of energy and their relationship to one another as well as the various forms of matter and how they interact with each other. Topics include the following: motion, forces, energy, work and machines, electricity, magnetism, waves, sound, light, mirrors and lenses, matter (solids, liquids, gases), atoms and the periodic table, chemical bonds, chemical reactions, solutions, acids, bases, salts, and organic compounds.

Prerequisite: Seventh Grade Science

HONORS BIOLOGY
Honors Biology is an introductory laboratory science course studying living organisms, their interactions with one another, and their interactions with the environment. Students complete an in-depth study of the following larger themes: ecology, cells, genetics, evolution, bacteria, viruses, protists, fungi, plants, invertebrates, vertebrates, and basic human anatomy and physiology.

Prerequisite: Physical Science or Teacher Recommendation

HONORS CHEMISTRY
Honors Chemistry is an introductory laboratory science course covering the world of matter and energy. Students investigate the following topics: measurement, atomic structure, the periodic table, compounds, chemical equations and reactions, bonds, states of matter, solutions, equilibrium, kinetics, gases, thermodynamics, oxidation-reduction reactions, acids and bases, and basic organic chemistry.

Prerequisite: Honors Biology

Science Continued

AP ENVIRONMENTAL SCIENCE
** Taught rotating with AP Psychology*
AP Environmental Science is structured to be the equivalent of an introductory college course and prepares students for the AP exam given in May. It is a laboratory science course introducing students to ecological concepts and the environmental problems facing the world today. The following areas are covered: economics, politics and policy affecting the environment, populations and communities, ecosystems, wild species and biodiversity, human population and development, energy (fossil fuels, nuclear, renewable sources), pollution, water, soil, production and distribution of food, pests and their control, municipal solid waste, hazardous chemicals, and sustainable communities and lifestyles.

Prerequisite: Honors Biology

AP PSYCHOLOGY
**Taught rotating with AP Environmental Science*
Students will learn about the field of psychology through in-depth study of written materials (textbook and supplemental readings), hands-on activities (dissection, self-testing, etc.), and classroom discussion and debate. Students will be expected to take the Advanced Placement Test at the end of the term.

Prerequisite: Honors Biology or Teacher Recommendation

HONORS FORENSICS
** Taught rotating with Anatomy and Physiology*
Honors Forensics is an advanced laboratory science course that teaches students to apply the scientific principles of biology, chemistry, physics, anatomy and physiology to the identification and prosecution of criminals. The following areas of study are covered: forensic pathology, investigating traumatic deaths, forensic toxicology, forensic odontology, forensic anthropology, forensic taphonomy, forensic entomology, crime scene investigation, bloodstain patterns, biological fluids, DNA, trace evidence, fingerprints, footwear evidence, tire impressions, firearms, questioned documents, controlled substance, structural failures, fire and explosions, vehicular accident reconstruction, computers and crime, forensic psychology, forensic psychiatry, criminal profiling, and serial offenders.

Prerequisites: Honors Biology, Honors Chemistry, and/or Teacher Recommendation

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HONORS ANATOMY AND PHYSIOLOGY
** Taught rotating with Forensics*
Students in Anatomy and Physiology will learn about the structures and functions of the human body. This course includes the study of the skeletal, muscular, and nervous systems. A hands-on lab approach will allow students to pursue the study of the human body and the mechanisms for maintaining homeostasis within it.

Prerequisite: Honors Biology or Teacher Recommendation

HONORS PHYSICS
Honors Physics is a laboratory science course offering students the opportunity to study the physical universe by investigating the interaction between energy and matter. Students achieve this goal through advanced study in the following areas: motion, forces, gravitation, rotational motion, momentum, conservation of momentum, energy, work, simple machines, energy conservation, states of matter, vibrations and waves, sound, light, reflection and mirrors, refraction and lens, interference and diffraction, electricity (static and current), electric fields, series and parallel circuits, magnetism, electromagnetism, quantum theory, the atom, electronics, and nuclear physics.

Prerequisites: Honors Chemistry and Honors Algebra II

Science Continued

HONORS EARTH AND ENVIRONMENTAL SCIENCE
Honors Earth and Environmental Science is a laboratory-based class highlighting the formation of the Earth while focusing on its inter connected systems. Specific attention will be placed on human interactions with both the Earth's geologic and environmental systems, and how global citizens can come together to sustain our planet. This class is designed for students in grades 9-12.

Prerequisite: 8th Grade Physical Science

AP BIOLOGY
AP Biology is a rigorous lab based course designed to introduce students to the topics covered in a freshman Biology class at the university level. The content will be covered in greater depth, with a large emphasis being placed on interpretation and analysis of information. The major points of study will include biochemistry, cells, cellular energetics, genetics, evolution, organism structure/function, and ecology.

Prerequisite: Honors Biology and Honors Chemistry

Foreign Language

Honors level courses are offered in Latin I-IV and Spanish I-V through AP Latin and Spanish. Graduation requirements include two years of the same language.

Listening, reading, writing, and speaking skills are strengthened at each level. Culture is also presented, and students compare their way of life to others. A communicative teaching method is implemented in which material is presented with practical activities. Students practice the language in a variety of situations that prepare them for "real-life" communication. The courses are designed to develop maximum proficiency in the target language through varied and interest-provoking activities.

In Spanish, our online textbooks give students the opportunity to watch videos in the target language, to listen to their vocabulary words, to participate in listening activities, and to record their own voices. The online text also provides activities to prepare students for written diagnostics.

A main goal for foreign language education at Oakwood is to help students develop the ability to communicate with speakers of another language and to develop insights into other cultures so that they will have the necessary skills to be citizens of a global society. Each year students are given the opportunity to travel to a foreign country during our Off-Campus Education Week.

8TH GRADE SPANISH
Eighth grade Spanish focuses on providing a basic knowledge of the Spanish language for the student. This course helps to develop fundamental skills in the four major areas of language comprehension: listening, speaking, reading, and writing. The students will begin to conjugate verbs, build a basic vocabulary, and develop writing skills in Spanish. At the completion of this course, the student will go into Spanish I (if a student has a grade of 89 or below for the year) or into Spanish II (if a student has a grade of 90 or above for the year).

Prerequisite: None

HONORS SPANISH I
Level I of a second language focuses on the following skills: listening, speaking, reading, and writing. Students learn correct pronunciation by listening to the teacher and recorded material. Students speak the language by imitating the teacher and recorded materials. Students read the language with a limited but practical vocabulary and write what they learn to speak. By the end of the first quarter of language study, students are expected to understand, speak, read, and write in the target language and to use words and phrases related to their immediate needs. Students are also introduced to the cultures and civilizations of Spanish-speaking countries.

Prerequisite: None

Foreign Language Continued

HONORS SPANISH II
Students continue to develop listening, speaking, reading, and writing skills. They continue to learn correct pronunciation by listening to the teacher and recorded material. They learn regular and irregular present and past verb tenses, grammatical structures, and vocabulary. Culture studies continue to be integrated into the curriculum.

Prerequisite: Honors Spanish I or Teacher Recommendation

HONORS SPANISH III
Spanish III focuses on practice in speaking, listening, reading, and writing skills. A more advanced and sophisticated use of the language is expected in this class so that, by the end of the year, students understand and speak the language well enough to carry on face-to-face conversations, comprehend printed material for informative or social purposes, and write short paragraphs on familiar topics. An in-depth study of Spanish-speaking cultures and civilizations is given.

Prerequisite: Honors Spanish II or Teacher Recommendation

HONORS SPANISH IV
Spanish IV continues to focus on practice in speaking, listening, reading, and writing skills. Ever more advanced and sophisticated use of the language is introduced so that, by the end of the year, students are expected to understand and speak the language well enough to carry on face-to-face meaningful conversations, comprehend printed material for informative or social purposes, and write short paragraphs on conceptual topics. An in-depth study of Spanish-speaking cultures and civilizations is given.

Prerequisite: Honors Spanish III or Teacher Recommendation

SPANISH V
Spanish V is a course designed as a culmination of the Spanish curriculum. It is focused on a comprehensive vocabulary and grammar review, as well as emphasis on application of reading, writing, and speaking skills. It will be taught with similar intensity as an introductory college-level Spanish course, and will incorporate many real-world usages of the language and understanding of its culture.

Prerequisite: Honors Spanish IV

AP SPANISH LANGUAGE
AP Spanish Language covers the equivalent of a third-year college course in advanced Spanish writing and conversation. It encompasses aural/oral skills, reading comprehension, grammar, and composition. Course content reflects intellectual interests shared by the students and teacher and may include the arts, history, current events, literature, culture, sports, etc. Materials used in the course may include recordings, films, newspapers, and magazines. The course seeks to develop language skills that are useful in themselves and that can be applied to various activities and disciplines rather than to the mastery of any specific subject matter. Extensive training in the organization and writing of compositions is an integral part of AP Spanish. Students are expected to take the AP Spanish Language exam in May.

Prerequisite: Honors Spanish IV

INTRODUCTION TO LATIN (EIGHTH GRADE)
Introduction to Latin is a course designed for students who have no prior experience with Latin, and limited to no experience with foreign languages. Students will learn basic Latin and English grammar and vocabulary (and root words in English), how to translate simple Latin sentences, and concepts associated with learning a foreign language. Additionally, students will have exposure to ancient Roman culture, history, mythology, technology and architecture, and gain a simple understanding of how these topics are present in our own society. Students receiving a final grade of “A” for this course and receiving an “A” on the final examination will be eligible to take Honors Latin 2 (skipping Honors Latin 1) the following year.

Prerequisite: None

Foreign Language Continued

HONORS LATIN I
Honors Latin I is an introductory course to Latin grammar, morphology and vocabulary. Topics covered include all conjugations of verbs and the corresponding active paradigms, noun and adjective declensions 1-3 and the corresponding paradigms, case uses, pronouns, and numbers. Students learn to read beginning level Latin texts. Students also learn about various historical and cultural aspects of the Roman World.

Prerequisite: None

HONORS LATIN II
Honors Latin II is a continuation of Honors Latin I. Students continue their study of Latin grammar, morphology and vocabulary. Students are introduced to beginning/intermediate level texts and more emphasis is placed upon translation. Various historical and cultural aspects of the Roman World are discussed as it relates to these texts. Topics covered include passive constructions of verbs, participles in Latin, uses of Latin infinitives, formation and application of adverbs, adverbial and adjectival constructions and a brief introduction to the subjunctive mood.

Prerequisite: Honors Latin I

HONORS LATIN III
Honors Latin III is a continuation of Honors Latin II. Students continue their study of Latin grammar, morphology and vocabulary with a primary focus on text translation. Topics covered include deponent verbs, conditional statements, the subjunctive mood, relative clauses and gerunds/gerundives. Students are exposed to intermediate level Latin texts and are asked to analyze poetry for meter (scansion) and to analyze poetry and prose for meaning. Various historical and cultural aspects of the Roman world are discussed as it relates to material covered.

Prerequisite: Honors Latin II

HONORS LATIN IV
Honors Latin IV is a continuation of Honors Latin III. It is specifically designed for those students wishing to continue their Latin language education, but who are not ready to accept the rigors of AP Latin. The course focuses on exposing students to various ancient Roman authors, including Cicero and Vergil, as well as on building confidence and speed while sight reading. The initial portion of the course will cover Latin prose, while the latter portion will introduce students to Latin poetry, focusing specifically on meter, scansion, themes, motifs, symbols, and rhetorical devices within Vergil's *Aeneid*. Students completeing Honors Latin IV will be well-prepared for placement tests in college, and should be reading Latin at a beginning third-year college level.

Prerequisite: Honors Latin III

AP LATIN
This college level course prepares students to take the AP Latin examination. Students develop the ability to read, translate, understand, analyze and interpret the entire text in English of Vergil's Aeneid, and Caesar's Gallic War (Books 1,6,7) the historical, social, cultural, and political context of Vergil's Aeneid, Caesar's Gallic War and the examination of sight passages from other Roman authors. Students who are enrolled in the AP Latin course will be eligible upon completion of this course to take the AP Latin Examination offered by the College Board. Student work will be required outside of class time.

Prerequisites: Students must have a strong knowledge of grammar and vocabulary as well as good listening, speaking, reading and writing skills. Successful completion of Latin I, Latin II, Latin III is required. Advanced students upon completion of Latin III can be assessed for placement.

Fine Arts

The Fine Arts Department of The Oakwood School believes that the arts are as much a part of an individual's development and success as they are a part of a meaningful and enlightened society. Artistic expression opens young minds to the realms of "what if " and "why not," stretching the imagination in ways that influence every aspect of learning. Participation in the arts at The Oakwood School encourages students to develop life skills such as self-discipline, creativity, intrinsic motivation and teamwork. Our wide range of courses promotes a hands-on, experiential approach that introduces students to a variety of materials and methods and is central to the philosophy of The Oakwood School fine arts faculty and our course designs. Our department faculty is active in the arts community of eastern North Carolina, a distinction that brings freshness to the teaching within each discipline.

Visual art classes include Studio Art, Ceramics I and II, and Art Explorations (drawing, painting, sculpture, printmaking, collage, media graphics, filmmaking, photography, and portfolio development). Students enrolled in visual art courses are encouraged to develop an aesthetic sense toward all art forms. We encourage and honor individual student interest and passion. Students' artwork is showcased throughout the school as well as in the community. Exhibit opportunities include The Greenville Museum of Art, and Pitt County Arts Council at Emerge. Students who are eligible for the National Art Honor Society represent Oakwood proudly and enrich the school community.

Music offerings include String Ensemble, Jazz Ensemble, Concert Band, Chorus Ensemble. These courses provide the opportunity for students to develop their aesthetic understanding of music and the arts. Participation encourages the care and cultivation of a beautiful tone within their chosen discipline. Students learn to read music, develop technical skills and responsible rehearsal habits while building team spirit. Students analyze music and use critical listening skills. Performance opportunities include school concerts, assemblies, community events, and various festivals/competitions. Students also enjoy participating in school events such as the talent show and the annual musical production.

Dance introduces students to the genres of ballet, jazz, modern, and ethnic dance presented in cultural and historical context. Students learn vocabulary, principles and elements of each style. Class focus is on students' development of kinesiological body awareness, technical facility, spatial expressiveness, and personal creativity. Skills learned in middle school dance classes are refined and reinforced in Upper School dance classes.

Theatre classes give students an opportunity to explore various forms of theatre, vocabulary and history of theatre, improvisation, and technical aspects of theatre production. The goals of the course include improving performance level and self-confidence while instilling a greater appreciation for theatre arts.

UPPER SCHOOL CHORUS ENSEMBLE
This course provides opportunities for students to develop their musical potential and aesthetic understandings through singing in a choral ensemble. This course study includes development of a(n) beautiful tone, aesthetic awareness, ability to read music, technical skills, team spirit, and responsible rehearsal habits. Students also strengthen their listening skills, their abilities to analyze and evaluate music, and their performance skills. SMARTMUSIC assignments are a regular and required component of the course. Attention is given to relating the students' musical experiences to their personal development. Performance opportunities include the Winter and Spring Concerts, All-State and Honors Chorus auditions, High School Solo Festival, choral festivals, annual graduation ceremony, and other school and community events.

Fine Arts Continued

UPPER SCHOOL STRING ENSEMBLE
Students build on the skills that they learn from their previous string experience (Violin, Viola, Cello, Double Bass). Students begin to sight-read regularly and play more complex rhythms and harmonies. They learn major/minor/diminished/augmented chord identification along with interval recognition. Various genres of music are introduced, and students develop the knowledge to speak confidently about different composers who lived throughout the course of classical music history. Individual practice expectations increase, and more community and school performances are available. Students are encouraged to participate in Senior Regional All State Orchestra auditions and clinic in the spring.

UPPER SCHOOL JAZZ ENSEMBLE
The Jazz Ensemble provides band students with several avenues for exploring the jazz world. The ensemble focuses on learning to play jazz standards, which expands students' knowledge of the repertoire, while gaining ability in classical technique and jazz idioms. Each semester students create "Jazz Great" PowerPoint presentations, and these are presented to the class so that all benefit by learning about and hearing performances by the greats in the field. The ensemble typically takes a field trip to East Carolina University to sit in on a Jazz Band "A" rehearsal, which is a highly unique and valuable experience. The Jazz Ensemble is the most advanced non-string instrumental ensemble at The Oakwood School. In most cases, rudimentary skill on an instrument is necessary in order to play at the level of the group's repertoire (Band Grade 2 and greater). Students enrolled in this class typically have at least two years of traditional band experience. The Jazz Ensemble performs at the Upper School concerts.

UPPER SCHOOL BAND
The Upper School Band is the most advanced of The Oakwood School concert band ensembles. Enrollment in the Upper School band is open to students in grades eight through twelve with previous band experience. The study of standard band literature is combined with method book instruction in order to promote the acquisition of comprehensive technical ability. SMARTMUSIC activities are a regular and required component of the course. Field trips and collaboration with guest-instructors, expose students to various rehearsal styles and career opportunities within the field. The Upper School Band performs at the Upper School concerts and at various school events.

8TH GRADE ART
This is a hands-on introductory art course based on the Elements of Art (line, shape, form, color, texture, pattern, space). Students develop skills in understanding and appreciating art history, aesthetics, art criticism and studio art techniques. Students explore different art media such as drawing, painting, working with clay, sculpture techniques, collage, print making and mixed media. Each project focuses on one or more of the elements of arts. Potential projects include an inside-out silhouette, a recycled project, collagraph monoprinting, and various drawing and painting exercises. Students are graded on their planning process, sketchbook/journal, class critiques, exploration and mastery of the techniques, presentations, and completion of projects in a timely manner. Students participating in this class display their work in exhibits both at school and in the Greenville community.

UPPER SCHOOL VISUAL ARTS PROGRAM GRADES 9-12
The Oakwood Upper School offers an individualized visual arts program. Art Exploration is a choice based art elective. This course allows students to focus on their choice of studio activities in one or more of the visual arts: drawing, painting, sculpture, photography, print making, collage, and/or multimedia art. Students begin the course by creating their own journal in which they record their ideas, inspirations, and research. Students use the creative process to create art works that reflect a wide range of subjects. With the support of the teacher, students a personalized plan of activities and/or projects to be completed each quarter. Course rubrics are designed by the students and the teacher and are used to assess the students' works. Student work will also be assessed through journals, statements, presentations and critique sessions. Assessments will encourage risk-taking and focus. Finally, any student wishing to develop a portfolio will receive teacher support in this endeavor.

Fine Arts Continued

ART EXPLORATION
Art Exploration is a choice based art elective. This course will include an individual's focus on studio activities in one or more of the visual arts, including drawing, painting, sculpture, photography, printmaking, collage, and/or multimedia art. Students will begin by creating their own journal in which they will record their ideas, inspirations, and research. Students will use the creative process to create art works that reflect a wide range of subjects. Student and teacher will create a personalized plan of activities and/or projects to be completed per quarter. Rubrics will be negotiated between student and teacher for projects throughout the year. Student and teacher will review the rubric upon completion of the art project. Students will also use self-assessment through journals, statements, presentations and critique sessions. The teacher will use these assessments to redirect instruction. Assessments will encourage risk-taking and focus.

CERAMICS I
Ceramics I develops basic skills in the creation of 3D forms and pottery from clays. With an emphasis on studio production, this course is designed to develop higher-level thinking, art-related technology skills and aesthetics. Objectives are 1. Explore, understand and refine techniques and practice safe, responsible use of studio equipment, space and medium. 2. Create expressive ceramics sing art elements and principles. Students are introduced to different clay bodies and glazes and learn some of the properties associated with these. Students learn various techniques in handbuilding such as pinch pots, coil-building, soft and hard slab methods, and how to extrude clay. Students also learn different decorating techniques such as carving, relief, scraffito and use of underglazes to create different effects. They combine the above processes to create their own inspired artwork. Students will learn to load and fire an electric kiln with greenware and glazed pieces. A field trip will allow them the opportunity to fire a piece of their own work in a Raku kiln and to tour a pottery studio.

CERAMICS II
Students continue to acquire and build on skills they learned in Ceramics I. They learn how to mix glazes and how to load the kiln with bisque and glazed items. They have the opportunity to select more of their own projects within certain guided critera. Students enhance their techniques in hand building using the following techniques: pinch pots, coil-building, soft and hard slab methods, and extruder built pieces. Students continue to add to their knowledge base of decorating techniques to create different effects.

DANCE
Dance I introduces students to the genres of ballet, jazz, modern, and ethnic dance presented in cultural and historical context. Students learn vocabulary, principles and elements of each style. The focus of the class is on students' development of body awareness, technical facility, spatial expressiveness, and personal creativity. Examination of the origins and development of dance genres accompanies students' technical and creative work. Students review the research of dance historians and study trends, milestones, and figures in dance history. Fundamental dance skills and techniques as demonstrated by the teacher are practiced by students. Students compare and contrast their movements with those of their instructor. Warm-up (injury prevention) is emphasized. Barre and floor exercises are taught. Students memorize and perform short movement sequences to demonstrate technique and create phrases (patterns of dance sequences) in beginning improvisation and choreography. Exercises for building awareness of shared space combine students' comprehension of personal space with an ability to anticipate and gauge the movements of others. Students are expected to demonstrate proficiency in the use of basic musical skills with a variety of accompaniment, tempo, and movement sequences at the conclusion of the year. Students perform in an informal and/or formal concert for peers, parents and community. Students evaluate themselves through the use of various elements. The teacher helps the class members learn evaluation techniques by analyzing their own movements aloud while teaching. Rules of etiquette are established and maintained to ensure that all students have equal opportunity to learn. Students are encouraged to keep a daily journal and are asked to describe a particular dance genre or explain the process of how to execute a particular step. Teacher evaluation of journals assists in understanding the individual student's strengths and weaknesses in understanding subject matter.

Fine Arts Continued

INTRO TO THEATRE
Introduction to Theatre is a course designed to acquaint students with a basic exposure and appreciation of various forms of theatre. Focus is given to major historical aspects of theatre such as important periods and written works; types of theatre; and the various careers and opportunities within the theatre. The course requires learning the essential vocabulary and processes of theatre as well as reading, writing, and researching theatre literature, acting and technical theatre. The curriculum will encourage each student to develop confidence and poise through various individual, and group performance activities, while promoting growth in areas such as listening skills, critical thinking abilities, research techniques, performance and delivery skills. Students will prepare memorized and improvised scenes and learn how to be an appropriate audience.

PE/Health

8TH GRADE PE
The 8th Grade PE class is required and meets three periods a week. Students are exposed to a structured health and fitness program stressing body awareness and toning. Multiple fitness platforms and methodologies are incorporated such as circuit training, cross training and an emphasis on proper use and technique of weights.

HEALTH SCIENCE ELECTIVE
Healthcare is the largest and fastest growing industry in the United States. This elective will examine basic human anatomy and physiology and its relationship to a healthy lifestyle. Students will reflect on both the internal and external influences on their health-related decisions and research the current information needed to make positive choices through inquiry-based projects. Numerous guest speakers, representing a variety of health science-related careers, will also provide students with real-world examples of how to promote their own health and the health of others.

9TH-12TH GRADE WEIGHTLIFTING ELECTIVE
This full-year elective is offered to 9-12 graders. The purpose of this course is for students to learn safe and healthy methods of training with regard to weightlifting, speed, and agility. Students are graded on their attitude, effort, and improvement throughout the year. Students are expected to dress in athletic attire for the class. The course is designed for motivated individuals who want to increase their overall strength, speed, agility, athleticism, and fitness.

Information Technology

Most schools focus on the types of technology they have. At the Oakwood Upper School, we focus on how to use technology as a tool to further our understanding of the world. With students choosing to use either an iPad or laptop, we introduce students to new trends in technology so that they may be better equipped to handle the evolving technological landscape. In addition, we help them to understand how to be responsible citizens in an increasingly global community that relies on technology for communication.