

2009-2010

Curriculum Guide

A College Preparatory School
Grades EC-12 Day and Boarding

Notice of Non-Discriminatory Policy

Andrews Osborne Academy admits students of any race, color, religion, sexual orientation, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, religion, sexual orientation, national, or ethnic origin in administration of its educational policies, admission policies, scholarship programs, and athletic and other school-administered programs.

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Preschool Vision Statement

The Andrews Osborne Academy Preschool offers a stimulating environment for our youngest students by immersing them in an interdisciplinary curriculum at all levels of instruction. We value each child's uniqueness and encourage each child to work within his or her abilities toward individual achievement intellectually, physically, emotionally, socially, ethically and aesthetically. We strive to nurture creativity, foster an atmosphere of discovery and develop each child's self-esteem and positive feelings about others, the school and the world. Our faculty is committed to guiding each child toward increasing self-reliance, responsible decision-making and independent thinking.

AOA Preschool achieves this vision with each student through:

- A developmentally appropriate, child-centered program
- Public speaking and performing opportunities, examples have included: a Mother Goose puppet show, holiday programs and science fair presentations
- Social skills modeling and practice including learning to verbalize feelings, negotiate compromises and encourage others with kind words
- Play, both guided and free, used for social development and creative/imaginative development
- Integrated curriculum, both within the classroom and in co-curricular classes where specialists strive to connect their content with topics being taught in the classroom
- Community service
- Field trips that complement academic work

Curriculum Highlights

The preschool curriculum includes a wide variety of disciplines including Spanish, art, music, computer, library, and physical education. See page 11 for further description of these components.

Early Childhood (EC) – Age 3:

- Through circle time, stories, finger plays, movement, songs, centers and arts and crafts, three year-olds develop listening skills, social skills and reading readiness skills including letter recognition, left to right progression, vocabulary development and oral comprehension skills (predicting, interpreting and making connections to stories). Each week, a different letter becomes the central focus for circle, art and center activities.
- Students develop a sense of time by following daily schedules and routines and participating in daily calendar activities where they begin learning days of the week and months of the year. They develop number sense through multi-modal activities that focus on counting, matching, patterning, sorting, comparing, grouping and classifying.
- Students learn about many different holidays celebrated around the world. This knowledge is acquired through hands-on activities and creative play. One such holiday, celebrated in June, is the Korean holiday Tano Day or Day of Swings. The EC students decorate the school swings with festive red and white streamers. A swinging contest is held while everyone sings the Tano swing song. Another holiday focus is Thanksgiving.

- The science curriculum exposes students to a wide variety of scientific concepts including the change in seasons, planting, harvesting, plant life, animals (migration, hibernation, habitats), night and day, the sun and the moon, weather and the human heart. A highlight for students is the chance to view a real octopus. A science center in the classroom reinforces concepts introduced, and field trips often relate to scientific concepts including a trip to a tree farm.

Pre-Kindergarten – Age 4:

- The Language Arts program focuses on speaking and listening skills, writing readiness and reading readiness. The children are given opportunities to follow multi-step directions, comprehend oral stories, and participate in group discussions. Vocabulary development and an introduction to phonological and phonemic awareness are important aspects of the program. Students are given many opportunities to develop fine and gross motor skills and hand-eye coordination, skills necessary for letter and word formation and the later development of handwriting.
- Math is integrated throughout the day as children practice counting, data collection and representation, measuring, patterning, addition, subtraction and problem solving that is relevant to their daily experiences. Number recognition, shape recognition, fractional concepts and calendar concepts are central to many center, circle and group activities.
- Building on their exposure to countries in EC, students continue studying world cultures while incorporating geography. They also learn about their local community with a special emphasis on community helpers. Field trips enhance students' understanding of their community and have included visits to fire stations, grocery stores and local farms. As mentioned above, the children learn about the way of life of Native Americans and the Pilgrims as they prepare for a joint Thanksgiving Feast with the three year-olds, complete with costumes and traditional music with rain sticks and drums.
- The science curriculum includes a science fair component where each student shares a simple experiment with the class and then, explains his/her experiment again with parents, teachers and other students during a pre-kindergarten science fair. Topics studied throughout the year include magnets, the five senses, dinosaurs, animals, shadows, dental health, weather and the four seasons.

Lower School Vision Statement

At the Andrews Osborne Academy Lower School, our vision is for all of our students to become confident, secure, life-long learners by being immersed in a nurturing, child centered environment. We differentiate for students as we strive to engage students actively in the learning process, fostering curiosity and helping students to make meaningful learning

connections through an integrated curriculum. We value reason, respect, and responsibility and challenge our students to think critically, respect themselves and others, and act responsibly at school, at home, and in their communities.

AOA Lower School achieves this vision with each student through:

- Instruction that teaches to various learning styles and uses assessments to guide planning in order to differentiate our program for each student
- Public speaking assemblies: each student gives two formal speeches per year in addition to other performing opportunities in class plays/productions
- Varied instructional techniques including cooperative work, whole group lessons, occasional one-on-one instruction, hands-on experiential activities, and interest centers
- Integrated curriculum, both within the classroom and in co-curricular classes where specialists strive to connect their content with topics being taught in the classroom
- Community service
- Field trips that complement academic work

Curriculum Highlights

Kindergarten:

- Kindergarteners spend the year immersed in print. They develop pre-reading and reading skills through whole group lessons and small group guided reading instruction. Writing is developed through journal writing, story writing, interactive writing and opportunities to work at writing centers.
- The math curriculum focuses on the development of number sense including a focus on counting to 100 and beyond, number recognition and writing, place value, skip counting by 2's, 5's 10's, addition and subtraction concepts and problem solving. Students are also exposed to measuring, data collection, graphing and geometric concepts. Skills are reinforced through math games and Math Workshop where teachers differentiate through multi-modal activities.
- Students spend the year on a comparative study of Australia. Students compare Australia to the U.S. including Australian Aboriginal and Native American cultures, customs, holidays, time zones, weather and geography. They also learn about endangered species and their habitats.
- Colonial Kindergarten helps students gain a greater understanding of life in colonial days by reenacting customs of that period. Parents are invited to help with the many hands-on center activities. Students bake bread, create a quilt, stencil, work on pottery and hand dip candles. A field trip to Burton Century Village enriches this social studies unit.
- The science curriculum includes studies of rocks, magnets, weather, seasons and animals. Kindergarteners participate in weekly "animal interviews" where they learn important facts about animals through stick puppet interviews. Students write about and illustrate facts they have learned in their animal journals.
- Each kindergartener has an opportunity to be Child of the Week. Child of the Week activities focus on each child's uniqueness, heightening self-esteem and developing respect and acceptance for individual differences.

- A Peter Rabbit Play occurs in the spring. Students make the props, scenery and costumes for this production, which encourages public speaking and drama skills.
- A Mother's Day Breakfast recognizes mothers or special friends. The students learn and practice manners and etiquette skills at this formal event.
- All kindergarteners participate in a community service project where they write and illustrate their own books. Three copies of each child's story are printed. One copy is sent to Rainbow Babies and Children's Hospital for their waiting rooms, one copy is catalogued in the AOA library and one copy is sent home with each new budding author.

First Grade:

- First graders spend the year developing their reading skills with the goal of becoming fluent, proficient readers who read for meaning. They develop a variety of reading strategies, learn decoding and phonics skills, develop comprehension skills and begin learning to think inferentially by participating in whole group lessons, guided reading groups, one-on-one reading time with the teacher and sustained silent reading using "just right" reading selections. Reading instruction is differentiated for students at all reading levels.
- The math curriculum builds on skills learned in kindergarten with a continued focus on the development of number sense. Students use a variety of methods including games, computer activities and problem solving applications to help commit addition and subtraction facts to memory and apply their use to real world situations. Students also spend time on data collection and representation through surveys, graphing, tallying, physical models and the creation of tables. Visual and spatial skills are developed through a hands-on geometry focus that uses both 2D and 3D models and tasks. The concept of time is explored through calendar activities, timelines and an introduction to clocks.
- Being members of many communities, first grade students understand their place in the world by beginning locally and working toward a global perspective (family, neighborhood, town, state, country, continent, planet). The year ends with an overview of world cultures during an International Day. Activities include a drama performance followed by the presentation of student research projects on various countries and a sampling of international foods.
- As members of local communities, first graders study different occupations and community helpers. They have opportunities to interview various community helpers and meet with special guest speakers.
- Building on kindergarten's introduction of weather, a study of weather and weather tools helps first graders to see how their daily lives and choices are affected by the weather.
- Students deepen their understanding of animals by focusing on animal habitats and adaptations. They examine the interdependence of life in ecosystems and the effects of weather and seasonal changes on ecosystems. Field trips bring ecosystems and habitats to life for students and have included River Walks (when water levels are safe) and trips to the Cleveland Zoo.
- The Chocolate Factory is an economics unit in which first and fifth graders work together to market, produce, sell and deliver chocolate suckers for Valentine's Day. A field trip to Malley's Chocolate Factory highlights this unit. This unit is integrated with a mathematical unit on money and making change.

Second Grade:

- Second graders continue to gain fluency as the reading focus begins to shift towards vocabulary development and the expansion of comprehension skills. In guided reading groups, students are introduced to and develop their understanding of story elements and cause and effect while reading short stories. They also practice making inferences, comparing/contrasting and identifying problems and solutions. Working as a whole group, individually, in pairs or in small groups, students study word types (compound, antonyms, synonyms), word parts (prefixes, suffixes), parts of speech and word patterns. Study skills are introduced including the use of the dictionary and reference materials. Reading continues to be differentiated.
- The second grade writing curriculum introduces students to narrative, explanatory, persuasive and comparative writing. Cursive writing is taught during the second half of the year.
- Students continue to build on prior math skills as they learn double-digit addition and subtraction with and without regrouping, practice using money and making change, learn to tell time, develop an understanding of elapsed time and collect and represent data. Multiplication concepts are introduced, and students who are ready, begin to work on learning the multiplication and division facts once addition and subtraction facts are mastered. Second graders' understanding of measurement and geometric concepts continue to expand through hands-on activities and problem-solving incorporated daily into math lessons.
- A citizenship unit begins the year and teaches students the character traits of a good citizen in the school and in the community. Students study, complete hand-on activities and role play situations demonstrating honesty, trustworthiness, perseverance, fairness, respect, responsibility, self-discipline, integrity and compassion. They also learn why we have laws and what the consequences are when laws are broken. This unit culminates with a field trip to the Painesville Court House where students get to observe arraignment hearings and talk with Judge Cicconetti.
- A yearlong comparative study of all the animal groups and their characteristics, highlighting specific animals from each group, gives students opportunities for research, classification and a respect and appreciation for nature. A metropark field trip enriches this study.
- A comparative study of Native American Tribes and their cultures helps students understand how the first Americans came to live in what is now North America and how their lives were affected by the arrival of European Americans. Students work in cooperative learning groups studying one particular tribe's customs and lifestyles and building that tribe's traditional shelter. South American tribes (Maya, Aztec, Inca) are briefly examined and compared to North American tribes.
- An introductory study of the American Revolution teaches students about the reasons for the war, its major battles, important people and the final impact of the revolution. The unit ends with an evening performance of Yankee Doodle, A Revolutionary Tail, a musical based on Gary Chalk's book of the same name. A study of the 50 states follows as students develop an understanding of the creation of our nation.
- A unit on dinosaurs gives students an understanding of life millions of years ago and the various extinction theories. Students make shadow box scenes of dinosaur days to display

- A health unit focuses on the food pyramid and healthy eating choices. Students learn to read food labels and are introduced to fractional and percentage concepts in the process. A field trip to the supermarket typically culminates this unit.
- To enhance students' reading skills, their understandings of various concepts and their public speaking and performing abilities, second graders have opportunities to be in unit related plays and skits throughout the year.

Third Grade:

- Beginning in third grade, reading instruction is accomplished through the use of full-length novels and poetry. Students continue to expand their understanding of story elements, cause and effect, sequencing, predicting, symbolism, themes and characterization.
- As students refine their cursive writing, they learn and practice sentence and paragraph structure. Persuasive essays, friendly letters and personal narratives are emphasized as students are encouraged to become responsible editors.
- The math curriculum in third grade focuses on multiplication and division concepts including an introduction to multiples, factors and arrays. Addition and subtraction is reviewed through problem solving and real world applications. Students continue to commit facts (addition, subtraction, multiplication and division) to memory through a variety of methods. Measurement and geometric concepts are expanded, and fractions are introduced. The year ends with a Math Olympics competition, hosted by teachers and parents. This competition reviews and reinforces analytical concepts and skills investigated during the school year.
- Third graders study life in Africa with a focus on Egypt and South Africa. The Egyptian Feast highlights an interdisciplinary showcase of learning experiences including art, social studies, music, math and traditional delicacies. Their studies about South Africa end with an afternoon celebration performing African songs, native dances and a drama presentation. Students learn Afrikaan words and discuss that apartheid means separateness.
- In science, students learn the steps in the scientific method and begin to apply these steps as they study plant life, force, motion and simple machines. Third graders design their own machines that combine several simple machines in one. Students also begin to learn scientific reporting.

Fourth Grade:

- Students read Newbery novels and participate in many differentiated language activities such as creative writing, poetry, essays, paragraph writing and research papers on celebrated artists and composers. In addition, students participate in literature circles where they complete jobs and participate in student-run book talks.
- Fourth graders participate in a "Shakespearean Adventure" as they read and discuss Shakespearean literature, and then perform a selected play for parents, friends and classmates.
- In math, students are challenged to think critically as they explore multiplication and division in further depth, examine the relationship between fractions and decimals,

- The social studies curriculum focuses on an exploration of Asia. Students create relief maps of Japan and the ocean floor. Everyone gets the opportunity to make sushi. In art, students complete a miniature Japanese garden. This grade level also studies Ohio, including a comparative study of Amish culture with mainstream culture. Students witness Ohioans becoming U.S. citizens. They also take a field trip to visit an Amish schoolhouse.
- In science, students are immersed in an in-depth study of the ocean that is integrated with their study of Asia. This study encompasses ocean life, the ocean floor, ecosystems, tides, currents and the water cycle. In January, a study of the solar system focuses on stars and constellations. Students review weather concepts throughout the year taking a look at more complex weather patterns and tools and the weather's effects on the ocean including tides and currents.
- Students develop an understanding and acceptance of people with disabilities through a health unit that draws from literature and guest speakers.

Fifth Grade:

- Fifth graders read a variety of novels and short studies from many different genres. They work to understand and acquire new vocabulary, identify and analyze literary elements, develop higher level thinking skills and achieve independent comprehension. As students study Latin America in Social Studies, they are exposed to Latin American literature including a study of Latin American Fairy Tales. Students practice and are expected to master paragraph writing including the use of evidence to support topic sentences. They are introduced to three paragraph essays and spend time journaling, reviewing letter writing, practicing explanatory and informative writing and producing creative writing pieces.
- The fifth grade social studies curriculum examines the history and culture of Latin America. Students will begin with a study of ancient American civilizations such as the Maya, Aztec, Inca and some native North American societies. They will then focus on European colonization, the era of Independence, and the development of modern Latin American nations. Students will finish the course by studying several modern nations and issues that impact the region as a whole. Topics of study include the evolution of civilization, cultural practices, government and politics, economic development and philosophical and artistic movements. Students will have the opportunity to incorporate into the course their study of the art and language of Latin America.
- The fifth grade math curriculum builds upon number sense concepts from fourth grade, but also includes calculations with numbers through millions. Fraction, decimal and percent relationships are investigated and applied in problem solving, as well as computations with all three number forms in geometric formulas. Polygon properties dealing with side and angles relationships are analyzed and students study rectangular prisms, including dimensions and how changing the volume affects the dimensions of a prism. Customary and metric measurement tie in with fraction and decimal concepts. Growth patterns provide the backdrop for the application of data analysis, graphing and drawing conclusions from various data representations. Real world experiments are conducted to analyze probability, both experimental and theoretical.

- In science, students begin with developing their observation skills and understanding of the scientific method. The course is an overview of various science disciplines designed to prepare students for middle school science courses. Fifth graders study Earth science including observation of the Earth, moon and sky. They are introduced to physics concepts including light, vision, sound, hearing and motion. Chemistry topics include matter, matter in solutions, acids, bases, salts and practice in describing the physical world. Finally, students review and expand their understanding of life science concepts including viruses, simple organisms, plants, ecology and changing ecosystems.
- Students take part in a “Peers Learning Useable Skills” course, led by Lake County police officers, which seeks to teach and train pupils how to say “No” to drugs and violence.
- Students benefit from a personal living and health instruction course conducted by professional teachers in the field.

Co-Curricular Subjects

Visual Art

Art classes are provided to students in the Enrichment Center (age 3) through fifth grade. The program provides sequential skills that offer a foundation for applying techniques, theories and principles of art to the compositions created by the students. The course of study encourages the development of self-expression through a variety of mediums.

Music

Music classes for the children from the Enrichment Center (age 3) through fifth grade use singing, movement, and music reading skills as a basis for their study. Band is available for students in fourth and fifth grades. The curriculum provides the students with opportunities to perform, create, analyze, listen, and move to music. These multi-sensory experiences offer the students a variety of means through which music can be explored. Music provides an outlet for creativity and self-expression. It allows a student to draw on the technical elements of music and use them to express thoughts and feelings.

Physical Education

The resources available help create a wide variety of experiences to strengthen gross motor control and body awareness for our students. Through the activities selected, students in the Enrichment Center through fifth grade have the opportunity to succeed at their own skill level. This is an important ingredient to each student’s self-esteem.

Library

Serving students in the Enrichment Center through fifth grade, the library classes nurture reading for enjoyment as well as building skills for efficient research of a topic. Students are encouraged to share their individual book recommendations with others by writing creative descriptions of the books they have read and want to share.

Technology/Computer

Computer classes exist for the Enrichment Center through fifth grade. The computer is introduced as a tool to help each individual student progress and succeed with his/her education.

Sequential skills from mouse control and keyboarding to multimedia projects are explored. Internet safety is taught in kindergarten up through all the grades. Wherever possible, integrated projects are done with the corresponding classroom.

Spanish

Focusing on accurate pronunciation through aural lessons of various types, the classes from the Enrichment Center through fifth grade launch the students into their second language adventure. Behind English, it is the most commonly spoken language in the U.S. Bilingual employees are in high demand in every field and getting an early start is the best way to learn another language.

Swimming

The curriculum includes swimming for students in kindergarten through fifth grade. The developmental program begins with the fundamental water skills of floating and stroke refinement. Higher level aquatic skills and endurance goals are added as the students become better swimmers. Small classes permit the students to acquire and refine new aquatic skills at their own pace.

Middle School Vision Statement

The Andrews Osborne Academy Middle School strives to be a caring, supportive community where every student is engaged and challenged to pursue personal excellence. We offer our students a program that fosters curiosity and promotes the application of learning by offering authentic, real world contexts and opportunities to make multiple connections. We value these adolescents who are ready to take a more active role in our society. Our faculty is committed to helping students develop respect for self and others and leadership abilities in preparation for ethical participation in a global society.

AOA Middle School achieves this vision with each student through:

- A challenging and active learning environment for students. For example: qualified students will have the opportunity to advance in classes or take honors classes, specifically in the areas of mathematics
- An advisory program that meets weekly in order to promote team-building, support emotional and social development, and address adolescent issues; advisors act as mentors and liaisons between home and school
- Public speaking opportunities
- Integrated projects, examples have included: Pi Day, Medieval Festival, Greek Festival
- Wide range of extra-curricular activities including student government, athletics, arts, and clubs
- Community service
- Trips and camps that complement academic coursework and/or promote team-building

English

In the Middle School, we introduce more formal grammar and spelling and crafted a literature curriculum that combines traditional texts with some of the newer books we had brought in over the years. Also for grades 6-8, whenever possible, we developed some English/History cross-curricular approaches, and, in the case of the 7th grade, developed a project called the “Medieval Feast” that includes all the disciplines.

Sixth Grade

Students focus on the different aspects of society, especially one’s role in a community. There is an extensive study of mythologies from around the world, including ancient Greek, Norse, Egyptian, and Hawaiian, among others. Writing skills are developed through practice with various assignments involving both expository and creative writing; within this context, there is a strong focus on vocabulary, punctuation, and on writing effective sentences and paragraphs. In addition to mythology, literature texts may include, but are not limited to, such titles as *The True Confessions of Charlotte Doyle* and *The Sword in the Stone*.

Seventh Grade

Students read and study various novels, diaries, and texts about conflict. This course complements seventh grade World History at various points in the year, and in fact the first

semester concludes with a Medieval Festival and Museum that involves English, history, and art classes. In composition, students write more advanced expository/analytical essays and creative pieces relating to themes in the reading texts; mastering more complex sentence structures and vocabulary is also emphasized. Literature studied may include, but are not limited to, such texts as *The Giver*, *The King's Shadow*, *The Diary of Anne Frank*, *The Hidden Children*, *Shabanu*, *Daughter of the Wind* and *A Christmas Carol*.

Eighth Grade

“Readers are writers, writers are readers” sums up the philosophy behind English 8 and English 8 Honors. As a U.S. National Assessment of Educational Programs states, writing is “more than a way of knowing; writing is an act of discovery.” Students at this level research and prepare research paper practices. Throughout the year, students practice effective approaches to numerous expository and creative writing assignments, strengthening their editing, vocabulary and grammar skills along the way.

This course is regularly integrated with eighth grade American History, both through content and various projects/writing assignments. Literature studied may include, but are not limited to, such works as *To Kill a Mockingbird*, *A Midsummer Night's Dream*, *A Separate Peace*, *The Pearl* and *Night*. Both reading and composition work are designed to prepare the student for work in these areas in the Upper School.

Eighth Grade Honors moves at a faster pace, covers more advanced literature and deals with more abstract concepts. It is expected that these students are more self-motivated and able to work well both independently and in groups.

English as a Second Language (ESL)

The English as a Second Language program at Andrews Osborne Academy is designed to provide intensive English language instruction and skill-building classes so that international students can successfully matriculate to mainstream classes. The goal of the program is to prepare students academically with a high level of proficiency in writing, speaking, reading comprehension, note taking, and cross cultural understanding so they may actively participate in non-ESL classes.

Students must arrive at AOA with some knowledge of English, and the first level courses are suitable for students with an intermediate level of understanding. Non-native speakers of English are given multiple assessments to determine their proficiency in listening, speaking, reading and writing. They are placed into an appropriate sequence of courses to develop and refine these essential skills in addition to several sheltered instruction courses for more advanced students. Humanities I and II offer ESL students additional skills development while working on content acquisition in scientific terminology and US history.

ESL classes develop multiple language abilities and teach the necessary skills to succeed in an American high school: the ability to write and speak clearly, to work independently, think critically, act cooperatively and join discussions effectively. Students must demonstrate proficiency at each level of the program before moving to the next level.

ESL Grammar I

Grammar I is a review of the most fundamental building blocks of grammar. Topics at this level include *the simple present and present progressive, the imperative form, future time clauses and perfect tenses*. The focus is on acquisition rather than application and students will be expected to complete regular assignments and drills and conduct regular assessments. Vocabulary, too, is a major component and will be factored in to the Grammar I curriculum.

ESL Grammar II

At this level, the focus begins to shift from acquisition to application. As such, the topics are more advanced and begin to introduce students to those aspects of grammar necessary for sophisticated composition. This includes a review of the *progressive and perfect tenses*, as well as *adjectival clauses, the passive tense and conditionals*. Assignments, drills and assessments are supplemented with expository paper writing and speeches. Vocabulary at this level will be equally more advanced and begin to focus on SSAT and OGT words.

ESL Grammar III

The final stage of the Grammar series introduces students to the nuances and subtleties of the English language that make it most complex for second language learners. Topics include *gerunds and infinitives, adverbial clauses, direct and indirect speech and unreality*. Application is the major focus of this level as assignments are completely given over to usage and content. The vocabulary, too, is more sophisticated with a battery of words culled directly from the SAT, ACT and TOEFL examinations.

ESL Reading and Composition I

This course introduces students to reading and studying in English at a level appropriate for intermediate ESL I students, and prepares them for mainstream classes. They learn the basic elements of literature such as character, plot, setting and theme and develop their skills in discussing and analyzing the texts they read. Study and classroom skills such as note taking, reflective writing, internet and library research and preparing presentations will also be covered. Students learn and practice a range of writing styles and skills including sentence-level construction and syntax. Reading assignments are primarily short stories, poems, a novel and a complete play. Writing assignments are both expository and creative. Academic writing assignments focus on learning to outline, pre-write and construct an academic paper in response to the reading as well as using texts to support their writing.

ESL Reading and Composition II

This course introduces students to reading and studying in English at a level appropriate for intermediate ESL II students, and prepares them for mainstream classes. They learn the basic elements of literature such as character, plot, setting and theme and develop their skills in discussing and analyzing the texts they read. Study and classroom skills such as note taking, reflective writing, internet and library research and preparing presentations will also be covered. Students learn and practice a range of writing styles and skills including sentence-level construction and syntax. Reading assignments are primarily short stories, poems, a novel and a complete play. Writing assignments are both expository and creative. Academic writing assignments focus on learning to outline, pre-write and construct an academic paper in response to the reading as well as using texts to support their writing.

ESL Reading Literature in English III

Reading Literature in English includes a variety of literary works for reading and discussion. It is a transitional course taken before entering mainstream literature and writing classes and replicates the experience of mainstream classes in many ways. Students practice a wide range of writing skills and techniques for stylistic variety and expository skills for both personal essay writing and formal literary analysis. Students improve their ability to express complex ideas in English through reading, discussion, and writing. One goal of the class is to increase each student's ability to express ideas with nuance and precision. Students practice sentence construction and paragraph development, keep a daily journal for spontaneous and personal writing assignments, and write formal papers throughout the year.

ESL Humanities I & II

The ESL Humanities courses are designed to help non-native speakers of English improve their English proficiency through critical study of United States History; listening, comprehension, critical reading through analyzing, synthesizing and the summation of primary skills being further developed in these courses. These courses also concentrate on creating a foundational understanding of the history of the United States. The focus of ESL Humanities I is on "Exploration through Reconstruction" while ESL Humanities II focuses on "Reconstruction to the Present." Any student currently enrolled in the ESL program must successfully complete ESL Humanities II as a prerequisite for the Upper School United States History course.

Academic Support

The course is offered as a non-credit elective to students who feel that they can benefit from extra academic support. The goal of the class is to support international students as they adjust to a mainstream curriculum at AOA. Classes are offered two to three days per week, depending on the individual's academic independence and readiness.

Fine and Performing Arts

Middle School Visual Art

Middle school art follows a sequential body of content knowledge and skills that continually will broaden experiences and understanding of visual expression. Art as a means of self expression is a focus in grades 6-8. Students become more independent by producing expressive pieces that are meaningful to them. Students are engaged in problem solving and creative thinking as they compare and contrast their ideas.

Sixth Grade Visual Art

Students in sixth grade use direct observation, personal experience, memory, and individual events as sources for their artwork. Students produce original pieces in two and three dimensions using pencils, markers, pastels, water based paint, printmaking materials, photographic materials, and electronic media. Printmaking techniques include stamping, found object, monoprint, stencil, and linoleum. Three dimensional materials that sixth graders use will include clay, paper mache, plaster, wood, wire, found objects, and the combinations of these media. Students begin to work freely and intuitively or execute plans from drawings.

Seventh Grade Visual Art

Seventh graders find source material for artworks from memory, imagination, self-perception, and observation of their world. Sketchbooks will become a valuable source for these ideas, observations, and planning of future works. Students will also begin to use concise vocabulary to compare the use of elements and principles of design in their own work and in the work of others. Imaginative combinations of materials to produce artworks will be used to produce two and three dimensional artworks. Students do more planning than in earlier grades, demonstrating more sophistication with two and three dimensional materials.

Eighth Grade Visual Art

Eighth graders find source materials for artworks from ideas about themselves, direct observation, memory, and imagination. Sketchbooks are used to record these ideas and observations for planning. Students will use vocabulary to compare the use of art elements and principles of design in personal works and in the works of others. Eighth graders will add simple silk screen to their experiences in printmaking. They will use photography to study composition and to record events as possible sources for future artworks. Students will start to analyze the ways that artist-designers affect daily lives. Careers in art, portfolio presentation, and art history will be discussed to broaden student's knowledge of the importance of visual art.

Middle School Performing Arts

Andrews Osborne Academy believes that the Performing Arts Curriculum is essential to a well-rounded and disciplines academic program. We believe that participation in the performing arts facilitates the development of each student. Students in the Middle School will continue to have the opportunity to participate in a variety of music experiences. All Middle School students are required to participate in the Performing Arts Sampler in grades 6 -8. Opportunities in the Middle School also include specialized groups such as band, instrumental chamber music, and honors choir.

Middle School Performing Arts Experience

This class will expose Middle School students to music, theater and dance. It will encourage the students to apply the creative process in hands-on ways. Subject areas will include choral experience, vocal technique, acting techniques, instrumental experience (Orff), basic dance styles, stage movement, and improvisational techniques. Students will perform in large and small groups. At times, the performances may be integrated with topics taught in the core subjects. As students work toward the performance of a finished product, such as the performance of a theater scene, song or dance, they practice and refine skills related to collaboration, cooperation, and consensus building.

Middle School Concert Band

This class will provide the students the opportunity to expand and improve their individual skills on their chosen instrument. Instruction will focus on areas of tone, intonation, range, technique, sight reading and music terminology. Individual practice and preparation of assigned musical passages will be expected. Through the study of published band literature, the areas of balance, blend and musical expression will be the focus of the band as the musicians practice to correctly

interpret the composer's directions. Students in this class will participate in all required performances throughout the academic year. Other performing opportunities include District Solo and Ensemble contest and District Honors Band (nominated through the director of music). Participation beyond one year is recommended for students demonstrating musical aptitude.

Group Instrumental Lessons

All students who are enrolled in band would meet once a week in small groups to take a lesson on their instrument.

Middle School Honors Choir

This select chamber choir is chosen by audition. Students will prepare rigorous music to be performed in formal concerts. Students in the Honors Choir will participate in the OMEA Honors Choir festival and the OMEA Solo and Ensemble Contest.

Instrumental Chamber Music

Students who wish to develop their instrumental skills are encouraged to participate in Chamber Music. Students will be grouped into instrumental ensembles based on skill level. Two formal concerts and a variety of "run-out" concerts will be given during the academic year. From time to time professional musicians from the Cleveland area will be invited to coach the students. Students will be encouraged to participate in the OMEA Solo and Ensemble Competition.

Foreign Language

In the Foreign Language department we work to develop the various skills of language and communication while analyzing other cultures and perspectives that help in the language learning process. Our classes are designed to aid in the development of communication skills: speaking, listening, writing and reading while building vocabulary, grammatical structure and cultural understanding. Since one of the main reasons for learning a second language is to communicate with others, we feel it is imperative that students are proficient in the various communication skills mentioned above. Although learning a list of vocabulary words will teach a student the building blocks of a language, if they cannot use it in context, it is not valuable information.

Sixth Grade Spanish

Sixth Grade Spanish continues to develop the fundamental skills of Spanish communication while making connections with the Latin American history being taught in their history course. Students will study various Latin American myths and legends while improving their skills of speaking, listening, writing and reading in Spanish.

Seventh and Eighth Grade Spanish

The Seventh grade and Eighth grade Spanish courses cover upper school Spanish I material. Students are working on acquiring language through storytelling. As students develop their speaking, listening, writing and reading skills in Spanish, they also learn about various Hispanic and Spanish cultures. The courses are designed to assure active engagement and success for all types of learners. Successful completion of both courses and the final exam grade or a placement test will determine students' placement in upper school.

Seventh and Eighth Grade French

This course is an introduction to essential French vocabulary, grammar, pronunciation, and culture. Students will demonstrate their language skills through skits, simple conversations, short reading selections, and directed writing. Cultural aspects of French-speaking countries, as well as history and geography, will be introduced. Computer and CD programs, tapes, and videos will be used to develop all skills and further the appreciation of the language and people.

Middle School – Upper School Foreign Language Transition

In order for a Ninth grade student to take a Second Level/Year Foreign Language Course, they must earn an 80% on their “Year Percentage Grade (YPG)” during their Eighth grade year. The following “Grades” and “Weighting Percentages” will be used to factor the “YPG” at the end of the school year:

Grades	Weighting Percentages
Semester I	30% of “YPG”
Quarter 3	20% of “YPG”
Quarter 4	20% of “YPG”
Final Exam	30% of “YPG”
	= “YPG”

This procedure has been put in place to assure that a student will succeed in their second level of language study because of its challenging pace and rigor. Assuring that a student has a good foundation in their Level I language abilities is crucial to their success in the upper levels. If a student is doubtful of their abilities or they do not earn the 80% “YPG,” they will benefit by taking the Upper School Level I course, which mirrors the pace of Level II.

History

In the Middle School History curriculum students continue to build on the Global Studies program at the elementary school level. In the sixth grade student will look at the origins of civilization throughout the ancient world. Seventh graders study modern western culture and its impact on the world through colonization. Students focus on United States history, government and civics in the eighth grade course. Whenever possible, cross-curricular programs, primarily with the English and Art departments, take place at each grade level.

Sixth Grade – Ancient Civilization

This course is a broad introduction to the development of human civilizations with a special emphasis on ancient civilizations. Units include a study of civilizations in Africa, the Americas, Asia, Europe and the Middle East. Students examine theories of how human societies developed and evolved over time. Topics of study include the impact of geography on civilizations, cultural development and practices, forms of government and economies. Students will begin to develop skills important to their Middle and Upper School education such as research, writing, historical investigation and integrating subjects and skills across the curriculum.

Seventh Grade – Western Civilization & History Art

The course of study for History 7 focuses on Western civilization from the Middle Ages to the Early Modern period. Students will begin the course looking at Medieval Europe and end with European colonization in the sixteenth and seventeenth centuries. Topics of study include cultural practices, the evolution of forms of government and economies, and philosophical and artistic movements. This course also includes a component called History-Art, which is a collaborative, interdisciplinary endeavor between the art and history teachers. Through this part of the course several units of study will bring both historical/cultural and artistic/creative depth to our understanding of the civilizations we will be studying. History 7 also includes a collaborative Medieval Feast in the fall.

Eighth Grade – American History

In American History, students examine the development of the country as seen through the expansion, politics, economics, social conditions, and cultural influences that created the United States. Historical eras, while presented chronologically, are integrated into general themes of Culture, The Rights of the Individual in Society, Decision Making and Compromise, and Human Rights in the Modern World. Special projects are undertaken throughout the year, including an archaeological investigation of Ohio's indigenous culture and studies of the literature of different eras, which is coordinated with the English Department.

Mathematics

Mathematics is essential to all scientific research and technology. As a critical component of knowledge, it can be used effectively to refine the thinking abilities of maturing minds for which there exists a great need. In teaching the courses described below, the Mathematics Department seeks to provide a setting in which AOA students will:

- *be exposed to the mathematics curricula needed to succeed in Upper School Mathematics courses and to subsequently accomplish intended career goals*
- *be called upon to demonstrate competency on all levels of the cognitive domain from knowledge to evaluation*
- *utilize the logical problem solving techniques when confronted with mathematical and non-mathematical problems*

Sixth Grade

Students take Math 6 unless otherwise assessed at a different level. Placement will be based upon previous performance, teacher recommendation and/or a readiness assessment. Math 6 contains an introduction to integers, exponents and equation solving strategies while reviewing the order of operations and the manipulation of fractions and decimals. Several geometry concepts are discussed to include the vocabulary of plane and solid figures and triangular congruency and similarity.

Seventh Grade

Math 6 students take Pre Algebra 7 in the seventh grade. Students new to the school may be given a readiness assessment to determine placement. The Pre Algebra 7 course continues the discussion of integers and equations with accompanying applications at a more rigorous level.

Additional geometry concepts and linear graphs are also included.

Eighth Grade

Students take either Pre Algebra 8, one of the Algebra One courses or one of the geometry courses listed in the upper school section based upon their proficiency level and performance during the seventh grade. Students new to the school may be given a readiness assessment.

Science

The Middle School Science course of study is designed to best support a student for a challenging college preparatory upper school experience. During each year, students will not only be exposed to the foundations in content areas, but will also develop and build problem solving skills, including:

- *predicting, estimating and observing*
- *laboratory experimentation, data analysis and scientific writing*
- *mathematics used in science [metrics]and scientific calculations*
- *use of scientific and technologic equipment*
- *public presentation of their findings and ideas*

To better prepare Middle School students for their experience in Upper School, the Middle School science curriculum will spiral, emphasizing specific topics each year. Integration and interconnectedness of all sciences will be highlighted. In each year, application of basic knowledge, time management skills and communication [oral and written] skills will be stressed. Use of a portfolio component to ensure student mastery of specific laboratory, writing, and practical skills will also be implemented. Mastery will be an invaluable tool in making recommendations for Upper School placement in appropriate science classes.

Sixth Grade - General Science

Each of the main science disciplines will be introduced in sixth grade. The Earth Science component will include weather and the solar system. The AOA observatory will be used to observe seasonal changes in the sky. Life Science will continue with weather to show how changes in climate affect the various biomes on earth and their inhabitants. Physical Science will introduce chemistry and physics by studying matter, work, simple machines, magnetism and electricity.

Seventh Grade – Biology & Environmental Science

Seventh grade focuses on the interactions of living things and their environment. The biology aspect of the course will introduce the characteristics of living things and the six kingdom system of classification. Concentrating on plants and animals, students will study cells, organ systems, organisms, and energy needs. Environmental Science studies how organisms interact as populations and impact ecosystems. Hands-on laboratory experience is gained through participation in the Chagrin River monitoring program. Results from this study are forwarded to the Ohio Department of Natural Resources to determine water quality of the Chagrin River.

Eighth Grade – Physical Science & Earth Science

This course is designed to introduce students to the physical, non-living, world around them. Topics will include energy, motion and forces, sound and light, matter, atoms, chemical reactions, and conservation of mass, matter, and energy. Applying these concepts to the study of Earth Science, students will explore waves and tides, plate tectonics, land formation, rock cycles, volcanoes and earthquakes.

Physical Education/Health

The students rotate among Physical Education and Health. A comprehensive physical education program encompasses development of the whole person. Unique contributions include the following: knowledge related to lifetime fitness concepts and development of cooperative, competitive, and leadership skills. Health is central to all learning. Students develop responsible health-promoting behaviors that contribute to the well-being of the individual and the community.

Middle School Technology

Computer courses at AOA are designed with the goal of educating students to be knowledgeable, flexible, and creative problem solvers who will use technology responsibly and safely and recognize its use globally. Our goal is to help students learn various technologies, see those technologies as tools, and begin to apply the use of those tools in all subjects for effective learning, both in school and throughout life.

Sixth Grade

Internet safety is a main focus in sixth grade. Issues covered include the school's Acceptable Use Policy, safe web surfing and researching techniques, plagiarism, copyright infringement, and "stranger danger" on the Internet. Keyboarding is continued with students working up to 30-35 WPM at 90% accuracy. Introduction to some of our multimedia software programs such as *imovie*, *PowerPoint*, *HyperStudio*, and *Adobe PhotoShop Elements* are taught in conjunction with integrated projects in History and Language Arts.

Seventh Grade

Internet safety continues to be a core component in this middle school course, with a focus on being safe at home while using email, chats, IMing, blogging, etc. Students learn more sophisticated Internet searching techniques, allowing them to successfully find and evaluate relevant information. They create *PowerPoint* presentations and their own still picture animated short movies. Seventh graders learn how to use the digital cameras with an understanding of how to take quality pictures. Throughout the course, students work on projects integrated with other subject areas. Effective keyboarding is an expectation when working on any project.

Eighth Grade

Eighth graders review Internet safety and the school's Acceptable Use Policy. Students spend much of the course working on their research and *PowerPoint* presentations. Practice with the digital and video cameras is continued with a strong focus on multimedia.

Upper School Vision Statement

The Andrews Osborne Academy curriculum emphasizes the importance of a lifelong engagement with the world. As a college-preparatory school, AOA offers a challenging curriculum that prepares students for future academic success, and purposeful, fulfilling lives. AOA strives to graduate citizens who can think critically, discuss important matters articulately, write persuasively, and act responsibly. AOA's challenging program of study is balanced by a tremendously supportive faculty. An average class size of 10 allows faculty members to get to know their students and understand their individual strengths and weaknesses. AOA's talented faculty and diverse and challenging curriculum affords students abundant opportunity to realize their potential.

Straddling the traditional and progressive in its offerings, the academic program at AOA, despite its small size, provides students opportunities to pursue avenues of interest in depth while gaining solid grounding in all academic disciplines. Committed to offering its students a well-rounded program, AOA builds its curriculum upon a solid foundation of English, Mathematics, Science, History, Foreign Languages and Fine Arts, offering many opportunities for advanced work in all areas. These core subjects are complemented and enhanced by AOA's electives in various disciplines, but whether it be Pre-Calculus or Biodiesel, the offerings at AOA all collaborate toward the development of critical thinking, communication skills, analysis, problem solving, logical thinking, and empathetic understanding of global social, political, and scientific issues. AOA's growing international population has necessitated the advancement of what is now a stable and strong ESL program that remains essential to the school's success as that contingent continues to grow.

AOA Upper School achieves this vision with each student through:

- Cross-curricular offerings at AOA enhance the learning experience of our students. Interdisciplinary offerings at all grade levels encourage our students to discern connections between and among academic fields that enrich their understanding of each discipline.
- Our course offerings accommodate the average to gifted learner, providing a diversity of curriculum that belies our small size. AOA offers enough courses to cater to all abilities.
- The intuitive variety of pedagogical approaches at AOA enriches the learning of each student, allowing for the success of students with a variety of learning styles.
- AOA maintains a commitment to individualized attention for its students. While our size allows it, our philosophy celebrates it as a defining characteristic of an AOA education.
- AOA has responded to the increasing percentage of international students with an outstanding ESL program.

UPPER SCHOOL COURSE OFFERINGS

Credit for courses given in parentheses

ENGLISH

World Literature Foundations (1)
World Literature (1)
World Literature H (1)
British Literature Foundations (1)
British Literature (1)
British Literature Honors (1)
American Literature Foundations (1)
American Literature (1)
American Literature AP (1)
*Senior English (1)
Senior English AP (1)
Creative Writing (.5)
Short Fiction (.5)
Russian Literature (.5)
European and American Drama (.5)
Media Studies: Race, Gender, and Class (.5)

MATHEMATICS

Algebra I (1)
Algebra I Honors (1)
Geometry (1)
Geometry Honors (1)
Algebra II (1)
Algebra II Honors (1)
Pre-Calculus (1)
Pre-Calculus Honors (1)
AP Calculus AB (1)
Calculus II (.5)
Probability & Statistics I (.5)
Probability & Statistics II (.5)
Functions & Applications (.5)
Applied Differential Calculus (.5)

SCIENCE

Biology (1)
Biology Honors (1)
Advanced Biology (1)
Human Biology (1)
Chemistry (1)
Chemistry Honors (1)

ESL

ESL Grammar I (1)
ESL Grammar II (1)
ESL Grammar III (1)
ESL Reading And Composition I (1)
ESL Reading and Composition II (1)
ESL Reading and Literature in English III(1)
Humanities I (1)
Humanities II (1)
Advanced Grammar (.5)
Academic Support
*ESL students must be enrolled in Senior English and have completed US History

HISTORY

World Studies I (1)
World Studies II (1)
U.S. History (1)
AP U.S. History (1)
International Human Rights (.5)
Economics (1/2)
Ethics (.5)
Government (.5)
Advocacy for Global Consciousness (.5)
Psychology (.5)
Entrepreneurship (.5)
Advanced European History (.5)

FOREIGN LANGUAGE

FRENCH

French I (1)
French II (1)
French III (1)
French IV (1)

Chemistry AP (1)
Physics (1)
Physics H (1)
Environmental Science (1)
Advanced Environmental Science (1)
Biodiesel (.5)
Astronomy (.5)

French Language AP (1)
French Culture through Film (.5)

SPANISH

Spanish I (1)
Spanish II (1)
Spanish III (1)
Spanish IV (1)
Spanish Language AP (1)

MANDARIN and KOREAN

Communicative Mandarin & Chinese Culture (.5)
Communicative Korean Language & Culture (.5)

FINE ARTS

Visual Art

Drawing & Design (.5)
Color & Design (.5)
Textile Exploration (.5)
Ceramics (.5)
Jewelry and Metals (.5)
Graphic Design (.5)
Printmaking (.5)
Portfolio (1)

Performing Art

Bel Canto Chorale (1)
Instrumental Ensembles (.5)
Acapella Ensemble (.5)
Introduction to Theater Arts I (.5)
Voice Class I (.5)
Music Theory I (.5)

PHYSICAL

EDUCATION

Physical Education (.5)
Health Science (.5)

Technology

Office Suite (.5)
Web Design (.5)
Digital Imagery (.5)
Advanced Computer Topics (.5)
Digital Studio (.5)
Intro. To Computer Programming (.5)
Advanced Computer (1)

NON-DEPARTMENTAL OFFERINGS

Equestrian Master Horsemanship (.5)
Test Prep Course
Independent Study (credits vary)

*All elective courses are tentatively scheduled.
They may be dropped due to insufficient enrollment.*

GENERAL REQUIREMENTS

for class of 2009 & beyond

All students are required to complete at least 21 units of credit to graduate.

- A. Credits distributed as follows:
1. Four (4) credits in English
 2. At least 3 credits in each of the following academic areas:
 - a. History (including World Studies I & U.S. History)
 - b. Science (including Biology)
 - c. Mathematics (including Algebra I & II, Geometry)
 - d. Foreign Language
 3. At least 1 credit in Fine or Performing Arts
 4. One-half (.5) credit in Physical Education
 5. One-half (.5) credit in Health
- B. For graduation, students must also:
1. Complete the community service hours requirement:
 - a. 9th/10th grade = 10 hours per school year
 - b. 11th/12th grade = 15 hours per school year
 2. Be accepted to at least one U.S. college or university.
- C. Clarifications:
1. Students taking Algebra I in eighth grade must still earn 3 credits in Upper School mathematics.
 2. Students taking French I or Spanish I in Middle School must complete up to a third level of Foreign Language study.
 3. Students in grades 9-12 must register for a minimum of **6 classes** each semester, excluding Physical Education.

English Department

The English Department emphasizes the continual development of language-arts related skills, especially those skills necessary for reading challenging literature and writing high-quality expository, creative, and research-based compositions. Preparation for college-level work is obviously the more immediate goal, but engendering a love for good literature and building the confidence that one can express oneself effectively throughout one's life are also a part of the departmental philosophy. In recent years, the department has taken the traditional but solid reading/writing/discussion-based curriculum and added some more modern texts and texts from non-western cultures. We have developed a more integrated curriculum that utilizes some cooperative learning experiences and alternative evaluation methods while retaining the effective traditional aspects of the program. For example, English 9 is taught in conjunction with World Studies I, but we have held onto the traditional course offering of Advanced Placement English for qualified seniors and added an Advanced Placement English course for juniors. At all levels we have incorporated writing portfolios, group and individual presentations, writing groups and selected projects; teachers still have some lecture/discussion days, teach the writing of traditional essays, and give a variety of tests over material. The department continues to incorporate applications for new technology as a tool for writing, research, and presentation. We are committed to encouraging each student to be self-reliant, responsible for their own work and for their own success.

World Literature Foundations

Full year -1 credit

Foundations courses are for struggling ESL students who are proficient enough to be out of ESL classes but not really ready for regular English, as well as for native speakers with demanding learning plans. These courses follow the same basic curriculum as "Regular" and Honors/AP classes, but do less literature and more writing and skills work.

World Literature

Full year -1 credit

This course is taught by integrating English and History by examining world cultures, history, and themes. The period of history covered runs from ancient civilizations to the Renaissance and includes both Eastern and Western cultures. Students also study the art, architecture, and music of the periods and take field trips to the Art Museum. Literature parallels the historical studies and includes such works as *Antigone*, *The Odyssey*, Old Testament passages, writings by Confucius, King Arthur stories, and *Romeo and Juliet*; modern works such as *Catcher in the Rye*, *The Joy Luck Club*, and *Ishmael* are also studied. Composition skills, close reading skills, and vocabulary are stressed, and students complete two research projects and make presentations on them.

World Literature Honors

Full year – 1 credit

Prerequisite: Departmental Approval

Honors students in this course follow the same curriculum described above but are required to do additional readings and projects. It is expected that these students can work independently (both as individuals and in small groups) and that their reading and writing skills are already strong when the course begins. Honors students' work is evaluated using more demanding standards than those used for non-honors English.

British Literature Foundations

Full year - 1 credit

Foundations courses are for struggling ESL students who are proficient enough to be out of ESL

classes but not really ready for regular English, as well as for native speakers with demanding learning plans. These courses follow the same basic curriculum as “Regular” and Honors/AP classes, but do less literature and more writing and skills work.

British Literature

Full year - 1 credit

This course curriculum provides an overview of British literature from the Anglo-Saxon period to the modern age. Major works typically covered include excerpts from *Beowulf*, Chaucer’s *The Canterbury Tales*, Shakespeare’s *Macbeth*, and Austen’s *Pride and Prejudice*, a novel by Dickens, Shaw’s *Pygmalion*, and Orwell’s *1984*. For about two months during the second half of the year, students work on their first formal research paper, which involves a trip to the Cleveland Public Library and specialized instruction on every step of the research process. Students also study poetry that reflects a variety of literary movements (romanticism, modernism, etc.), while working to improve their writing skills. Most often, vocabulary is studied in the context of novels and other texts, although an excellent workbook series is often used as a supplement. On-going journal writing provides fertile material for student-generated discussions and writing assignments throughout the year.

British Literature Honors

Full year - 1 credit

Prerequisite: Departmental Approval

The honors curriculum provides a more in-depth overview of British literature, following the same outline as the non-honors class but requiring more writing assignments that display a greater level of depth, thoughtfulness, and complexity. More specifically, honors students must read and write about two additional novels outside of class and write a longer research paper using more sources. Honors students are expected to have advanced reading and writing skills and to maintain interest in and dedication toward all class work.

American Literature Foundations

Full year - 1 credit

Foundations courses are for struggling ESL students who are proficient enough to be out of ESL classes but not really ready for regular English, as well as for native speakers with demanding learning plans. These courses follow the same basic curriculum as “Regular” and Honors/AP classes, but do less literature and more writing and skills work.

American Literature

Full year - 1 credit

The junior English curriculum focuses on American literature, especially masterpieces of the 19th and 20th centuries, as well as continuing work with more advanced composition skills. The course emphasizes close textual analysis, but also asks students to consider literature in its historical context, and as interacting with larger social and historical forces beyond the binding. Written assignments include personal responses to literature, creative work (poetry, short stories, etc.), and more formal research papers. Literary works include novels, dramas, short stories, and poetry by Hawthorne, Miller, Emerson, Thoreau, Dickinson, Twain, Chopin, Fitzgerald, Hemingway, Hurston, Faulkner, Kerouac, Morrison, and others.

American Literature AP

Full year - 1 credit

Prerequisite: Departmental Approval

This AP English curriculum follows the same basic outline as described above, but students move at a faster pace, read more books and books that are more difficult, and write essays of greater length and complexity. Students are expected to have a good command of Upper School reading and writing skills, maintain a positive attitude toward the work, and be able to work independently. The authors are essentially the same as those listed above, but students might, for instance, read a novel where the non-honors class reads a couple of short stories; further, students are expected to complete more supplementary readings. Qualified students may take part in guided preparation for the AP Language and Composition exam (given in May) at the discretion of the instructor.

Senior English

Full year-1 credit

Senior English is divided into two sections. During the first semester all seniors not in English AP take “Composition for College”, while for the second semester students must select one of the two literature-based courses.

I. Composition for College (Required)

Early in the class students read, discuss, and write about the plays that they will see at the Stratford Theatre Festival in Ontario, Canada. The focus then shifts to working on developing and reinforcing composition skills, both for the writing of essays for college applications and to prepare the student for college-level writing. Texts have included Hall and Birkerts’ *Writing Well*, Hall and Emblen’s *A Writer’s Reader*, and Gerald’s *Prose Models*. Students write a number of essays following the traditional rhetorical modes while working to polish their own writing styles.

II. Studies in Literature (Required)

Second semester offerings vary from year to year but have included such courses as: “Love and Loss,” a thematic course examining these issues in dramas, novels, short stories, and poetry from around the world; “The Modern Novel,” a course that uses novels written within the past forty years to explore themes prevalent in contemporary society; and “Women Writers in American Culture,” which examines novels, dramas, short stories, and poetry written by American women from Colonial to modern times.

English 12 AP Literature & Composition

Full year - 1 credit

Prerequisite: Departmental Approval

This course is designed to offer the equivalent of a college freshman/sophomore level introductory course to composition and literature. While it does help prepare the student for the AP Literature and Composition test, this is not its sole purpose. During the first semester, students study and write about the plays we will see at the Stratford Theatre Festival in Ontario, Canada and then undertake an intensive study of the genres of short fiction, drama, and poetry, using Perrine’s *Literature: Structure, Sound and Sense*, a college-level text. A significant amount of essay writing is required. During the second semester, students split their time between writing a literature-based term paper and on AP-level dramas and longer works of fiction not covered in previous years. These works are organized around a central theme which may change from year to year and encompass such works as *Native Son*, *The Inferno*, *Othello*, *All the King’s Men*, *Equus*, *The Collector*, and *The Color Purple*. There will be a first-semester examination and students are expected to take the AP exam, but no final exam is required. As

with other honors courses, students must come into this course with reading and writing skills of considerable strength and with a positive work ethic.

NOTE: The English Department has available a list of expectations and requirements for honors and AP students.

Creative Writing (10-12)

Semester - .5 credit

This workshop-style class is designed for students to explore and experiment with the world of story. Character development, dialogue, point of view, and other elements of fiction and creative non fiction will be clarified and used to develop personal style and voice. With the goal of developing a valuable level of self-trust as well as self-discipline, issues discussed will include struggles and triumphs of students' own writing such as short fiction, poetry, creative non-fiction, children's literature, and profile writing. Submitting two pieces for publication is a course requirement.

Short Fiction (10-12)

Semester - .5 credit

Ranging from Gustave Flaubert to Augusten Burroughs, from the subtle and sublime to the outrageous and irreverent, this seminar is a survey course designed to examine the unique art and construction of the short story. Writing one short story to submit to the literary magazine is a class requirement.

Russian Literature (10-12)

Semester - .5 credit

European and American Drama (10-12)

Semester - .5 credit

Media Studies: Race, Gender, and Class (10-12)

Semester - .5 credit

This course is designed to teach students strategies to engage with popular culture more consciously and deliberately so that they can be more effective media users in a media driven age. Through analysis of print and television advertisement, film, television, and news, central to our study will be the ways media construct meaning. We will examine consumer trends, politics, race, gender, and class relations. Students will contribute to course content by responding critically and creatively to readings and screenings (Thank You for Smoking, Wag the Dog, Bamboozled, Persepolis, and selected documentaries). Evaluation is fundamentally project-based and discussion oriented.

English as a Second Language (ESL) Department

The English as a Second Language program at Andrews Osborne Academy is designed to provide intensive English language instruction and skill-building classes so that international students can successfully matriculate to mainstream classes. The goal of the program is to prepare students academically with a high level of proficiency in writing, speaking, reading comprehension, note taking, and cross cultural understanding so they may actively participate in non-ESL classes.

Students must arrive at AOA with some knowledge of English, and the first level courses are suitable for students with an intermediate level of understanding. Non-native speakers of

English are given multiple assessments to determine their proficiency in listening, speaking, reading and writing. They are placed into an appropriate sequence of courses to develop and refine these essential skills in addition to several sheltered instruction courses for more advanced students. Humanities I and II offer ESL students additional skills development while working on content acquisition in scientific terminology and US history.

ESL classes develop multiple language abilities and teach the necessary skills to succeed in an American high school: the ability to write and speak clearly, to work independently, think critically, act cooperatively and join discussions effectively. Students must demonstrate proficiency at each level of the program before moving to the next level. All seniors must be mainstreamed.

ESL Grammar I

Full year – 1 credit

Grammar 1 is a review of the most fundamental building blocks of grammar. Topics at this level include *the simple present and present progressive, the imperative form, future time clauses and perfect tenses*. The focus is on acquisition rather than application and students will be expected to complete regular assignments and drills and conduct regular assessments. Vocabulary, too, is a major component and will be factored in to the Grammar 1 curriculum.

ESL Grammar II

Full year – 1 credit

At this level, the focus begins to shift from acquisition to application. As such, the topics are more advanced and begin to introduce students to those aspects of grammar necessary for sophisticated composition. This includes a review of the *progressive and perfect tenses*, as well as *adjectival clauses, the passive tense and conditionals*. Assignments, drills and assessments are supplemented with expository paper writing and speeches. Vocabulary at this level will be equally more advanced and begin to focus on SSAT and OGT words.

ESL Grammar III

Full year – 1 credit

The final stage of the Grammar series introduces students to the nuances and subtleties of the English language that make it most complex for second language learners. Topics include *gerunds and infinitives, adverbial clauses, direct and indirect speech and unreality*. Application is the major focus of this level as assignments are completely given over to usage and content. The vocabulary, too, is more sophisticated with a battery of words culled directly from the SAT, ACT and TOEFL examinations.

ESL Reading and Composition I

Full year – 1 credit

This course introduces students to reading and studying in English at a level appropriate for intermediate ESL I students, and prepares them for mainstream classes. They learn the basic elements of literature such as character, plot, setting and theme and develop their skills in discussing and analyzing the texts they read. Study and classroom skills such as note taking, reflective writing, internet and library research and preparing presentations will also be covered. Students learn and practice a range of writing styles and skills including sentence-level construction and syntax. Reading assignments are primarily short stories, poems, a novel and a complete play. Writing assignments are both expository and creative. Academic writing assignments focus on learning to outline, pre-write and construct an academic paper in response to the reading as well as using texts to support their writing.

ESL Reading and Composition II**Full year – 1 credit**

This course introduces students to reading and studying in English at a level appropriate for intermediate ESL II students, and prepares them for mainstream classes. They learn the basic elements of literature such as character, plot, setting and theme and develop their skills in discussing and analyzing the texts they read. Study and classroom skills such as note taking, reflective writing, internet and library research and preparing presentations will also be covered. Students learn and practice a range of writing styles and skills including sentence-level construction and syntax. Reading assignments are primarily short stories, poems, a novel and a complete play. Writing assignments are both expository and creative. Academic writing assignments focus on learning to outline, pre-write and construct an academic paper in response to the reading as well as using texts to support their writing.

ESL Reading Literature in English III**Full year – 1 credit**

Reading Literature in English includes a variety of literary works for reading and discussion. It is a transitional course taken before entering mainstream literature and writing classes and replicates the experience of mainstream classes in many ways. Students practice a wide range of writing skills and techniques for stylistic variety and expository skills for both personal essay writing and formal literary analysis. Students improve their ability to express complex ideas in English through reading, discussion, and writing. One goal of the class is to increase each student's ability to express ideas with nuance and precision. Students practice sentence construction and paragraph development, keep a daily journal for spontaneous and personal writing assignments, and write formal papers throughout the year.

ESL Humanities I & II**Full year – 1 credit**

The ESL Humanities courses are designed to help non-native speakers of English improve their English proficiency through critical study of United States History; listening, comprehension, critical reading through analyzing, synthesizing and the summation of primary skills being further developed in these courses. These courses also concentrate on creating a foundational understanding of the history of the United States. The focus of ESL Humanities I is on "Exploration through Reconstruction" while ESL Humanities II focuses on "Reconstruction to the Present." Any student currently enrolled in the ESL program must successfully complete ESL Humanities II as a prerequisite for the Upper School United States History course.

Advanced Grammar**Semester - .5 credit**

This course will be topical and focus on problematical grammar points encountered in academic writing, such as articles, avoiding tense shifts, parallel structure, and mechanics. Beyond that, it will include other topics related to writing such as paraphrasing and summarizing, the use of quotations, writing effective sentences, and creating an outline that will help students stay on topic. So that the topics covered relate directly to the student's needs, the class will be based on the students' own writing.

Academic Support**Full year - no credit**

The course is offered as a non-credit elective to students who feel that they can benefit from extra academic support. The goal of the class is to support international students as they adjust to a mainstream curriculum at AOA. Classes are offered two to three days per week, depending

on the individual's academic independence and readiness.

Mathematics Department

The many colleges and universities that our students have and hope to attend are increasingly recommending four years (credits) of mathematics courses at the Upper School level. Even undergraduate programs where mathematics courses play a little role, the logical and sequential thought processes nurtured in Upper School mathematics prove valuable to the professional development and training in virtually all disciplines. Effort is consequently made to incorporate as many application-oriented and thought provoking experiences as is possible in our courses.

The major focus of technology for the mathematics courses centers around the appropriate use of calculators both in and out of the classroom. Students regularly use the graphing calculator models from Algebra II courses to the Calculus course while more basic models are used in the Middle School and early Upper School courses.

Algebra I

Full year - 1 credit

Prerequisite: Departmental Approval

Designed for those students who have successfully completed the concepts and skills of Pre-Algebra, this course incorporates the classical topics of beginning Algebra, including operations with signed numbers, writing and solving equations and inequalities, exponents, graphing, factoring, and radicals.

Algebra I Honors

Full year - 1 credit

Prerequisite: Departmental Approval

Intended for the strong student of mathematics, this course includes the classical topics of beginning Algebra taught in considerable depth and at an accelerated pace. Those eighth grade students who have successfully completed Pre-Algebra Honors are eligible for this course, as well as strong ninth grade students who are new to AOA.

Geometry

Full year -1 credit

Prerequisite: Algebra I

This is the traditional, formal Euclidean geometry course. The nature of the deductive proof is explored, though not emphasized. Students also continue to use their algebraic skills in solving numerical problems dealing with geometric relationships. Topics include congruence, similarity, triangles, other polygons, circles, parallel and perpendicular lines, area, and volume. This course will include four integrated projects involving the art applications of geometry. These projects will be team taught by the Mathematics and Art Departments, allowing the students the added experience of learning mathematics through art.

Geometry Honors

Full year - 1 credit

Prerequisites: Algebra I, Departmental Approval

This course is intended for the more advanced student of mathematics. The content of the course is similar to that of Geometry as previously described, but the pace is faster, and the concepts are studied in greater depth. The course will include four integrated projects involving the art applications of geometry. These projects will be team taught by the Mathematics and Art

Departments, allowing students the added experience of learning mathematics through art.

Algebra II

Full year - 1 credit

Prerequisite: Algebra I

The central ideas of Algebra I are reviewed as students move on to more advanced topics in algebra, including quadratic systems, logarithms, variation, graphing, conic sections, and problem solving. A student-provided graphing calculator is a course requirement.**

Algebra II Honors

Full year - 1 credit

Prerequisites: Algebra I, Departmental Approval

Intended for strong students of mathematics, this course continues the study of algebraic concepts in greater depth and at a faster pace. Topics include quadratic systems, logarithms, conic sections, functions, and determinants. A student-provided graphing calculator is a course requirement.**

Pre-Calculus

Full year - 1 credit

Prerequisites: Algebra II, Geometry, Departmental Approval

Pre-Calculus is an elective course for seniors who are above average in their skills and who wish to take four years of mathematics. The content is much the same as that described for the honors Pre-Calculus course but includes greater emphasis on applications and problem solving than on theory. A student-provided graphing calculator is a course requirement.**

Pre-Calculus Honors

Full year - 1 credit

Prerequisites: Algebra II, Geometry, Departmental Approval

An elective for honors mathematics students, this course places considerable emphasis upon the thorough investigation of elementary functions and their applications, including those which are trigonometric, logarithmic, exponential, rational, or polynomial in nature. A student-provided graphing calculator is a course requirement.**

To qualify for Pre-Calculus, students must earn at least a B- in the second semester of Algebra II and at least a C- on the Algebra II second semester examination.

AP Calculus AB

Full year - 1 credit

Prerequisites: Pre-Calculus Honors, Departmental Approval

Students expand their understanding of functions as applied to the concepts of limits, derivatives, integrals, and the applications of derivatives and integrals. It is expected that students in this course will take the AP examination in Calculus. A student-provided graphing calculator is a course requirement.**

BC Calculus

(spring) Semester – .5 credit

Prerequisite: AP Calculus AB

This course is designed to prepare students for the Calculus BC Advanced Placement exam. A brief review of the Calculus AB material is followed by a study of the operations of parametric and polar equation systems including derivative and integral applications and an introduction to sequences and series manipulations. More advanced graphing analysis follows to provide a foundation for multi-variable Calculus topics. A student-provided graphing calculator is a course requirement.**

requirement. **

Probability & Statistics

(fall) Semester—.5 credit

Prerequisite: Algebra II

This course is designed to provide students with the fundamental concepts of probability and probability distributions and an introduction to descriptive and basic inferential statistics. It also may be taken concurrently with either Pre-Calculus or Calculus AP courses. A student-provided graphing calculator is a course requirement. **

Probability & Statistics II

(spring) Semester- .5 credit

Prerequisite: Probability & Statistics and Mathematics Department approval

This course is designed to provide students who have completed the Probability and Statistics course with an introduction to more advanced statistical topics and techniques including correlation, regression, analysis of variance and nonparametric methods. Emphasis will be placed on research project design and implementation. A student provided graphing calculator is a course requirement. **

Functions & Applications

(spring) Semester—.5 credit

Prerequisite: Algebra II

This course is designed for students who have not met the requirements for Pre-Calculus. Course content includes a thorough review of exponent and simplification operations and an introduction to basic functions, trigonometric ratios, exponential and logarithmic functions and their applications. A student-provided graphing calculator is a course requirement. **

Applied Differential Calculus

(spring) Semester—.5 credit

Prerequisite: Pre-Calculus

This course is designed for students who have not met the requirements for AP Calculus. Course content includes the concept of a limit and the derivatives of polynomial, rational, algebraic, exponential and logarithmic functions, and various applications using those concepts and functions. A student-provided graphing calculator is a course requirement. **

****The Texas Instrument graphic calculator models TI-83, TI-83 Plus, and TI-84 are recommended and will be used in classroom demonstrations.**

History Department

The primary goal of the faculty of the History Department at AOA is to help students achieve their potential as critical thinkers and active citizens. Besides the focus on an in-depth study of material, skill development is stressed at all levels of the curriculum, including primary document analysis, critical reading and writing, geography, research and rhetoric. The department also encourages students to develop technology skills and incorporate them into their learning process through research and presentations. A further goal is to explore all facets of the human experience through social and cultural history – an investigation of the groups and trends that drive history – as well as political and economic movements. The History Department pursues productive working relationships with other departments in order to

promote a cross-curricular approach to subjects. Lastly, it is the goal of the department to offer as wide a variety of courses and electives as possible to expose students to diverse subjects and approaches in history and the social sciences. The department stresses a high standard of student achievement that promotes a solid work ethic, fosters self-reliance, and encourages an understanding of global cultures and communities. The faculty also attempts to respect the diversity of the student body – in all its forms – in its approach to topics and teaching methods.

World Studies I

Full year - 1 credit

This combined course is taught in two separate class periods, but English and History are integrated through examining world cultures, history, and themes. Students investigate some of the important cultural, religious, political, and intellectual developments in the prehistoric, ancient, and medieval worlds. Areas of focus include Africa, the Americas, Asia, Europe, and the Middle East. Emphasis is placed on developing critical thinking and writing skills, as well as the principles and methods of historical research. Students will study works of literature that parallel the historical periods and cultures being examined. A number of research and creative projects are required.

World Studies II

Full year - 1 credit

In this course, the influence of world politics, the arts, economics, science, and religion and their contribution to humankind's current condition are studied from the Renaissance to the present. Students explore such global themes as cross-cultural encounter, political development, scientific and technological development, the arts, literature, revolution and social change, Africa and Asia before and after imperialism, nationalism, the world wars, communism, fascism, the Holocaust, and post-World War II international developments. Each quarter, students will engage in a collaborative history/art project about various historical themes including social, political, economic, and environmental issues.

United States History

Full year - 1 credit

This course chronologically traces the history of the United States from the period of Exploration and Colonization through the present day. Emphasis is placed upon the development of writing and analytical skills as well as on class discussion. A research paper in conjunction with the English Department is required.

AP United States History

Full year - 1 credit

Prerequisite: Departmental Approval

The advanced placement program in U.S. History is designed to provide students with the analytical skills and factual knowledge necessary to critically examine social, political, and economic issues in American history. The course makes demands upon students equivalent to those of full-year, introductory college courses. Assessment of historical materials, their relevance to a given interpretive problem, their reliability, their overall importance, and the weighing of evidence and interpretations presented in historical scholarship are emphasized. A major research paper in conjunction with the English Department is required. It is expected that students in this course will take the AP test in United States History.

Advanced European History

Full year – 1 credit

Prerequisite: Departmental Approval

Advanced European History is designed to provide students with a college level introductory course on European history from the Renaissance to the present. Students investigate the major themes of modern European history in terms of political, economic and social continuity and change to the present day. Historical research, interpretation, and writing are emphasized through an extensive study of primary documents. A special emphasis is placed on the role and evolution of artistic expression and intellectual movements. Students enrolled in the course are expected to take the AP exam in May.

***International Human Rights** (spring) Semester – .5 credit

In this course students will look at how individuals and groups have fought for human rights in various areas of the world during the twentieth century. After an introduction to the development of human rights in history, students will examine specific case studies of human rights struggles in India and South Africa. Other topics will investigate the global fight for human rights and how they emerged in Latin America, Asia, and the United States. Students will also look at current struggles where they appear. Most of the reading materials for this course will be primary documents from people who were or are involved in these struggles, as well as novels, biographies and film.

***Economics** (fall) Semester-.5 credit

Economics provides students with an understanding of the basic principles of economic policies and how individuals, communities, and societies influence and are affected by them. The course integrates economic theory with practical examples and exercises that demonstrate the role of economic decision-making in students' lives. Special emphasis is placed on the global economy and how it affects national and local economics and politics.

***Entrepreneurship** Semester - .5 credit

Starting with the basics such as “what is an entrepreneur to how do I find opportunities to start a business?” this course takes you step – by – step through the process of planning, starting and running an actual business. You will also learn the basic concepts of business and tax law, business ethics, building relationships and wealth management to protect and grow your business.

***Ethics** (spring) Semester - .5 credit

Ethics is a course which will stimulate students to identify and delineate ethical issues, to become more aware of value considerations in decision making, and to work toward setting priorities in personal ethical systems. The course will concentrate on selected ideas and moral questions of concern to contemporary authors. Students will be expected to participate in discussions based on assigned readings and on their individual analysis of particular ethical issues.

***Government** (fall) Semester - .5 credit

The government course is designed to explore the features and functions of the United States government and our political system. Students will also have the opportunity to discuss population trends and the effect of these trends on our system. Comparisons between democratic and totalitarian societies are also made. Students are expected to participate in class discussions.

***Advocacy for Global Consciousness**

(spring) Semester - .5 credit

Art and music often reflect the voice of a generation. The power of art and music can be utilized to articulate criticism, challenge institutionalized systems of domination, as well as to uphold traditional values and group cohesion. In this course, students will develop an awareness of the multicultural, historical, social, and political contexts in which art and lyrics are created to exist as a form of advocacy. This course will examine the power of freedom of expression and its responsibilities; this course will determine the difference between volunteerism and advocacy. Students will further develop social awareness and a global consciousness by examining the poignant, peaceful protests of many diverse advocates. The integrity of this course lies within the diversity of its content and a strong commitment to social justice; the course content ranges from the expressions of African American female artist Kara Walker to Cuban male artist Andrews Serrano, from the music of Billie Holiday and Bob Dylan to Dead Kennedy's and Arrested Development.

Psychology

(fall) Semester - .5 credit

This is an introductory survey course of psychology, the science of the mind. It will provide an overview of many topics within the discipline of psychology, including; the biological basis for behavior and development, perceptual processes, learning, memory, social interaction, psychopathology and several others. From that point, the course is structured to cover broad subjects that comprise psychology using a "levels of analysis approach", asking questions about the mind and human behavior through the study of biology, the individual and social situations. We will discuss genetics, the brain and nervous system, perception and attention, learning and memory, thinking, motivation and emotions, development, personality, mental disease, and interpersonal relationships.

** Students must receive permission by the History Department to take electives.*

Science Department

The Science Department believes that all students should develop an appreciation of the world around them, an understanding of basic scientific principles, a working knowledge of the scientific method to solve problems, and excellent observation skills. The department emphasizes learning techniques and strategies to maximize studying science. By offering a variety of courses in life and physical sciences, and by using illustrations and models applicable to everyday life, we strive to provide our students with a strong scientific background. Curriculum is designed to provide students with opportunities to perform the process of science, and to develop logical, creative, and critical thinking skill necessary for problem solving. Teachers also expose students to possible careers in science and science-related fields, and encourage students to participate in many science-related programs available through local colleges, universities and clinics.

Environmental Science 9, 10, 11, 12

Full year—1 credit

This course will provide students with a basic understanding of complex environmental problems such as air and water pollution, soil and land degradation, loss of species diversity, ozone depletion, and global climate change. Students will investigate ecological principles such as

evolution and the interdependence of organisms, biogeochemical cycles, energy flow, and how the physical environment impacts, and is changed by, living organisms. Nonrenewable and alternative (solar, wind, water) energy sources will be critically evaluated. Environmental law and policies will also be examined. Field and lab activities, projects, and field trips are integral parts of this course.

***Advanced Environmental Science 11, 12**

Full year – 1 credit

Prerequisites: Biology, Chemistry, Algebra I, Departmental Approval

This course follows the Advanced Placement Environmental Science syllabus, exposing students to a college level curriculum and preparing them for the national AP exam in May. Upon passing the national exam in May, students may receive credit and/or placement by the colleges and universities in accordance with their individual program's policies and criteria. This course integrates the physical and biological sciences, as well as economic, political and social issues underlying environmental degradation. The goals of the course are: to provide students with the scientific principles and methodologies needed to understand interrelationships in the natural world; to identify and analyze environmental problems of natural and human origin; to evaluate the relative risk associated with these problems; and to examine alternative solutions for resolving and/or preventing these problems. Experiments will be performed both in the laboratory and in the field.

Biology 10, 11, 12

Full year - 1 credit

Prerequisite: Environmental Science

This general biology course studies basic cell structures and functions, how cells get and use energy, heredity, evolution, classification, and the diversity of living things. Laboratory work includes classroom activities and projects.

Biology Honors 9

Full year - 1 credit

Prerequisite: concurrent Geometry Honors, Departmental Approval

This course examines the various aspects of scientific investigations, ecology, the chemistry of living things, cellular structures and their functions, energy transformations, molecular biology (DNA), genetics, and evolutionary history. Emphasis is placed on the importance of structure and function in all living things, diversity and continuity of living things, and application of major scientific principles. Laboratory work is an integral part of the course.

***Human Biology 11, 12**

Full year – 1 credit

Prerequisite: Biology

The Human Biology course will take a conceptual approach to the major body systems as well as medical terminology, anatomical directions, and structure and function of various organs. Current methods of disease prevention, detection and treatment will be studied through the use of case studies and real-world, practical applications of anatomy and physiology. Topics will include: an overview of the body, cytology (cells), histology (tissues), and major organ systems (Integumentary, Skeletal, Muscular, Endocrine, Nervous, Respiratory, Cardiovascular, Blood and Immunology, Digestive, Excretory, Reproductive). Assessments will include homework, tests and quizzes, labs, including mandatory dissections of preserved specimens, and projects.

***Advanced Biology 11, 12**

Full year—1 credit

Prerequisites: Honors Biology, Honors Chemistry, Departmental Approval

This course follows the Advanced Placement Biology syllabus, exposing students to a college level curriculum and preparing them for the national AP exam in May. Upon passing the national exam in May, students may receive credit and/or placement by the colleges and universities in accordance with their individual program's policies and criteria. Emphasis is on the major themes of biology: molecules and cells, heredity and evolution, and organisms and populations. Laboratory investigations and problem solving skills are used to approach science as a process.

Chemistry 10, 11, 12

Full year - 1 credit

Prerequisite: Algebra II concurrent

This course allows a student the opportunity to participate in a quantitative science course that stresses abstract concepts related to matter, energy, and their interaction. Laboratory activities allow students to experience standard laboratory techniques while enabling them to observe the connection between theory and the scientific process. Chemistry is not represented as a collection of facts but is gradually and logically explored as a developing science.

Chemistry Honors 10, 11, 12

Full year - 1 credit

Prerequisite: Departmental Approval, Algebra II Honors concurrent

This course is designed for the student who is strong in math and science. The emphasis is on problem solving, which is explored through experimentation and observation and deals with the properties and reactions of material. It is concerned with the identification, characterization, and transformations of matter and with the energy changes involved in these transformations. Computers are used to collect and analyze data, and laboratory exercises are investigative in nature.

***Chemistry AP 11, 12**

Full year—1 credit

Prerequisite: Departmental Approval

This course follows the Advanced Placement Chemistry syllabus, exposing students to a college level curriculum and preparing them for the national AP exam in May. Upon passing the national exam in May, students may receive credit and/or placement by the colleges and universities in accordance with their individual program's policies and criteria. Topics covered include stoichiometry, atomic theory, chemical bonding, solutions, thermochemistry, thermodynamics, chemical equilibrium, kinetics, electrochemistry, and organic chemistry. The laboratory investigations are a major part of the curriculum and support each of the topics covered.

***Physics 11, 12**

Full year - 1 credit

Prerequisite: Algebra II, concurrent pre-Calculus, Departmental Approval

This course investigates the laws and principles that govern the behavior of the physical world. Topics include the structure of matter, mechanics, kinematics, gravity, electricity and magnetism, heat and thermodynamics, and optics. Experimental procedure and reasoning are emphasized. This course includes laboratory work.

***Astronomy 10, 11, 12**

Semester - .5 credit

Prerequisite: Algebra I

This course is descriptive astronomy, which examines the composition and formation of the Universe in a non-mathematical format. The student moves outward from a study of the Earth-Moon system through the solar system to stars and galaxies emphasizing the dynamic nature of the cosmos. Students will have access to a telescope located in the campus observatory, and some evening observing sessions will be required.

***Biodiesel 11, 12**

Semester- .5 credit

Prerequisite: Chemistry, Departmental Approval

The Biodiesel course will examine the chemistry, physics and environmental aspects of the alternative fuel, biodiesel, in detail. Students will learn the chemical composition of this environmentally favorable fuel, as well as the reaction mechanisms behind its production. After completing a primer on biodiesel, students will produce micro and macro quantities of biodiesel through the use of our biodiesel processor. Students will examine the thermodynamics and efficiency of using biodiesel to power actual machinery. As a final project, the class will market the benefits of biodiesel to the Willoughby and Lake county communities, offering any additional biodiesel not consumed on campus to non-profit organizations.

Foreign Language Department

The importance of learning a second language embodies the essence of the AOA Community: a global environment that embraces diversity and respect. While students learn about another culture by studying cultural artifacts, literature, art, performances, and film, our program also offers the opportunity for students to analyze their own culture with the added advantage of being part of a truly international experience because of the make-up of our community. An AOA student should be able to use what they have learned about their second language linguistically, culturally and analytically, enabling them to become self-reliant in a fast-changing global society.

Introductory French

Semester - .5 credit

This course is designed for Upper School students who wish to discover the French language and culture. The course is an introduction to essential French vocabulary, grammar, pronunciation, and culture. Students will demonstrate their skills through skits, simple conversations, short reading selections, and directed writing. Cultural aspects will be introduced as well as some brief history and geography.

French I

Full year - 1 credit

French I is an introduction to essential French vocabulary, grammar, pronunciation, and culture. Students will demonstrate their language skills through skits, simple conversations, short reading selections, and directed writing. Cultural aspects of French-speaking countries, as well as history and geography, will be introduced. Computer and CD programs, tapes, and videos will be used to develop all skills and further the appreciation of the language and people.

French II

**Full year - 1 credit
Prerequisite: French I**

French II develops communication skills through vocabulary expansion, grammar studies, creative writing, and impromptu dialogues. Computer programs, CD's, and videos are used to increase listening skills and speaking fluency. Short stories and poetry are introduced to enhance literacy and cultural appreciation.

French III

Full year - 1 credit
Prerequisite: French II

French III students continue their study of advanced grammar, vocabulary, and idioms to improve ability in writing, reading comprehension, and speaking. Students will deepen their knowledge of French-speaking areas through a study of history, culture, and civilizations. Magazines, cultural reports, literature CD's, computer programs, and videos supplement classroom materials.

French IV

Full year—1 credit
Prerequisite: French III or Departmental Approval

French IV students continue their study of advanced grammar in order to refine the necessary skills needed for both written and oral communication. French and Francophone literature is read, discussed, and looked at from historical, social, and cultural perspectives. Students will also study the history and development of French-speaking people in France and in other Francophone countries. Students participate in classroom discussions, make presentations, and write frequent compositions including one research paper.

French Language AP

Full year—1 credit
Prerequisite: Departmental Approval

The French Language AP course focuses on the mastery of communicative language skills rather than on the content of specific texts. The objectives of the course include:

- 1) developing the ability to understand spoken French in various contexts
- 2) developing a French vocabulary sufficient for reading newspaper and magazine articles, literary texts, and other non technical writings without dependence on a dictionary
- 3) developing the ability to express oneself in French (both orally and in writing) coherently, resourcefully, and with reasonable fluency and accuracy

Francophone Culture through Movies

Semester - .5 credit

This semester course is designed for Upper School students with a language proficiency of level III or higher (must be recommended by French teacher). The course will be conducted entirely in French. The students will watch movies and documentaries depicting cultural aspects of the Francophone world such as diversity, social life, environmental commitment, etc. Students are expected to lead conversations and discussions in French.

Spanish I

Full year - 1 credit

Spanish I students work on the acquiring of language through storytelling and reading. As students develop their speaking, listening, writing and reading skills in Spanish, they also learn about various Hispanic and Spanish cultures. During the Spanish I course, students study and compare and contrast the lives of people in Mexico, Guatemala and Chile just to name a few. The course is designed to assure active engagement and success for all types of learners.

Spanish II

Full year - 1 credit

Prerequisite: Spanish I

Spanish II students continue to develop their listening, speaking, reading and writing abilities through reading and storytelling. Language and culture come alive in the classroom while reading, listening and creating stories, plays, songs, dialogues, and a variety of other projects and kinesthetic activities. Students make connections between Hispanic cultures and the communities around them through videos, computer research and other cultural experiences.

Spanish III

Full year - 1 credit

Prerequisite: Spanish II

Spanish III students continue to build upon the skills, ideas and content learned in their previous courses. Cultural content, vocabulary and grammar will be taught in a variety of ways while students explore various interdisciplinary units such as *Our Place in the Environment, Central and South American Indigenous Cultures and their Legends, Hispanic Foods and Cooking, and Theatre and the Arts*.

Spanish IV

Full year - 1 credit

Prerequisite: Spanish III or Departmental Approval

Spanish IV students continue their study of advanced grammar in order to refine the necessary skills needed for both written and oral communication. Spanish and Latin American literature is read, discussed, and looked at from historical, social, and cultural perspectives. Students will also study the history and development of Spanish-speaking people in Spain and Latin America. Students participate in classroom discussions, make presentations, and write frequent compositions including one research paper.

Spanish Language AP

Full year – 1 credit

Prerequisite: Departmental Approval

The Spanish Language AP course focuses on the mastery of communicative language skills rather than on the content of specific texts. The objectives of the course include:

- 1) developing the ability to understand spoken Spanish in various contexts
- 2) developing a Spanish vocabulary sufficient for reading newspaper and magazine articles, literary texts, and other non technical writings without dependence on a dictionary
- 3) Developing the ability to express oneself in Spanish (both orally and in writing) coherently, resourcefully, and with reasonable fluency and accuracy

Communicative Mandarin and Chinese Culture

Semester - .5 credit

This elective has two audiences: Mandarin speaking students and students who want to learn Mandarin. For the first quarter Mandarin speaking students will learn the skills necessary to design communicative language activities while also reflecting upon perspectives and practices of their own culture. During the second quarter the Mandarin learners will learn communicative Mandarin, compare and contrast Chinese culture from their own, be a part of a traditional dance of celebration, and use their new language abilities in the Cleveland and AOA communities.

Communicative Korean language and Culture

Semester - .5 credit

This elective has two audiences: Korean speaking students and students who want to learn

Korean. For the first quarter Korean speaking students will learn the skills necessary to design communicative language activities while also reflecting upon perspectives and practices of their own culture. During the second quarter the Korean learners will learn communicative Korean, compare and contrast Korean culture from their own, be a part of a traditional dance of celebration, and use their new language abilities in the Cleveland and AOA communities.

Fine Arts Department

Visual Art

Art courses in grades 9-12 are designed for all students. For some students, upper school art courses conclude their formal art training. For others, the courses prepare them for post secondary studies in art and art related fields. Our program is designed to accommodate the needs of students who will be art appreciators and non-professional and professional artists. The unique learning experiences in art classes complement the characteristics of adolescents and young adults who are receptive to challenging creative study.

***Drawing & Design**

Semester—.5 credit

This course is designed to improve student's drawing techniques, compositional skills, and visual conception. Gesture drawing, perspective, caricatures, illusion, and expressionism are among the topics explored. Graphite and ink are the primary media used.

***Color & Design**

Semester— .5 credit

This course has a two-fold design: part drawing, and part emphasis on the development of ideas using a free mix of media, from colored pencil, pen and ink, and conte crayon, to pastels, acrylics, and watercolors. Our focus will be on the unique visual perception and way of placing images on paper, canvas, and fabric. Students will study images and color through still life, landscape, and the figure, and be challenged by subject matter ranging from realism to abstraction. Experimental techniques in mixed media will also be explored.

***Textile Exploration**

Semester— .5 credit

There's more to fabric printing and design than T-shirts! Screen printing, monoprinting, sophisticated "tie-dye" processes, resist, hand painting, and stamping techniques are covered in this class in which students can expect to explore a variety of projects on fabric from silk scarves to woven wall hangings. Students gain experience in working with a range of design styles, with color theory an integral part of the course.

***Ceramics**

Semester—.5 credit

Students explore the multi-faceted world of clay through a variety of forming, glazing, and firing techniques. Concentrated instruction will be given in hand-building techniques such as pinching, coiling (hand & extruded), and slab techniques. Students will also be introduced to wheel thrown ceramics and clay sculpture. Students will explore and experiment with a range of approaches to surface decoration such as the use of various glaze applications, and carving on pots.

***Jewelry**

Semester – .5 credit

To bead or not to bead...that is the question you must ask yourself before taking this class.

Traditional and non-traditional beading processes and design applications will be explored through this course. Students will learn the various techniques associated with creating pieces of jewelry using beads, found objects, and miniature sculptures created from art clay. Students will also learn the process of bead weaving using a bead loom.

***Graphic Design**

Semester – .5 credit

In this class students come face to face with the revolutionary concepts of poster design. This course covers the use of Photoshop for image manipulation and InDesign for overall page layout and typographic decisions. The history of the poster tradition, from early letterpress to fully digitized production will be discussed.

***Printmaking**

Semester – .5 credit

This course is an introduction to non-toxic printmaking processes suited to painterly approach, as well as those related more to photography. Students experiment with monoprints, lino prints, screen prints and collographs. Color and texture exploration will also occur during this course.

***Portfolio 11-12**

Full year—1 credit

Prerequisite: Drawing and Color

This course is designed for the highly motivated art student who is ready to develop a concentration in art. This student will complete a series of works that are organized around a compelling visual concept and will also demonstrate a depth of investigation and process of discovery. Examples of concentrations might be an exploration of pattern and design found in nature or culture, a series of expressive landscapes based on personal experience of a particular place, abstractions developed from cells and other microscopic images, or a series of self-portraits with a specific theme. *Recommended for juniors and seniors unless otherwise approved through a portfolio review.*

Performing Art

Music education enables students to interact with sound, simultaneously engaging mind, body and spirit. Through performing and listening to music, students experience the ways in which music evokes and conveys thoughts, images, and feelings. Our Upper School Choirs and Instrumental Ensembles are performance oriented programs designed to incorporate principles of melody rhythm, harmony and musical jargon into the student's awareness. Students will also begin to understand how music reflects cultures and trends both past and current. Individual responsibility and collective accountability are primary concepts and goals as well as developing a love and appreciation of music for lifelong learning.

Drama is designed to provide students with an interest in theatre as an outlet for creating and nurturing their talents. Students learn through scene work and full-length plays the importance of theater as an art form and its ability to reflect cultures and trends from which it comes. Drama provides students with opportunities to examine human experience through imagined roles and situations and to value the essential contribution of drama to their quality of life. Drama helps students develop intellectually by expanding their capacity for creative thought, expression, and critical thinking. Students work cooperatively and are provided with opportunities to demonstrate leadership skills. Other aspects of production, costume, set and

lighting design as well as music where appropriate are incorporated into the performances.

Upper School Choir (Bel Canto Chorale)

Full year – 1 credit

This performance-oriented course focuses on developing higher levels of musicianship, including proper vocal technique. Through choral preparation and performance, students in the class will develop skills in vocal production, music literacy, and music theory. Three formal concerts are presented during the year. A variety of “run-out” concerts are also presented. Students explore and experience how music reflects historical and cultural aspects of the past and present. Developing individual responsibility, collective accountability, and a lifelong appreciation of music are goals of the class. Attendance is required at all school concerts is required as well as choral festivals, competitions, and other performances outside of the school. Solo and ensemble contest preparation is also encouraged. Participation beyond one year is recommended for students demonstrating musical aptitude.

Instrumental Chamber Music

Semester - .5 credit

Students who wish to develop their instrumental skills are encouraged to participate in Chamber Music. Students will be grouped into instrumental ensembles based on skill level. Two formal concerts and a variety of “run-out” concerts will be given during the academic year. From time to time professional musicians from the Cleveland area will be invited to coach the students. Students will be encouraged to participate in the OMEA Solo and Ensemble competition.

Chamber Choir

This class is designed for students who wish to develop their vocal skills. Students will develop choral and ensemble skills. A variety of challenging music will be assigned. Students will be expected to perform in a variety of concerts and participate in the OMEA Solo and Ensemble competition. Participation and placement in these ensembles will be by audition.

Introduction to Theater Arts

Semester - .5 credit

A general overview of the components of theatre will be covered in this class. Students will learn the basics of theatre history, play production and performance. Students will study aspects of scene work, acting technique and characterization. The class will work collaboratively to build an ensemble, analyze plays and characters. Specific curriculum will focus on the development of students’ understanding of theatrical performance and production and the ability to take creative risks. The class will culminate in a showcase of theatrical performances.

Voice Class

Semester - .5 credit

Voice class is an offering in vocal music and is open to all male and female students in grades 9 – 12. Voice class is designed for students who enjoy singing and wish to improve their vocal technique. Emphasis is placed on achieving a balanced, blended vocal sound through a variety of challenging music from the solo repertoire of many cultures, styles and historical periods. Various vocal concepts will be studied, including proper vocal technique, rehearsal, practice routines, music reading, writing skills, aural skills, personal expression and teamwork.

Music Theory

Semester - .5 credit

This semester course is designed to teach the basic elements of music theory, history,

composition and analysis. It is designed to build your musicianship, the ability to hear, perceive, understand, learn, and perform music. Through graded exercises, your inner ear will be developed to hear rhythms, melodies, and harmonies, and through regular practice, you will develop the ability to perform, transcribe complex rhythms, melodies, and harmonic progressions.

Musical Theater

This **extracurricular** activity is open to all students in the Middle and Upper School. Participation and placement is by audition. One major Upper School presentation and one major Middle School presentation is produced each year. Students may be involved with the musical in a variety of ways including both on and off stage participation. Participation in the Upper School musical is an elective. Participation in the Middle School musical is required as part of the Performing Arts Sampler class.

Drama

Students in the Upper School may elect to participate in the extracurricular drama program at AOA. Either a full length dramatic presentation or a series of one act plays will be presented during the academic year. AOA sponsors an active International Thespian Society Troupe which supports dramatic activities at the school including participation in the International Thespian Society workshops.

Physical Education and Health

Physical Education 9 - 12

Semester – .5 credit

This course is concerned with the teaching of skills, knowledge, and attitudes in activities concerned primarily with body movement. The program provides each student with an opportunity to assess their own fitness. The physical education program offers instruction in basic skill development in team sports, individual sports, recreational activities, and fitness.

Health Science – 9 – 12

Semester – .5 credit

The primary purpose of health science education is to gain knowledge about health so that actions can be taken that will improve personal health, the health of others and the quality of the environment. This course explores the areas of mental health, human growth and development, sexually transmitted diseases, substance use and abuse, nutrition and stress management. The student will also earn certification in the American Red Cross Standard First Aid and CPR course. Throughout the semester, each student will be encouraged to assess their own level of wellness and to focus on prevention.

Technology

Office Suite

Semester - .5 credit

- (Word, Excel, PowerPoint)
- On-line research techniques including citation protocol
- Basic graphics use
- Internet safety

Web Design**Semester - .5 credit**

- HTML
- Dreamweaver CS4
- Basic design techniques
- Cascading style sheets
- Web plug-ins
- Advanced design (layers)
- Domains, DNS, and hosting possibilities

Digital Imagery**Semester - .5 credit**

- Photoshop
- Illustrator
- Premier (video editing)

Advanced Computer Topics**Semester - .5 credit**

- Web 2.0 applications
- Virtual reality
- Computer architecture

Digital Studio**Semester - .5 credit**

This is a studio class for students to contractually work on independent projects. Projects must go through an approval process with the instructor. Projects can include web, digital photography and digital art.

Introduction to Computer Programming**Semester - .5 credit**

- Introductory course in JAVA programming

Advanced Computer Programming**Full year – 1 credit****Prerequisite: Introduction to Computer Programming**

Advanced Programming is a comprehensive and demanding course in programming and programming structure and algorithms using the JAVA programming language. Students will be prepared to take the AP Computer Science A test in the spring.

Non-Departmental Offerings****Public Speaking**

Public Speaking is an important life skill designed to foster confidence, poise, and eloquence by employing several modes of public address. Public speaking will now occupy an important place in our curriculum at each grade level. It is no longer a separate class.

Independent Study 11-12**Credits vary****Prerequisite: Curriculum Committee Approval**

Independent study opportunities are limited to juniors and seniors who have demonstrated the ability to work independently. Students can design appropriate courses of study providing that the independent study does not duplicate courses already offered. Students must make a formal

proposal to the Curriculum Committee. The committee will accept or reject the proposal and assign the appropriate credit. Independent studies will be designated honors or regular and will be graded Pass/Fail. Credit will be earned, but the grade will not be included in the GPA.

Test Prep Course 11 -12

This course is designed to prepare students for the SAT and ACT exams. The content of the course would include a general overview of the tests, instruction on techniques to be used on the exams, and a large amount of practice questions. Students will be required to purchase their own workbooks for this class. (Princeton Review's *Cracking the SAT* and *Cracking the ACT*) The cost of each book is approximately \$15 -20.

Master Horsemanship

Semester - .5 credit

This course will provide equestrian students with the knowledge to successfully answer horsemanship questions at IEA and USEF competitions. It will also prepare students with veterinary basics for personal or future professional use. Topics will include: History and evolution, conformation and breeds, disciplines and training, care and first aid, and college and career choices in the equestrian field.

General Information

Drop/Add

A student may add or drop a course during the first two weeks of a semester without penalty, but they **MUST** have written approval from their teacher, their advisor, and the Academic Dean. Each student **MUST** maintain a **six** course load exclusive of Physical Education at all times. Students who drop a course after the drop/add period will lose credit for the course, and the student's transcript will indicate Withdrawal Passing or Withdrawal Failing. The classroom teacher and the Academic Dean must be satisfied that all efforts to improve the situation have been tried. Students must gain approval from their advisor, the classroom teacher, the college counselor, the department head, and the Academic Dean to drop a course under these circumstances.

Course Request Override

Overriding a course should only happen when a student wants to move to a course at a higher level (Honors or AP) than what was recommended. After speaking with the teacher, if a student wants to still override the recommendation, the student will need to complete a Course Override Form. Please attach any Course Override Forms you have to your **Course Selection Sheet**.

***PLEASE NOTE THAT THESE CHOICES ARE FINAL AS OF MAY 1 AND SCHEDULE CHANGES WILL NOT BE PERMITTED ONCE SCHOOL HAS STARTED.**

Post Secondary Option

AOA participates in the Post Secondary Option program. In this program, juniors and seniors have the option to receive college credit or high school credit for courses taken at

colleges prior to their graduation. For students choosing high school credit, AOA will accept credit if the course does not duplicate our offerings and is not a required course for graduation. In general, all PSO courses are counted as electives, and the credit earned will count toward the 21 credits needed to graduate. Failure to complete a PSO course successfully will be noted on the student's transcript. Transportation arrangements to and from local colleges participating in the program are the responsibility of the parents.

Faculty Advisors

Faculty Advisors are committed to the growth of each student's intellectual potential, character, and well-being. Each student meets with their advisor regularly to receive extensive, individual guidance on their course of study. Faculty Advisors are actively involved with students both in the classroom and after classes as coaches, club advisors, weekend activity leaders, and neighbors. Parents are welcome to contact advisors at any time throughout the school year.

Student Evaluations

The essence of a quality education is found in frequent, meaningful communication with the family. Report cards are sent home at the end of each nine week grading period. Students receive interim reports midway through each quarter if they are having academic difficulty. Parents may also receive commendation reports for students who are doing especially well, or who have shown marked improvement.

Parents and students are also able to access student progress through Edline, our web based parent portal for communication. (Instructions for using this are distributed at the beginning of every school year)

Grading System

Grades, recorded in letter form, are sent to parents at the end of every grading period to indicate a student's progress.

- A** Indicates superior achievement and comprehensive mastery of concepts and facts.
- B** Indicates high achievement and above-average mastery of concepts and facts.
- C** Indicates average achievement and sufficient mastery of concepts and facts.
- D** Indicates student is passing, but achievement and mastery of concepts and facts are limited.
- P** Indicates passing in a pass/fail course.
- F** Indicates failure to complete the course satisfactorily. No credit is given.
- WP or WF** Indicates withdrew pass or withdrew fail from the course after the drop/add period.
- I** Indicates Incomplete. Under certain extenuating circumstances, students will be

permitted to receive a grade of *Incomplete* at the end of a grading period. Students must discuss this option before the end of the grading period with their teacher and the Academic Dean. They must make specific arrangements to complete all missing work for the course within 10 days of the close of the grading period. The teacher and the Academic Dean must approve any extension beyond this. An *Incomplete* that remains after one full semester will become an F.

National Honor Society

Juniors and seniors with a 3.3 grade point average who have demonstrated qualities of citizenship, scholarship, leadership, character, and service may apply for inclusion into the National Honor Society. Final selection of applicants includes an evaluation by the faculty and a vote of the selection committee, chaired by the Academic Dean.

Valedictorian

The Valedictorian will be chosen from students who have completed at least their junior and senior years at AOA and who have earned the highest academic average.

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