



OAK MOUNTAIN
A C A D E M Y

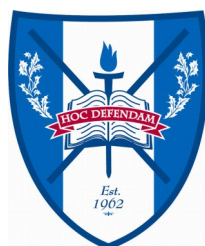
UPPER SCHOOL CURRICULUM GUIDE 2011-2012

SAIS SACSCASI
SAIS-SACS Dual Accredited School 2006-2011

**OAK MOUNTAIN ACADEMY
UPPER SCHOOL CURRICULUM GUIDE
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The mission of Oak Mountain Academy is to provide a challenging college preparatory education in a safe, positive, and nurturing family environment. We commit to join sound learning with ethical, spiritual, and physical development to produce a responsible citizen who is prepared to be a leader in tomorrow's global community.



OAK MOUNTAIN

A C A D E M Y

MATH



ALGEBRA I: Janet Noble

COURSE CONTENT:

The Algebra I course serves as a foundation for all future math courses. Basic concepts and properties of algebra are introduced early in the course to prepare students for equation solving. Throughout the course, concepts and skills are introduced algebraically, graphically, numerically, and verbally. The content encompasses all the basic skills needed for further mathematical success.

OBJECTIVES:

- To represent and compute with rational numbers and real numbers
- Compute statistics such as mean, median, mode, range, and standard deviation and to represent this data using histograms, box plots, and scatter-plots
- Identify trends in bivariate data and find functions that model the data
- To compute probabilities of simple and compound events
- To use various representations of functions and choose types to model quantitative relationships
- To analyze functions of one variable, including rates of change
- To understand properties of different types of functions, including linear, quadratic, and exponential
- To use symbolic algebra to represent and explain mathematical relationships
- To write equivalent forms of and solve equations, inequalities, and systems
- To understand and use formulas for area, surface area, and volume
- To use unit analysis
- To solve problems arising from real-world contexts
- To use tables, graphs, verbal rules, and symbolic rules interchangeably
- To use inductive reasoning to make and investigate conjectures
- To use a variety of appropriate methods to solve problems

TEXT AND MATERIALS:

Algebra I, Prentice Hall Publisher

METHODS OF INSTRUCTION:

- Lecture
- Demonstration
- Class Discussion
- Student work on board
- Videos
- Peer tutoring

METHODS OF EVALUATION:

- Tests, Quizzes
- Demonstration of skills on board
- Daily homework assignments

ALGEBRA II: Janet Noble

COURSE CONTENT:

The Algebra II course is intended to prepare students for more advanced mathematics courses. Topics from Algebra I are included as well as matrices, rational and irrational expressions and equations, complex numbers, linear and quadratic equations, polynomial functions, conic sections, exponential and logarithmic functions and equations, and sequences and series.

OBJECTIVES:

- To solve and graph linear equations and inequalities
- To solve and graph absolute value equations and inequalities
- To identify, define, and graph relations and functions.
- To evaluate functions
- To determine the composition of two functions
- To determine the inverse of a relation
- To compute basic matrix operations with and without a calculator
- To find determinants and inverses
- To solve systems of equations with Cramer's Rule
- To simplify radical expressions
- To determine the sum, difference, product, and quotient of radicals
- To solve radical equations
- To graph radical functions
- To find additive inverse, conjugate, and absolute value of complex numbers
- To add, subtract, multiply, and divide complex numbers
- To simplify, solve, and graph rational expressions and equations
- To solve and graph quadratic equations
- To add, subtract, multiply, divide, and factor polynomials
- To solve polynomial equations by factoring
- To solve polynomial equations by Remainder Theorem, Rational Root Theorem
- To state properties, graph, and identify conic sections
- To evaluate logarithmic expressions using properties and definitions of logarithms
- To solve exponential and logarithmic equations
- To graph exponential and logarithmic functions with and without a calculator
- To identify mathematical patterns in sequences
- To identify and generate arithmetic and geometric sequences
- To write and evaluate arithmetic and geometric series

TEXT AND MATERIALS:

Algebra II, Prentice Hall Publisher

METHODS OF INSTRUCTION:

Lecture
Class Discussion
Classroom Practice

METHODS OF EVALUATION

Tests
Quizzes
Homework

GEOMETRY: Linda Powers

Oak Mountain Academy provides instruction in traditional Euclidean Geometry. Students study the characteristics of plane and three-dimensional figures. Problem solving, visualization, and reasoning are emphasized. To apply and sharpen their reasoning and logic skills, students learn to do deductive, geometric proofs.

OBJECTIVES:

- Review Algebra I skills throughout the year
- Learn to use software to explore geometric concepts
- Learn problem solving skills using appropriate reasoning and logical thought.
- Learn inductive and deductive reasoning skills
- Learn geometric logic and be able to apply it
- Learn to do geometric constructions using paper and pencil and using computer software
- Identify basic geometry shapes such as points, lines, planes, rays, line segments, and angles
- Learn properties of triangles and learn to work with triangles
- Be able to do geometric proofs with triangles
- Be able to work with polygons, do proofs with polygons, understand all properties of polygons
- Understand the importance of right triangles, learn the Pythagorean theorem, apply the theorem, and learn basic trigonometry with right triangles
- Identify all points of circles and all properties of circles
- Apply all geometric properties to solve problems with circles
- Be able to find perimeter, area, and volume of appropriate figures and be able to do higher order problems involving these skills
- Learn to use and apply transformational geometry

TEXT AND MATERIALS:

Prentice Hall Geometry, Pearson Education, Inc., 2005.

Software: *Peanut Software*, freeware that can be downloaded from this website:

<http://math.exeter.edu/rparris/>

METHODS OF INSTRUCTION:

- Instruction by teacher
- Group discussions
- Classwork practice
- Homework
- Explanations at the board by students

METHODS OF EVALUATION:

Tests

Quizzes

Demonstration of skills on board

Daily homework assignments

ALGEBRA III and TRIGONOMETRY: Janet Noble

COURSE CONTENT:

The Algebra III and Trigonometry course is intended to prepare students for college level mathematics courses. Topics from Algebra I, Geometry, and Algebra II are reviewed and include matrices, rational expressions and equations, irrational expressions and equations, complex numbers, linear and quadratic equations, polynomial functions, conic sections, exponential and logarithmic functions and equations, and sequences and series. The Trigonometry portion of the course is a study of the trigonometric functions and their applications.

OBJECTIVES:

- To solve and graph linear equations and inequalities
- To solve and graph absolute value equations and inequalities
- To identify, define, and graph relations and functions.
- To evaluate functions
- To determine the composition of two functions
- To determine the inverse of a relation
- To compute basic matrix operations with and without a calculator
- To find determinants and inverses
- To solve systems of equations with Cramer's Rule
- To simplify radical expressions
- To determine the sum, difference, product, and quotient of radicals
- To solve radical equations
- To graph radical functions
- To find additive inverse, conjugate, and absolute value of complex numbers
- To add, subtract, multiply, and divide complex numbers
- To simplify, solve, and graph rational expressions and equations
- To solve and graph quadratic equations
- To add, subtract, multiply, divide, and factor polynomials
- To solve polynomial equations by factoring
- To solve polynomial equations by Remainder Theorem, Rational Root Theorem
- To state properties, graph, and identify conic sections
- To evaluate logarithmic expressions using properties and definitions of logarithms
- To solve exponential and logarithmic equations
- To graph exponential and logarithmic functions with and without a calculator
- To identify mathematical patterns in sequences
- To identify and generate arithmetic and geometric sequences
- To write and evaluate arithmetic and geometric series
- To convert measures of angles between radians and degrees
- To sketch an angle in standard position
- To determine the reference and coterminal angles
- To define the six trigonometric functions as circular functions and right triangle functions
- To evaluate and graph the trigonometric functions
- To evaluate and graph the inverses of the trigonometric functions

To simplify trigonometric expressions
To solve trigonometric equations using trigonometric identities
To solve application problems using Law of Sines, Law of Cosines, and right triangles

TEXT AND MATERIALS:

Algebra and Trigonometry, Larson and Hostetler, Houghton Mifflin Company

METHODS OF INSTRUCTION:

Lecture
Class Discussion
Classroom Practice

METHODS OF EVALUATION:

Tests
Quizzes
Homework

PRE-CALCULUS: Janet Noble

COURSE CONTENT:

The primary focus of this course is the study of functions, including trigonometric functions and their applications. Pre-Calculus is a broad overview of functions. It includes introduction and familiarization with basic trigonometric, polynomial, and logarithmic functions. In the later stages, limits are introduced as an introduction to Calculus.

OBJECTIVES:

- To understand and demonstrate knowledge of systems of equations
- To understand and demonstrate knowledge of functions and graphs
- To understand and demonstrate knowledge of polynomial, power, and rational functions
- To understand and demonstrate knowledge of exponential, logistic, and logarithmic functions
- To understand and demonstrate knowledge of trigonometric functions
- To understand and demonstrate knowledge of analytic trigonometry
- To understand and demonstrate knowledge of vectors, parametric equations, and polar equations
- To understand and demonstrate knowledge of systems and matrices
- To understand and demonstrate knowledge of analytic geometry in two and three dimensions
- To understand and demonstrate knowledge of discrete mathematics

TEXT AND MATERIALS:

- Pre-calculus: graphical, numerical, algebraic.* Pearson Education, by Demana, Waits, Foley, and Kennedy
- TI-89 Graphing calculator (or a comparable calculator)

METHODS OF INSTRUCTION:

- Instruction by teacher
- Group discussions
- In-class Practice
- Explanations at the board by students

METHODS OF EVALUATION:

- Tests
- Quizzes
- Homework

ADVANCED PLACEMENT CALCULUS AB: Janet Noble

COURSE CONTENT:

The primary objective in Advanced Placement Calculus is to prepare students for mathematics in college. In a college-level high school class, students learn to appreciate the rigor necessary in an advanced mathematics class in a secure, supportive environment. The secondary objective is to follow the College Board's syllabus closely to prepare students for the Advanced Placement Exam. The College Board's syllabus is the curriculum for this class.

OBJECTIVES:

Students will study the following topics in detail. For more explanation, see the full curriculum for Advanced Placement Calculus AB found on line.

Limits
Continuity
Definition of Derivative
Power rule
Product and quotient rules
Chain Rule
Implicit differentiation
Related rates
Maximum/minimum values on a closed interval
Function analysis with derivatives
Newton's method
Differentials
Integration
General power rule of integration
Definite integrals
Mean Value Theorem
Fundamental Theorems
Exponential function
Logarithms
Differential equations
Growth and decay
Inverse functions
Area and volume

TEXT AND MATERIALS:

Calculus of a Single Variable, 6th Edition, Houghton, Mifflin Company, by
Larson, Hostetler, and Edwards
TI-89 Graphing calculator (or a comparable calculator)

METHODS OF INSTRUCTION:

Instruction by teacher
Group discussions
In-class Practice
Explanations at the board by students

METHODS OF EVALUATION:

Tests
Quizzes
Homework

ADVANCED PLACEMENT STATISTICS; Georgia Virtual School (On-line course)

COURSE CONTENT AND OBJECTIVES:

The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes:

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

TEXT AND MATERIALS:

ActivStats CD and Textbook

METHODS OF INSTRUCTION:

On-line course with Oak Mountain Academy teacher supervision

METHODS OF EVALUATION:

Final exam



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ENGLISH



ENGLISH GRAMMAR, COMPOSITION, AND AMERICAN LITERATURE 9: Ellen Treadwell

COURSE CONTENT:

This course introduces students to the study of literature and composition at the upper school level through the integration of reading, writing, listening, and speaking. Students will begin to advance in grammatical skills, the writing process, and begin more literary analysis, focusing on American Literature in particular. Students will broaden their critical analysis skills by working with many literary elements such as characterization, conflict, theme, tone, and personification. The literature units of study include a variety of genres: non-fiction, short stories, poetry, drama, mythology, and the novel. Composition study emphasizes writing as a process and focuses on content, form, and conventions. Along with analysis, students will also place skills into practice by creating their own literary works that will include work covered in class. In order to help students in early preparation for SAT and ACT, vocabulary practice will occur often.

COURSE OBJECTIVES:

- To write effectively for a variety of purposes, including biographical, autobiographical, or fictional narratives, persuasive compositions, responses to literature, expository compositions (including analytic essays and research reports), business letters, and resumes
- To read effectively, including literature and informational text, for a variety of purposes
- To describe and connect essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose
- To study vocabulary in context and use word origins and relationships to determine meaning of grade-level appropriate words
- To study and use language conventions to convey meaning: punctuation, capitalization, grammar, spelling, sentence structure
- To formulate judgments about oral communication and deliver focused and coherent presentations, conveying clear and distinct perspectives and solid reasoning.
- To read independently
- To keep a weekly journal, allowing students to expand and practice writing and grammatical skills
- To work with MLA formatting and to type most written assignments

TEXT AND MATERIALS:

Summer Reading: *Stargirl*, Spinelli; *Death Be Not Proud*, Gunther
Composition Notebook for journal writing
Holt Handbook, Introductory Course

METHODS OF INSTRUCTION:

- Writing workshops
- Class discussions
- Collaborative groups
- Peer groupings
- Lectures
- Oral Presentations
- Power Point Presentations
- Writing Projects
- Creative book reports
- DGP (Daily Grammar Practices)
- Scavenger Hunts
- Peer teaching
- Review Games

METHODS OF EVALUATION:

- Tests
- Quizzes (both announce and unannounced)
- DGP (Daily Grammar Practice)
- Notebook checks
- Daily assignments
- Weekly homework
- Writing projects
- Other methods that will develop as the year moves forward

COURSE CONTENT:

This course introduces students to the study of literature and composition at a more advanced upper school level through the integration of reading, writing, listening, and speaking. As sophomores, students will continue to advance in grammatical skills, the writing process, and literary analysis, focusing on World Literature in particular. The literature units of study include a variety of genres: non-fiction, fiction, short stories, poetry, drama, mythology, and the novel. Composition study emphasizes writing as a process and focuses on content, form, and conventions. By the end of this course, students should feel comfortable with the essay and confident in the writing process. In order to help students in early preparation for SAT and ACT, vocabulary practice will occur often.

COURSE OBJECTIVES:

- To write effectively for a variety of purposes such as narrative, argumentative, persuasive, and informative compositions to name a few
- To write effectively responses to literature
- To practice some technical writing such as business letters, cover letters, thank you letters, and resumes
- To describe and connect essential ideas, arguments, and perspectives of the text by using knowledge of text structure, organization, and purpose
- To study vocabulary in context and use word origins and relationships to determine meaning of grade-level appropriate words
- To study and use language conventions such as punctuation, capitalization, grammar, spelling, and sentence structure to convey meaning
- To formulate judgments about oral communication and deliver focused and coherent presentations, conveying clear and distinct perspectives and solid reasoning
- To read independently
- To a weekly journal, allowing students to expand and practice writing and grammatical skills
- To work with MLA formatting and be asked to type most written assignments

TEXT AND MATERIALS:

Summer Reading: *Night*, Weisel; *Their Eyes Were Watching God*, Hurston
Composition Notebook
Holt Handbook, Introductory Course, Holt, Rinehart, and Winston

METHODS OF INSTRUCTION:

- Writing workshops
- Class discussions
- Collaborative groups
- Peer groupings
- Lectures
- Oral Presentations
- Power Point Presentations
- Writing Projects
- Creative book reports
- DGP (Daily Grammar Practices)
- Scavenger Hunts
- Peer teaching
- Review Games

METHODS OF EVALUATION:

- Tests
- Quizzes (both announce and unannounced)
- DGP (Daily Grammar Practice)
- Notebook checks
- Daily assignments
- Weekly homework
- Writing projects

ENGLISH 11: AMERICAN LITERATURE AND COMPOSITION: Andy Denny

COURSE CONTENT:

This course is primarily a study of American Literature, critical reading skills, and effective writing skills for college bound students. Because of the college-prep focus, students study a Shakespearean play even though the course is primarily a study of American literature.

Students study the works of important American writers, focusing on novels, short stories, poetry, and drama. The students learn to write college-appropriate essays of analysis, exposition, and persuasion. They also practice writing essays for college applications, using actual college examples. Writing skills include weekly college-level vocabulary building, an emphasis on mechanics and usage, sentence and paragraph formation, editing and rewriting, and research skills.

OBJECTIVES:

- To expand writing vocabulary
- To use the pre-writing, drafting, revising, and editing process
- To write for different purposes
- To effectively control the aspects of style, organization, purpose, and audience
- To effectively maintain the standard conventions of American English:
 - capitalization, punctuation, spelling, and grammar
- To appreciate, discuss, and write about various forms of literature
- To prepare and present effective oral presentations
- To understand and incorporate the college-level research process

TEXTS AND MATERIALS:

The United States in Literature, Classic Edition, Scott Foresman
Various supplemental texts provided by the teacher

METHODS OF INSTRUCTION:

- Class discussion
- Teacher presentation (lecture, modeling)
- Independent reading and research
- Peer sessions
- Oral presentations
- Writing assignments and projects
- One-on-one feedback sessions with teacher during writing assignments

METHODS OF EVALUATION:

- Vocabulary lessons
- Writing assignments of various lengths
- Unit and project tests
- Daily assignments

ENGLISH 12: BRITISH LITERATURE AND COMPOSITION: Andy Denny

COURSE CONTENT:

This course is primarily a study of British Literature, critical reading skills, and effective writing skills for college bound students. Students study the works of important British writers, focusing on novels, short stories, poetry, and drama. The students learn to write college-appropriate essays of analysis, exposition, and persuasion. They also practice writing essays for college applications, using actual college examples. Writing skills include weekly college-level vocabulary building, an emphasis on mechanics and usage, sentence and paragraph formation, editing and rewriting, and research skills.

OBJECTIVES:

- To expand writing vocabulary
- To use the pre-writing, drafting, revising, and editing process
- To write for different purposes
- To effectively control the aspects of style, organization, purpose, and audience
- To effectively maintain the standard conventions of American English:
 - capitalization, punctuation, spelling, and grammar
- To appreciate, discuss, and write about various forms of literature
- To prepare and present effective oral presentations
- To understand and incorporate the college-level research process

TEXTS AND MATERIALS:

Literature: The British Tradition from Prentice Hall
Various supplemental texts provided by the teacher

METHODS OF INSTRUCTION:

- Class discussion
- Teacher presentation (lecture, modeling)
- Independent reading and research
- Peer sessions
- Oral presentations
- Writing assignments and projects
- One-on-one feedback sessions with teacher during writing assignments

METHODS OF EVALUATION:

- Vocabulary lessons
- Writing assignments of various lengths
- Unit and project tests
- Daily assignments

ADVANCED PLACEMENT LANGUAGE AND COMPOSITION: Andy Denney

COURSE CONTENT:

The goal of this class is to develop advanced college-level reading and writing skills by reading and studying a variety of appropriate sources and writing essays of various specific purposes. A second goal of equal importance is to prepare for the Advanced Placement Language and Composition exam administered in May of each year. This course is authorized and approved each year by the College Board.

The course is primarily a study of college-level nonfiction as opposed to fiction, but a small amount of well-chosen fiction is studied for purposes related to the argumentative essay required on the May exam. Students use actual past A P Language exams and accompanying student essays along with judges' comments and scores as models and resources for their study. The course teaches and requires students to write in several forms (e.g., narrative, expository, analytical, and argumentative essays) about a variety of subjects (e.g., public policies, popular culture, personal experiences).

OBJECTIVES:

- To write essays that proceed through several stages or drafts, with revision aided by teacher and peers
- To write in informal contexts (e.g., imitation exercises, collaborative writing, and in-class responses) designed to help students become increasingly aware of themselves as writers and of the techniques employed by the writers they read
- To complete expository, analytical, and argumentative writing assignments that are based on readings representing a wide variety of prose styles and genres
- To complete nonfiction readings (e.g., essays, journalism, political writing, science writing, nature writing, autobiographies/biographies, diaries, history, and criticism) selected to give students opportunities to identify and explain an author's use of rhetorical strategies and techniques
- To help students understand how various effects are achieved by writers' linguistic and rhetorical choices in poetry and fiction.
- To analyze how graphics and visual images both relate to written texts and serve as alternative forms of text themselves
- To evaluate, use, and cite primary and secondary sources
- To complete projects such as the researched argument paper, which goes beyond the parameters of a traditional research paper by asking students to present an argument of their own that includes the analysis and synthesis of ideas from an array of sources

TEXT AND MATERIALS:

The Language of Composition from Bedford

Cracking the A P Language and Composition Exam (workbook) from The Princeton Review

Various supplemental readings provided by the teacher as deemed necessary, from sources such as *Time*, *Newsweek*, college journals, and other sources of nonfiction similar to sources used for the actual AP exam.

METHODS OF INSTRUCTION:

Class discussion

Teacher presentation (lecture, modeling)

Independent reading and research

Peer sessions

Oral presentations

Writing assignments and projects

Timed AP writings simulating the actual exam

One-on-one feedback sessions with teacher during writing assignments

Exploration of past A P exams and responses

METHODS OF EVALUATION:

Vocabulary lessons

Writing assignments of various lengths

Unit and project tests

Daily assignments

ADVANCED PLACEMENT LITERATURE AND COMPOSITION: Andy Denney

COURSE CONTENT:

The goal of this class is to develop advanced college-level reading and writing skills by reading and studying a variety of appropriate sources and writing essays of various specific purposes. A second goal of equal importance is to prepare for the Advanced Placement Literature and Composition exam administered in May of each year. This course is authorized and approved each year by the College Board. The course is primarily a study of college-level fiction, including poetry, novels, short stories, and drama. Students use actual past AP Literature exams and accompanying student essays along with judges' comments and scores as models and resources for their study. The course teaches and requires students to write primarily the essay of literary analysis.

OBJECTIVES:

- To write essays that proceed through several stages or drafts, with revision aided by teacher and peers
- To write in informal contexts (e.g., imitation exercises, collaborative writing, and in-class responses) designed to help them become increasingly aware of themselves as writers and of the techniques employed by the writers they read
- To complete expository and analytical writing assignments designed to train students to analyze literary elements employed by writers of fiction to create and enhance meaning in important works of literature
- To develop a college-level command of the mechanics of standard written American English, paying especially close attention to mature sentence structures, specific diction, advanced punctuation skills, and developing an effective individual style
- To understand research skills, and in particular, the ability to evaluate, use, and cite primary and secondary sources
- To complete projects such as the researched argument paper, which goes beyond the parameters of a traditional research paper by asking students to present an argument of their own that includes the analysis and synthesis of ideas from an array of sources

TEXT AND MATERIALS:

- The Language of Composition* from Bedford
- Cracking the AP Language and Composition Exam* (workbook) from The Princeton Review
- Various supplemental readings provided by the teacher as deemed necessary, from sources such as *Time*, *Newsweek*, college journals, and other sources of nonfiction similar to sources used for the actual AP exam.

METHODS OF INSTRUCTION:

- Class discussion
- Teacher presentation (lecture, modeling)
- Independent reading and research
- Peer sessions
- Oral presentations
- Writing assignments and projects
- Timed AP writings simulating the actual exam
- One-on-one feedback sessions with teacher during writing assignments
- Exploration of past AP exams and responses

METHODS OF EVALUATION:

- Vocabulary lessons
- Writing assignments of various lengths
- Unit and project tests
- Daily assignments



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HISTORY

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Southern Association of Colleges and Schools
SAIS-SACS Dual Accredited School 2006-2011

ANCIENT CIVILIZATIONS: Nicholas Hoffmann

COURSE CONTENT:

The goal of this class is to develop the students' minds as they are introduced to academic social studies. Their skills will be reinforced from Middle School and expanded as we cover the topics and civilizations from the Birth of Man to the Post Middle Age World of the Renaissance, the Age of Explorations, and the Protestant Reformation.

The social studies aspect of the class is designed to assist the student in becoming more discerning of the information they receive and to help them become better citizens. The study of the social studies should encourage a student to experience their world with better knowledge and understanding.

OBJECTIVES:

- To learn about the societies covered in class including the Egyptians, Greeks, Jews, Romans, Persians, Franks, Chinese, Japanese, Mayans, Aztecs, Incans, Vikings, Muslims
- To learn how to participate in debate
- To learn how to do academic research
- To practice academic writing
- To interpret how certain factors in environment affect culture
- To draw comparison between societies and learn how they grew apart
- To practice discerning reading comprehension
- To learn how to incorporate documents, both primary and secondary, into a classroom setting

TEXT AND MATERIALS:

- A Little History of the World* by E. H. Gombrich
- World History* (2010 Edition) by Pearson Education
- Three books of the student's choosing from a class selection

METHODS OF INSTRUCTION:

- Power Point-based Lecture
- Discussion
- Debate
- Reading Debates
- Student Presentation
- Student Paper Discussion

METHODS OF EVALUATION:

- Essay
- Daily Quizzes on the Promethean Board
- Tests
- Student Presentations, Book Reports, and Participation
- Promethean Board-based Discussion

MODERN CIVILIZATIONS: Nicholas Hoffmann

COURSE CONTENT:

The goal of this class is to develop the students' minds as they are introduced to academic social studies. Their skills will be reinforced from Middle School and expanded as we cover the topics and civilizations from the Renaissance, the Age of Explorations, and the Protestant Reformation to the Modern Day. This class also focuses on the basic geography of the modern world, including nations, capitals, and waterways.

The social studies aspect of the class is designed to teach the students to be more discerning of the information they receive and help them become better citizens. The study of the social studies should encourage students to experience their world with better knowledge and understanding.

OBJECTIVES:

- To learn about what events and movements went into the creation of the modern world
- To focus on the major movement and events of the superpowers around the world, to make sure the students have an understanding of the key events
- To learn how to participate in debate
- To learn how to do academic research
- To practice academic writing
- To interpret how certain factors in environment affect culture
- To draw comparison between societies and learn how they grew apart
- To practice discerning reading comprehension
- To learn how to incorporate documents, both primary and secondary, into a classroom

TEXT AND MATERIALS:

- A Little History of the World* by E. H. Gombrich
- World History: Modern Era* (2010 Edition) by Pearson Education
- Three books of the student's choosing from a list of 21 titles

METHODS OF INSTRUCTION:

- Power Point-based Lecture
- Discussion
- Debate
- Reading Debates
- Student Presentation
- Student Paper Discussion
- Promethean Board-based Discussion

METHODS OF EVALUATION:

- Essay
- Daily Quizzes on the Promethean Board
- Map Quizzes, Tests
- Student Presentations, Book Reports, and Participation

UNITED STATES HISTORY: Nicholas Hoffmann

COURSE CONTENT:

The goal of US History is to help students to understand the history of the nation's past and to help create the knowledgeable, educated citizens that are required for a functional democracy.

Whereas the AP US History class is heavily in depth and requires much critique and specific knowledge learned and retained all year, the traditional US course focuses on more of the cultural side of US history. There will be use of movies and art and even the analyzing of a play in order to assess the culture of the US at certain points in history.

OBJECTIVES:

- To be able to understand the greater historiography of US History
- To make connections among various areas of history
- To learn how to participate in debate
- To learn how to do academic research
- To practice academic writing
- To interpret how certain factors in environment affect culture
- To draw comparison between societies and learn how they grew apart
- To practice discerning reading comprehension
- To learn how to incorporate documents, both primary and secondary, into a classroom

TEXT AND MATERIALS:

- Failures of the Presidents: From the Whiskey Rebellion and War of 1812 to the Bay of Pigs and War in Iraq* by Thomas J. Craughwell and M. William Phelps
- The American Pageant* (2010 Edition) by David Kennedy and Lizabeth Cohen.
- Death of a Salesman* by Arthur Miller
- Three books of the student's choosing from a list of 21 classroom titles

METHODS OF INSTRUCTION:

- Power Point-based Lecture
- Discussion
- Debate
- Reading Debates
- Student Presentation
- Student Paper Discussion
- Promethean Board-based Discussion

METHODS OF EVALUATION:

- Essay
- Daily Quizzes on the Promethean Board
- Tests
- Student Presentations, Book Reports, and Participation

UNITED STATES GOVERNMENT/ECONOMICS: Nicholas Hoffmann

COURSE CONTENT:

The goal of this class is to teach the student the complicated functions of the US Government and how they interact with the students on a given situation. Given that most of students will take this course during their senior year, they will either be able to or soon be able to vote. This is reason enough to make sure that the students have a fluency in the function of government.

The secondary goal of this class is to help students understand the need to feel like they are part of the world they inhabit. This is accomplished by the daily playing of the “war game,” projects, and the “news of the day” assignment. The students should leave the class with a better understanding of the world and the need to understand even more.

OBJECTIVES:

- To understand the function of government
- To read and understand the basic documents of government
- To learn how to participate in debate
- To learn how to do academic research
- To practice academic writing
- To practice presentation and researched decision making
- To interpret and criticize the news
- To practice discerning reading comprehension
- To learn how to incorporate documents, both primary and secondary, into a classroom

TEXT AND MATERIALS:

- McGruder’s Government* (2006 Edition) by Pearson Educational Book
- Federalist Paper 11, 42, 51, 78* by Alexander Hamilton and James Madison
- U.S. Constitution*
- Articles of Confederation*
- The Bill of Rights*
- Other Primary Documents

METHODS OF INSTRUCTION:

- Power Point-based Lecture
- Discussion
- Debate
- Reading Debates
- Student Presentation
- Promethean Board-based Discussion

METHODS OF EVALUATION:

- Essay, Tests
- News of the Day
- Student Presentations and Participation

ADVANCED PLACEMENT UNITED STATES HISTORY: Nicholas Hoffmann

COURSE CONTENT:

The goal of this class is to provide a comprehensive overview of the history of the United States in preparation for the AP US History Exam. The goal of AP US History is to help students to understand the history of the nation's past and to help create the knowledgeable, educated citizens that are required for a functional democracy.

The AP US History exam is broken into three parts. The first is content-based multiple choice; the second is a content-based series of essay questions; the third is essay questions based on content knowledge and the ability to analyze documents: primary, secondary, and charts. In order for a student to succeed in this class, the need is to be able to excel in all of these areas.

OBJECTIVES:

- To prepare for the AP US History Exam
- To be able to understand the greater historiography of US History
- To learn the nearly 1600 identifications and 200 Supreme Court cases.
- To make a connection among various areas of history
- To learn how to participate in debate
- To learn how to do academic research
- To practice academic writing
- To interpret how certain factors in environment affect culture
- To draw comparison between societies and learn how they grew apart
- To practice discerning reading comprehension
- To learn how to incorporate documents, both primary and secondary, into a classroom

TEXT AND MATERIALS:

- Failures of the Presidents: From the Whiskey Rebellion and War of 1812 to the Bay of Pigs and War in Iraq* by Thomas J. Craughwell and M. William Phelps
- Fast Track to a 5, Preparing for the AP United States History Examination* by Mark Epstein
- The American Pageant* (2010 Edition) by David Kennedy and Lizabeth Cohen
- Three books of the student's choosing from a class selection of 21 titles
- Two-four articles per week

METHODS OF INSTRUCTION:

- Power Point-based Lecture
- Discussion
- Debate
- Reading Debates
- Student Presentation
- Student Paper Discussion
- Promethean Board-based Discussion

METHODS OF EVALUATION:

- Essay
- Daily Quizzes on the Promethean Board
- Tests
- Student Presentations
- Student Book Reports
- Student Participation
- Practice DBQs

ADVANCED PLACEMENT U.S. GOVERNMENT: James Louttit

COURSE CONTENT:

The AP U.S. Government is an in-depth look at the government of the United States that includes a study and evaluation of the political system that runs it. The course is designed to help students develop an understanding and appreciation for how the political system works and how it influences and touches the lives of every American. Also, it is designed to help students understand how their participation in the system is important to its survival. It requires an interest and willingness to work on an accelerated level. The test, supplemental readings, and assignments are mostly on a college level and require the students' best efforts.

OBJECTIVES:

- To master a broad body of historical and political knowledge
- To use historical data to support an argument or position
- To interpret and apply data from original documents, including cartoons, graphs, letters, etc.
- To use effectively analytical skills of evaluation, cause and effect, compare and contrast
- To work effectively with others to produce products and solve problems
- To learn and apply various study strategies to promote academic success
- To understand the Constitutional foundation of the United States' government and the general themes of the government
- To understand the political beliefs, opinions, ideologies and their influence and origin
- To understand how mass media, interest groups, and political parties influence the daily functioning of government
- To understand the institutions that make up the U.S. Government and how the bureaucracy functions on a daily basis
- To understand how public policy is created and the factors that influence the policy agenda
- To understand the development of civil rights and civil liberties and Supreme Court Decisions that have impacted citizens' rights

TEXT AND MATERIALS:

Government in America: People, Politics, and Policy, 12th ed. New York: Longman, 2006.

METHODS OF INSTRUCTION:

- Lecture and seminar
- Graphic organizers
- Debates
- Primary sources
- Current events
- Writing Assignments

METHODS OF EVALUATION:

- Formal assessment
- Final and Mid-term tests
- Chapter quizzes
- Writing assignments
- Homework and classwork

POST WAR AMERICAN CULTURAL STUDIES: Nick Hoffmann

COURSE CONTENT:

The goal of this class is to present a complex view of the cultural history of the United States in the last sixty years. This includes the analysis of movies, music, books, and humor of the era. This also includes comparative history and critique.

The course is taught much like a graduate school class. Each grade period will be up by time period, but the class will be taught by theme. The class will require minimal lecture and will be primarily essay based. The purpose of the class will be to challenge the students to make their own connections and to notice how societal trends are influenced by historical events and vice versa.

OBJECTIVES:

- To learn film criticism
- To learn music criticism
- To learn art criticism
- To learn theatre criticism
- To learn comedy criticism
- To practice literary criticism
- To connect history to culture
- To learn debate
- To learn to write essays

TEXT AND MATERIALS:

Possible Books to Choose from:

- Angelou, Maya. *I Know Why the Caged Bird Sings*
- Breathed, Berkeley, *Bloom County: The Complete Collection, Vol. 1: 1980-1982*
- Cohen, Lizabeth. *A Consumers' Republic: The Politics of Mass Consumption in Post war America*
- Crichton, Michael. *Jurassic Park*
- Ellison, Ralph. *Invisible Man*
- Frank, Pat. *Alas, Babylon*
- Ginsberg, Allen. *Howl and Other Poems*
- Griffin, John Howard. *Black like Me*
- Grisham, John. *The Firm: A Novel*
- Jurgens, Dan. *Death of Superman*
- Kerouac, Jack. *On the Road*
- Kesey, Ken. *One Flew over the Cuckoo's Nest*
- Keyes, Daniel. *Flowers for Algernon*
- Klosterman, Chuck. *Sex, Drugs, and Cocoa Puffs: A Low Culture Manifesto*
- Moore, Alan. *Watchmen*
- Palahniuk, Chuck. *Fight Club: A Novel*
- Pileggi, Nicholas. *Wiseguy*
- Rand, Ayn. *Atlas Shrugged*
- Seuss, Dr. *The Sneetches and Other Stories*

Silverstein, Shel. *Where the Sidewalk Ends 30th Anniversary Edition: Poems and Drawings*
Thompson, Hunter S. *Fear and Loathing in Las Vegas: A Savage Journey to the Heart of the American Dream*
---. *Fear and Loathing: On the Campaign Trail '72*
---. *Hell's Angels: A Strange and Terrible Saga*
Various. *Batman: Black & White*
Vonnegut, Kurt. *Slaughterhouse-Five: A Novel*
Warren, Robert Penn. *All the King's Men*
Wolfe, Tom. *The Bonfire of the Vanities*
---. *The Electric Kool-Aid Acid Test*. First Edition. Picador, 2008, Print
Woodward, Bob, and Carl Bernstein. *All the President's Men*.

METHODS OF INSTRUCTION:

Class discussions
Peer groupings
Cooperative learning groups
Power Point
Film
Music
Readings
Reading Analysis
Humor

METHODS OF EVALUATION:

Essay
Participation

ECONOMICS: Nicholas Hoffmann

COURSE CONTENT:

This class has three goals. The first is to teach the students classical economics; including models, vocabulary, and functions. The second is to teach them basic personal finance. The third is to teach them the current economic climate; including the Financial Crisis 2007-2010, the Banking Crisis of 2007-10, the Bank Bailout of 2008, the Stimulus Package of 2009, the Housing Crisis of 2007-Present and more.

In this complex time of 24-hour news and poorly researched punditry, it is hard to determine what has happened as it is happening and even harder to wade through the retrospective partisanship. The goal of this class is to make the students how to be discerning of the economics information they receive.

OBJECTIVES:

According to Georgia Standards, review the 26 Economics vocabulary terms that the students should have learned since elementary school

According to Georgia Standards, learn the additional 32 Economics vocabulary terms that the students should learn in high school

To understand the basic economic models

To understand the basic economic schools

To understand basic personal finance

To understand the current Financial Crisis 2007-2010 and its many aspects, the Banking Crisis of 2007-10, the Bank Bailout of 2008, the Stimulus Package of 2009, the Housing Crisis of 2007-Present

To understand how economic matters are portrayed in the news

TEXT AND MATERIALS:

Holt Economics (2001 Edition) by Robert Pennington

METHODS OF INSTRUCTION:

Power Point-based Lecture

Discussion

Debate

Reading Debates

Student Presentation

Student Paper Discussion

Promethean Board-based Discussion

METHODS OF EVALUATION:

Essay

Daily Quizzes on the Promethean Board

Tests

Student Presentations, Book Reports, and Participation

CURRENT EVENTS AND MODEL UN: James Louttit

COURSE CONTENT:

This course is designed to explore topics that are not necessarily part of the regular curriculum and to increase student's ability to analyze and do critical thinking pertaining to various topics. Students will study the world we live in today. The class will be a forum for discussion and exchange of ideas concerning what is happening in the world today. In addition, students will learn about the United Nations, develop the skills to participate in a Model UN conference, and be encouraged to participate in a conference.

OBJECTIVES:

- To understand and explain the significance of important local, state, national, and international events
- To be able to identify and summarize the key parts of a story after reading an article
- To analyze and evaluate important current issues and defend their opinions with evidence
- To make connections between current events and concepts from various subjects studied in school
- To make connections between current events and their daily lives, including how the events affect them personally and the lessons they can learn from current events
- To be able to effectively communicate their ideas and opinions both orally and through writing

TEXT AND MATERIALS:

- News media sources
- Websites
- Magazines
- Newspapers

METHODS OF INSTRUCTION:

- Guided independent research
- Lecture and seminar
- Individual and group presentations
- Classroom discussion

METHODS OF EVALUATION:

- UN Notebook
- Current Events Journal
- Quizzes
- Policy Papers
- Daily Assignments
- Participation



OAK MOUNTAIN
A C A D E M Y

SCIENCE

SAIS SACSCASI
SAIS-SACS Dual Accredited School 2006-2011

BIOLOGY 9: Aimee Paulk

COURSE CONTENT:

The goal of this class is to instill an in depth understanding of Biology, to develop scientific thinking skills, and to broaden awareness of current scientific events. Some aspects of this course are presented in pre-AP Biology depth. Additionally, students will develop a working knowledge of the nature of science and should be able to formulate scientific opinions in response to new scientific discoveries and technologies.

Students who successfully complete this course should demonstrate knowledge of the following criteria: (1) the nature of science, (2) the properties of life, (3) basic biochemistry, (4) classification, (5) cell biology, (6) genetics and heredity, (7) the mechanisms of evolution, (8) the diversity of organisms, (9) human anatomy and physiology, and (10) ecology.

OBJECTIVES:

To expand scientific knowledge and awareness, not only through an understanding of the content listed above, but also in recognizing the connection between the content and real characteristic and real world occurrences

To understand the major themes of biology

To learn various lab techniques

To understand data analysis, graphical representations of data, and statistical analysis

To understand the intricacy of life and the importance of considering the possible consequences of human activity on our biosphere

To use logic, reasoning, and scientific experimentation to solve problems and explain phenomena

To garner an appreciation for the importance of science to the progression of the human race

To demonstrate an understanding of scientific writing, peer review, and publication.

TEXT AND MATERIALS:

Prentice Hall: Biology, Miller and Levine

Biology, AP Edition, 2008, Campbell and Reece

The Life of Mammals, BBC Natural History Archive

Supplemental information, labs, and other videos drawn from many sources

METHODS OF INSTRUCTION:

- In-class notes and lecture
- Visual demonstrations
- Science journal writing assignments (weekly to bi-weekly)
- Reinforcement activities
- Laboratory experiments
- Class discussion
- Projects
- Reading assignments
- Field trips

METHODS OF EVALUATION:

- Chapter tests
- Semester exams
- Writing assignments
- Daily assignments
- Lab write-ups
- Pop-quizzes

CHEMISTRY: Wanda Johnson

COURSE CONTENT:

Chemistry is a required course, and the first that fully integrates mathematics and science. The aim is to establish a strong foundation for understanding matter, with the atomic theory as the unifying concept. Significant amounts of historical material are included for perspective and for insight into the process of science and into the nature of science as a human endeavor. Laboratory work is integrated into each unit.

OBJECTIVES:

- To introduce basic ideas of measurement and of the classification of matter
- To introduce the history of the atomic theory
- To describe the Bohr and quantum mechanical models of the atom
- To use the periodic table both for its explicit content and for patterns that can be inferred from it
- To understand ionic and covalent bonding and the differences in the compounds they produce
- To draw Lewis structures and use them to predict properties
- To write names of compounds from formulas and formulas from names
- To calculate moles, grams, percent composition, and empirical and molecular formulas
- To balance equations and predict products of reaction
- To perform stoichiometric calculations
- To describe the kinetic theory and apply it to the three states of matter
- To use the gas laws to make predictions
- To introduce thermochemical concepts and calculations
- To explain the properties of water in terms of its structure
- To calculate concentrations of solutions and use them to make predictions of colligative properties
- To describe the properties of acids and bases and relate them to the three definitions
- To develop good safety practices
- To develop skill in major lab techniques
- To model chemical concepts
- To predict what data is needed in order to find a desired result
- To anticipate and minimize error in laboratory work
- To experimentally verify chemical ideas
- To design appropriate procedures for specific problems
- To observe as many reactions as interest, time, and resources allow

TEXT AND MATERIALS:

Wilbraham, et al., *Prentice-Hall Chemistry*, Prentice Hall, 2005
Holtzclaw, et al., *General Chemistry*
Flinn Scientific Foundation Summer Chemistry Workshop, 2005
ASM Materials Camp, 2008
The World of Chemistry videos
Other videos and labs drawn from many sources

METHODS OF INSTRUCTION:

Lecture
Frequent demonstrations
Frequent safety discussions and projects
Minor labs
Major labs
Videos and songs
Essays
Book reports

METHODS OF EVALUATION:

Tests
Formal and informal lab reports
Essays
Book reports
Pop quizzes
Homework problems
Quarter exams

ANATOMY AND PHYSIOLOGY: Aimee Paulk

COURSE CONTENT:

The goal of Anatomy and Physiology is to understand the organization and inner workings of the structures of the human body, as well as the collaborations between these structures. Students will learn how imbalances within or between these structures can affect humans. This course expands on terminology and concepts encountered in Biology and is vocabulary intensive. Understanding of these phenomena necessitates engaging in laboratory exercises, some of which will be dissections of various organs and/or entire organisms.

OBJECTIVES:

- To understand foundational concepts of anatomy including anatomical position, directional terms, the sectioning of the body into planes, and body cavities
- To understand the organization of the human body into tissues and cells and the diversities thereof
- To become familiar with the organ systems and their constituents: integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, respiratory, digestive, urinary, reproductive, and lymphatic systems
- To understand the concept of homeostatic imbalance and to be able to predict the effects of such imbalances
- To understand the dynamics by which disease affects the body

TEXT AND MATERIALS:

- Elaine N. Marieb, *Essentials of Human Anatomy & Physiology*, 8th edition , Benjamin Cummings
- The Anatomy Coloring Book*
- Elaine N. Marieb, *The A&P Coloring Workbook and Study Guide*, 3rd edition
- Laboratories and videotapes from various sources

METHODS OF INSTRUCTION:

- Lecture, facilitated by *Power Point* presentations
- Guided reading
- Labs, including dissections
- Examination of prepared microscope slides
- Observation

METHODS OF EVALUATION:

- Quizzes
- Homework Assignments
- Laboratory Exercises
- Chapter and Semester Exams

ANATOMY AND PHYSIOLOGY: Georgia Virtual School (On-line course)

COURSE CONTENT AND OBJECTIVES:

Human Anatomy/Physiology is an introductory course that focuses on the body systems of the human body with special emphasis on the interaction between the body systems to maintain homeostasis within the body. Course content includes notes, online learning modules, interactive tutorials, online laboratory investigations, lab activities that can be completed at home, projects, virtual dissections and unit assessments. In addition, the course will provide opportunities to learn about diseases and disorders related to each body system as well as medical careers that relate to those body systems. Readings related to current medical issues will be included along with threaded discussions regarding contemporary medical issues. Topics include: cells, integumentary system, skeletal, muscular, nervous system, endocrine system, special senses, cardiopulmonary, digestive system, urinary system and reproductive system.

TEXT AND MATERIALS:

- 4-6 eggs
- 6 straws
- Candle and matches
- Metric ruler
- Tape measure
- 4-5 round balloons
- Media Player
- Spreadsheet program

METHODS OF INSTRUCTION:

On-line instruction with Oak Mountain Academy teacher supervision

METHODS OF EVALUATION:

Final exam and performance item are required at the conclusion of the course.

CONCEPTUAL PHYSICS: Wanda Johnson

COURSE CONTENT:

Conceptual physics is a nonmathematical study of the ideas of physics. However, some math is necessary in lab work in order to discern the principles, and in those cases students are walked through the necessary math. The time saved by eliminating the math aspect makes it possible to cover advanced topics that are usually beyond a high school course.

OBJECTIVES:

- To understand Newton's laws of motion
- To distinguish velocity, speed, acceleration, and force
- To recognize and describe free fall
- To describe the causes and consequences of friction
- To understand projectile, rotational, and circular motions
- To understand center of mass and balance
- To recognize momentum and apply it to collisions
- To understand the connections between work, power, and energy
- To classify and manipulate simple machines
- To distinguish heat and temperature
- To understand heat transfer and phase changes
- To see the relationship between simple harmonic motion and waves
- To recognize the structure and origins of waves
- To understand resonance, interference, pitch, volume and timbre
- To introduce static charge and current
- To analyze simple circuits
- To relate electricity and magnetism
- To describe the nature of light
- To classify the interactions between light and matter
- To introduce nuclear physics
- To introduce relativity
- To develop lab techniques for physics
- To verify several laws and principles
- To apply physics concepts to real world situations
- To predict what data will be necessary in finding a solution to case studies

TEXT AND MATERIALS:

- Paul Hewitt, *Conceptual Physics*, Addison Wesley
- Support materials from Hewitt's website
- Videos and labs from many sources

METHODS OF INSTRUCTION:

- Lecture
- Videos
- Demonstrations
- Labs
- Research for essays
- Trade books
- Guided reading
- Case studies

METHODS OF EVALUATION:

- Tests
- Pop quizzes
- Formal and informal lab reports
- Essays
- Book reports
- Projects

PHYSICS: Wanda Johnson

COURSE CONTENT:

Physics is an option for juniors and seniors. The course utilizes skills from Algebra II, geometry, and trigonometry, and these classes should be considered prerequisites (or corequisites for strong or motivated students). Laboratory work is frequent and analytical.

OBJECTIVES:

- To understand the concepts and perform calculations for kinematics in one and two dimensions
- To understand the concepts and perform calculations for dynamics in one and two dimensions
- To introduce the major personalities in the development of physics
- To state the laws of motion and draw free body diagrams
- To recognize the importance and mechanism of friction and how it obscures what is really happening
- To perform calculations and develop a feel for circular motion
- To distinguish work, energy, and power
- To use the conservation of mechanical energy in problems
- To use conservation of momentum in problems
- To introduce basic phenomena of waves, including resonance, reflections, refraction, interference, and diffraction
- To correlate simple harmonic motion and waves
- To apply wave concepts to sound and perform appropriate calculations
- To perform calculations related to calorimetry and heat engines
- To describe the dual nature of light and how to measure the speed of light
- To use the ray model to deal with reflection and refraction
- To learn the concepts of static electricity, alternating current, and direct current
- To analyze circuits using Ohm's law and Kirchhoff's rules
- To verify several laws of physics
- To develop safety principles for the physics lab
- To develop good lab technique
- To anticipate and minimize error in the lab
- To apply physics principles to real-world situations
- To design appropriate procedures in case studies

TEXT AND MATERIALS:

Giancoli, *Physics*, 6th edition, Pearson Prentice Hall

The Mechanical Universe videos

Puri, Zober, and Zober, *Physics, a Laboratory Manual*, Pearson Prentice Hall

Beiser, *Physics*, Addison Wesley

METHODS OF INSTRUCTION:

Lecture

Problems

Videos

Labs, both major and minor: lab work is the heart of science, and as many labs as possible are performed.

Engineering projects to utilize and assess the application of principles

Essays

Book reports

Case studies

METHODS OF EVALUATION:

Tests

Homework problems

Pop quizzes

Formal and informal lab reports

Engineering projects

Essays

Book reports

Quarter exams

AP BIOLOGY: Aimee Paulk

COURSE CONTENT:

The goal of this class is to develop a college level understanding of Biology, to improve scientific thinking skills, and to broaden awareness of current scientific events, debates, and issues. Additionally, students will develop a working knowledge of the nature of science and should be able to formulate scientific opinions in response to new scientific discoveries and technologies.

Students who successfully complete this course should demonstrate knowledge of the following criteria: (1) the major themes of biology, (2) biochemistry, (3) cell biology, (4) genetics and heredity, (5) the mechanisms of evolution, (6) an evolutionary history of diversity, (7) plant form and function, (8) animal form and function, and (9) ecology.

OBJECTIVES:

To expand scientific knowledge and awareness, not only through an understanding of the content listed above, but also in recognizing the connection between the content and real-world occurrences

To understand the major themes of biology and to recognize them in content

To learn college level lab techniques

To understand data analysis, graphical representations of data, and statistical analysis

To appreciate the simultaneous complexity, unity, and diversity of biology

To be able to design and execute scientific experiments

To understand the intricacy of life and the importance of considering the possible consequences of human activity on our biosphere

To use logic, reasoning, and scientific experimentation to solve problems and explain phenomena

To garner an appreciation for the importance of science to the progression of the human race

To demonstrate an understanding of scientific writing, peer review, and publication

To be able to write scientifically

TEXT AND MATERIALS:

Biology, 2002, Campbell and Reece

Biology, AP Edition, 2008, Campbell and Reece

AP Biology Lab Manual for Students, 2001, The College Board

Behavior: Practical work and data response exercises for sixth form students, 1996, Dockery and Reiss

Various materials obtained at the AP Biology Summer Institute, 2010

The College Board database of Free Response Writing questions

Supplemental information, labs, and other videos drawn from many sources

METHODS OF INSTRUCTION:

- In-class notes and lecture
- Visual demonstrations
- Timed free response writing sessions
- Reinforcement activities
- Laboratory experiments
- Class discussion
- Supplemental scientific articles
- Reading assignments
- Field trips

METHODS OF EVALUATION:

- Unit tests
- Semester exams
- Writing assignments
- Lab practicals
- Lab write-ups
- Weekly quizzes

AP CHEMISTRY: Wanda Johnson

AP Chemistry is a second-year chemistry course with a syllabus approved by College Board. The emphases are lab work and problem solving, although significant amounts of theory are necessary as well. Much of the theory, however, is review. We develop the idea that our class is a team and the name of the game is AP chemistry. Communication and collaboration are inherent. Students are encouraged to help each other on homework, and to ask for help whenever necessary. Demonstrations and short activities occur daily. The idea is for the students to see as many reactions as possible and to participate in the excitement and fun of chemistry. Ordinarily these pertain to the topic of the day, but not always.

OBJECTIVES:

- To review measurement, SI units, significant figures, and dimensional analysis
- To review the classification of matter
- To review the history of the atomic theory and the series of models that accompany it
- To describe the quantum mechanical model
- To review the history and patterns of the periodic table
- To review chemical nomenclature
- To review stoichiometric calculations and concepts
- To balance equations by inspection and by the half-reaction methods
- To classify reactions and predict products
- To review the kinetic theory and gas laws
- To review calorimetry
- To perform calculations regarding enthalpy, Hess's law, and standard enthalpy of formation
- To understand the relationship between electromagnetic radiation and atomic structure
- To understand the connection between bonding and electronegativity
- To draw Lewis structures and use them to predict molecular shape and thence properties
- To introduce molecular orbital theory
- To expand the classification of solids into metallic, network, molecular and ionic solids
- To interpret phase diagrams
- To consider the energy of solvation
- To use rules to predict solubility and expand from this into solubility product calculations
- To introduce the concepts and calculations of kinetics
- To introduce the concepts and calculations of equilibrium, including Le Chatelier's principle
- To review the definitions of acids and bases
- To review pH
- To apply equilibrium to acid/base systems, including buffering and the common ion effect
- To introduce thermodynamics, including spontaneity, entropy, and free energy
- To introduce electrochemistry, including galvanic cells, standard reduction potentials, batteries, corrosion and electrolysis
- To consider basic processes of nuclear chemistry

TEXT AND MATERIALS:

Zumdahl and Zumdahl, *Chemistry*, 6th edition, Houghton Mifflin
Sally Ann Vonderbrink, *Laboratory Experiments for Advanced Placement
Chemistry*, Flinn Scientific
ChemTopic Labs, Flinn Scientific (multiple volumes)
Bassam Z. Shakhshiri, *Chemical Demon
strations*, volumes 1-4, University of
Wisconsin Press
Flinn Scientific Foundation Summer Chemistry Workshop, 2006
Small-Scale Chemistry Laboratory Manual, Pearson Prentice Hall

METHODS OF INSTRUCTION:

Lecture
Labs
Videos
Problems
Research for essays
Book reports
Case studies

METHODS OF EVALUATION:

Tests
Formal and informal lab reports
Homework problems
Pop quizzes
Essays
Book reports
Case studies



OAK MOUNTAIN
A C A D E M Y

ELECTIVES AND FOREIGN LANGUAGE

SAIS SACSCASI
SAIS-SACS Dual Accredited School 2006-2011

SPEECH: Kari Manuel

COURSE CONTENT:

The goal of this class is to develop life-long oral communication skills. The student will become more comfortable and gain more confidence in organizational skills and speaking abilities.

This class is a study of the principals of public speaking with emphasis on basic oral communication skills. Students will present individual presentations in a variety of styles, group presentations, debate, and mock interview situations.

OBJECTIVES:

- To experience training in the research, organization, preparation, and delivery skills needed for public speeches
- To experience a variety of speaking situations, including individual and group presentations and interviewing techniques
- To learn steps to control any speech anxiety and put that energy to good use
- To develop the leadership and collaborative skills necessary for communicating in group settings
- To become active and effective listeners who critically evaluate what they hear.
- To improve critical thinking skills
- To develop communication and presentation skills necessary to meet changing career demands in the contemporary world

TEXT AND MATERIALS:

- Speech for Effective Communication* by Rudolph F. Verdeber
- The Art of Public Speaking* by Stephen A. Lucas
- Speaking Your Way to the Top* by Marjorie Brody
- Public Speaking* by Randal Parrish Osborn and Suzanne Osborn
- A pocket notebook with center binder
- A flash drive designated for OMA work

METHODS OF INSTRUCTION:

- Class discussions
- Oral presentations, including
- Visual Aid Presentations
- Power Point* presentations
- Group Presentations
- Mock Interviews
- Lecture
- Peer groupings
- Writing responses

METHODS OF EVALUATION:

- Graded Speeches (11 total)
- Speech outlines
- Written self evaluations
- Participation
- Quizzes, Tests

UPPER SCHOOL BIBLE: Kayla Miller

COURSE CONTENT:

This course will explore the New Testament from a literary perspective. Primary analysis of the text will be done with an emphasis on authorship, historical context and relation to the Old Testament. Furthermore, the students are presented with different methodologies found within the field of biblical studies: Historical, Source, Form, Reader Response, etc. They are also presented with biblical studies' research tools and led to practice applying those tools to biblical texts.

OBJECTIVES:

- To identify major themes and characteristics of each Gospel
- To identify major themes and characteristics of the Acts of the Apostles and some of the New Testament Letters
- To identify connections and references to the Old Testament
- To apply various literary terms to elements found in the text
- To learn about and develop the skills necessary to identify various methods of biblical studies
- To learn about and develop the ability to use various biblical studies research tools
- To analyze art, architecture and music in light of the passages discussed

TEXT AND MATERIALS:

The Bible
Cullen Schipp, and Chuck Stetson, Gen. Eds. *The Bible and Its Influence*, Fairfax Publishing, 2006.

METHODS OF INSTRUCTION:

- Lecture
- Class discussions
- Cooperative learning groups
- Oral presentations
- Writing projects
- Student teaching opportunities

METHODS OF EVALUATION:

- Homework
- Quizzes
- Papers
- Tests
- Final Exam

SPANISH I: Marvia Miranda

COURSE CONTENT:

The goal of Spanish I is designed to teach beginning upper school level Spanish stemming from middle school fundamentals. This course will aim at grammar structure, verb conjugation, and conversational skills through writing, reading, listening assignments, and speaking. Also, this course will aim to promote cultural acquisition through Hispanic culture, history, and customs through cooking, dancing, and educational activities. Students will complete basic typical meals in groups, will present via PowerPoint customs of various Latin American countries, and basic oral dictations.

OBJECTIVES:

- To comprehend short instructional sentences in Spanish both in oral and written form using present tense
- To respond in Spanish both in oral and written form using present tense
- To write short sentences using verbs that end in –ar both in present and preterit tense
- To express simple courtesies in Spanish
- To describe self and others using simple, short sentences
- To tell time
- To order food at a restaurant
- To identify Spanish speaking countries on a map

TEXT AND MATERIALS:

¡Buen viaje! Glencoe Spanish I. Schmitt, Conrad J. and Protase E. Woodford. New York: Glencoe, 2005.

METHODS OF INSTRUCTION:

- Lecture
- Oral Presentations
- Cooperative learning groups
- Class discussions
- Writing assignments
- Oral dictation
- Computer lab workshops

METHODS OF EVALUATION:

- Weekly quizzes
- Homework assignments
- Class work assignments
- Written Quarter tests
- Oral Quarter tests
- Projects
- Classroom participation

SPANISH II: Marvia Miranda

COURSE CONTENT:

This course is designed to teach intermediate level Spanish. The course is a continuation of advanced Spanish I grammar structure, verb conjugation, and conversational skills through writing, reading, listening assignments, and speaking. In Spanish II, students will demonstrate an advanced level of communication skills through speaking and writing. Also, this course will aim to further explore Hispanic culture, history, and customs through cooking, dancing, and educational activities. Students will complete an intermediate level Soap Opera and present original stories to younger peers.

OBJECTIVES:

- To comprehend intermediate level instructional sentences in Spanish both in oral and written form using present tense
- To respond in Spanish both in oral and written form using present and preterit tense
- To write short sentences using regular and irregular verbs that end in –ar, -er, ir both in present and preterit tense
- To express phrases in Spanish
- To describe self and others using intermediate level sentences
- To demonstrate increasing mastery of the language through dialogues and oral presentations
- To read and interpret short stories at an intermediate level

TEXT AND MATERIALS:

¡Buen viaje! Glencoe Spanish 2. Schmitt, Conrad J. and Protase E. Woodford. New York: Glencoe, 2005.

METHODS OF INSTRUCTION:

- Lecture
- Oral Presentations
- Cooperative learning groups
- Class discussions
- Writing assignments
- Oral dictation
- Computer lab workshops

METHODS OF EVALUATION:

- Weekly quizzes
- Homework assignments
- Class work assignments
- Written Quarter tests
- Oral Quarter tests
- Projects
- Classroom participation

SPANISH III: Marvia Miranda

COURSE CONTENT:

The goal of this course is in the direction of mastering the Spanish language extending from Spanish II. Spanish is the main language of instruction and students will be challenged to comprehend, respond, and interpret advanced Spanish commands, grammar, oral dictation, and written language. Students will demonstrate advanced level of communication with their peers and instructor. Moreover, this course will aim to further explore sophisticated and controversial aspects of Hispanic culture, history, and customs through dialogue, research, and educational activities. Students will present tourist itinerary to peers, recite literature, and compose an essay in Spanish.

OBJECTIVES:

- To comprehend advanced level instructional sentences in Spanish both in oral and written form using present, future, and preterit tense
- To respond in an advanced level Spanish language both in oral and written form using present, future, and preterit tense
- To write paragraphs using regular and irregular verbs that end in –ar, -er, ir in present, future, and preterit tense
- To paraphrase short stories in Spanish
- To demonstrate increasing mastery of the language through dialogues and oral presentations
- To read, comprehend, and interpret Latin American literature
- To summarize articles/current events from different media sources

TEXT AND MATERIALS:

Vistas: Introducción a la lengua española. Blanco, Jose and Donley, Philip. Boston: Vista Higher Learning, 2005.

METHODS OF INSTRUCTION:

- Lecture
- Oral Presentations
- Cooperative learning groups
- Class discussions
- Writing assignments
- Oral dictation
- Computer lab workshops

METHODS OF EVALUATION:

- Weekly quizzes
- Homework and Classwork assignments
- Written and Oral Quarter tests
- Projects
- Classroom participation

Spanish IV: Marvia Miranda

COURSE CONTENT:

Spanish IV is aimed at advanced level Spanish grammar, verb conjugation, and conversational skills through writing, reading, listening assignments, speaking, and cultural immersion. Also, this course will aim to expand on previous years' knowledge of Hispanic culture, history, and customs through literature, film, and educational activities.

Student evaluation will be based on class exams, quizzes (oral and written), homework assignments, participation, and projects.

OBJECTIVES:

- To communicate effectively with instructor and peers at a basic to intermediate level
- To understand instructions given in Spanish by the instructor
- To comprehend passages, newspaper articles, and literature written in Spanish without the use of a dictionary
- To conjugate verbs in all tenses (present, preterit, gerund, future simple, conditional simple, and subjunctive mood)
- Compose a narrative essay in 400 or more words in Spanish
- To watch a Latin-American movie and be able to discuss its theme using comprehensive language
- To recite poems and/or excerpts of a story with accuracy and comprehensible pronunciation
- To enunciate clearly with native Spanish quality
- To carry and document a conversation held outside of the classroom setting
- To watch videos of current events and comprehend and discuss information with instructor and peers

TEXT AND MATERIALS:

Vistas Introducción a la lengua española, Second Edition, Blanco and Late
KAPLAN SAT® Subject Test: Spanish, 2010-2011 Edition, A. Springer
Enfoques Curso intermedia de lengua española, Blanco and García
Historias de Lationoamérica, Barlow
El nuevo Miami Herald (The New Miami Herald newspaper), Weekend editions
Netflix.com (movies in the Spanish Language)

METHODS OF INSTRUCTION:

- Lecture
- Audio books
- Outside of the classroom setting instruction/conversation
- Demonstration videos
- Film
- Writing assignments
- Discussions in the classroom setting

METHODS OF EVALUATION:

- Weekly quizzes
- Literature comprehension quizzes
- Oral quizzes
- Semester Tests
- Classroom assignments/Homework
- Project-based evaluations
- Class participation

FRENCH I: Kayla Miller

COURSE CONTENT:

The goal of this class is to introduce the students to the French language by focusing on reading, writing, listening, and speaking the language, as well as studying French culture. French I focuses on the basics of the language, and builds a foundation to enable students to continue to grow, develop, and expand their knowledge in the years to come.

OBJECTIVES:

- To respond to basic questions and visual cues dealing with weather, colors, time, family, home, classroom routine, leisure time, school, sports, and self
- To understand and use appropriate leave takings
- To recite memorized sequences or lists such as the alphabet, days of the week, months, seasons, and numbers
- To express emotions, interests, likes, and dislikes in oral and written form.
- To give answers to factual questions on cultural information from countries where French is spoken
- To develop an appreciation for Francophone people and cultures
- To memorize and use common verbs and vocabulary
- To form agreement between subject and verb, article and noun, and adjective and noun
- To develop a general understanding of French grammar, including the usage of the present tense, the simple future tenses, and the past tense
- To read short passages and answer basic questions about the passages
- To carry on a simple conversation in French for an extended period of time

TEXT AND MATERIALS:

- Discovering French, Bleu*, McDougal Littell
- Class notes and handouts

METHODS OF INSTRUCTION:

- Class dialogue and discussion
- Cooperative learning groups
- Lecture
- Class games and activities
- Oral Presentations
- PowerPoint presentations
- Writing projects

METHODS OF EVALUATION:

- Participation
- Writing assignments
- Unit tests, quizzes
- Oral presentations
- Group projects and dialogues
- Binder tests
- Semester tests
- Daily assignments, writing projects

LATIN I: Dr. Richard Evans

COURSE CONTENT:

Latin I explores the language, history, culture, and lasting contributions of the Ancient Romans. Studying Latin enriches a student's English vocabulary, makes it easier to learn other Romance languages like Spanish and French, sharpens analytical skills, and increases understanding of classical civilizations.

In this course students will engage in four strands of language acquisition: listening to the Latin language being spoken, speaking short phrases and sentences, writing simple Latin sentences, and reading short passages in Latin.

OBJECTIVES:

- To read Latin sentences using standard pronunciation
- To write simple and compound Latin sentences using standard forms of inflections
- To answer basic Latin questions with correct Latin responses
- To translate Latin readings into English
- To recognize and define English derivatives based on Latin words being studied
- To identify, form, and translate first and second declension nouns in six cases
- To identify, form, and translate first and second declension adjectives
- To identify, form, and translate all conjugations of verbs in six tenses, active and passive
- To identify, form, and translate all tenses of the irregular verb "sum"
- To identify, form, and translate adverbs formed from first and second declension adjectives
- To recognize and translate common conjunctions and prepositions
- To recognize and translate personal pronouns
- To recognize geographical locations associated with the Roman Empire
- To demonstrate an understanding of daily life and class society in ancient Rome
- To demonstrate an awareness of basic facts about Roman leaders and historical events
- To respond to a sampling of Roman myths and legends
- To compare Roman dress with contemporary styles

TEXTBOOK AND MATERIALS:

- Latin for Americans, Book 1.* Glencoe McGraw-Hill.
- Teacher-produced handouts and materials based on a variety of sources

METHODS OF INSTRUCTION:

- Class discussions
- Lecture
- Cooperative learning groups
- Oral presentations
- PowerPoint* presentations

Educational games
Audio/video aids
Total Physical Response (TPR) activities

METHODS OF EVALUATION:

Daily assignments
Chapter quizzes
Unit tests
Graded notebooks
Quarter projects
Final exam

LATIN II: Dr. Richard Evans

COURSE CONTENT:

Latin II is a year-long course for students who have successfully completed Latin I to help them continue to explore the language, history, culture, and lasting contributions of the ancient Romans. Studying Latin will enrich a student's English vocabulary, make it easier to learn other Romance languages like Spanish and French, sharpen analytical skills, and increase understanding of classical civilizations.

In this course students will engage in the four strands of language acquisition: listening to the Latin language spoken by the teacher, classmates, and on professional tapes; speaking short phrases and sentences; writing brief Latin passages; and reading short Latin paragraphs.

OBJECTIVES:

- To read Latin sentences using standard pronunciation
- To write simple and compound Latin sentences using standard forms of inflections
- To answer basic Latin questions with correct Latin responses
- To translate Latin readings into English
- To recognize and define English derivatives based on Latin words being studied
- To recognize, form, and translate relative and interrogative pronouns
- To recognize, form, and translate interrogative adjectives
- To recognize, form, and translate third declension nouns and adjectives
- To recognize, form, and translate demonstrative pronouns
- To recognize, form, and translate participles and infinitives
- To identify and translate forms of the irregular verb "possum" (to be able)
- To recognize and translate past participles used in clauses
- To recognize and translate the ablative absolute construction
- To identify modern allusions to the story of Ulysses
- To draw parallels between historical Romans and modern leaders
- To compare Roman schools and religious practices with those of today
- To respond to a variety of myths and legends
- To discuss different forms of Roman amusements
- To recognize aspects of Roman dining customs

TEXTBOOK AND MATERIALS:

Latin for Americans, Book One (Part Two), Glencoe/McGraw-Hill
Teacher-produced handouts and materials based on a variety of sources

METHODS OF INSTRUCTION:

- Class discussions
- Lecture
- Cooperative learning groups
- Oral presentations
- Audio/video aids
- Educational games
- PowerPoint* presentations
- Total Physical Response (TPR) activities

METHODS OF EVALUATION:

- Daily assignments
- Chapter quizzes
- Unit tests
- Graded notebooks
- Quarter projects
- Final exam

Latin III: Dr. Richard Evans

COURSE CONTENT:

Latin III is a year-long course for serious language students who have successfully completed Latin I and II and desire to continue to explore the language, history, culture, and lasting contributions of the ancient Romans. Studying Latin will enrich a student's English vocabulary, make it easier to learn other languages like Spanish and French, sharpen one's analytical skills, and increase one's understanding of classical civilizations.

In this course students will engage in four strands of language acquisition: listening to the language as spoken by the teacher, classmates, and professional recordings; speaking short expressions; writing Latin sentences and short paragraphs; reading longer Latin passages.

OBJECTIVES:

- To read Latin sentences using standard pronunciation
- To write simple and compound Latin sentences using standard forms of inflections
- To answer basic Latin questions with correct Latin responses
- To translate Latin readings into English
- To recognize and define English derivatives based on Latin words being studied
- To recognize, form, and translate nouns from all five declensions
- To recognize, form, and translate verbs from all four conjugations, active and passive voice, six tenses in the indicative
- To recognize, form, and translate verbs in the subjunctive mood
- To recognize, form, and translate various pronouns (personal, relative, interrogative, demonstrative, intensive, reflexive)
- To recognize, form, and translate first, second, and third declension adjectives and adverbs in three degrees (positive, comparative, superlative)
- To recognize, form, and translate participles and infinitives
- To identify and translate forms of the irregular verbs "possum" (to be able), "eo" (to go) and their compounds
- To recognize and translate the ablative absolute construction
- To respond to a variety of myths and legends (Cupid and Psyche, twelve labors of Hercules, Jason and the Argonauts)
- To read and respond to a sampling of historical writings from ancient Romans (Pliny, Julius Caesar, Livy, Ovid, and Vergil)

TEXTBOOKS AND MATERIALS:

- Latin for Americans, Book Two*, Glencoe/McGraw-Hill.
- Teacher-produced handouts and materials based on a variety of sources

METHODS OF INSTRUCTION:

- Class discussions
- Lecture
- Cooperative learning groups
- Oral presentations
- Educational games
- Audio/video aids
- PowerPoint* presentations
- Total Physical Response (TPR) activities

METHODS OF EVALUATION:

- Daily assignments
- Chapter quizzes
- Unit tests
- Graded notebooks
- Quarter projects
- Final exam

FINE ARTS – UPPER SCHOOL: Boyce Covert

COURSE CONTENT:

The student develops creativity, critical thinking, and problem solving skills and applies media, techniques, and processes to formulate and express personal ideas. Artistic styles of a range of contemporary and past artists are identified. The student's own personal motivations, interests, and viewpoint are recognized and identified. The student's preferred media and techniques are discovered and identified.

Sketchbooks are used to research ideas, to experiment with artistic conventions, and to communicate ideas. Students will identify how the issues of time, place, and culture are reflected in selected artworks. Students will learn to use the principles of design to organize the elements of design resulting in the creation of meaningful and unified compositions. A better understanding of color theory will be developed in a variety of painting media. Artwork will be created in a variety of two and three dimensional processes.

OBJECTIVES:

- To increase students use of art terminology when studying and interpreting artwork
- To formulate a personal response to the visual arts
- To create artwork based on personal experiences and selected themes
- To understand and apply art media in new and inventive ways
- To create compositions using the elements and principles of design
- To make connections between art and other disciplines of study
- To learn about the visual arts in relation to history and culture
- To discuss artwork of self, classmates, and well-known artists

TEXT AND MATERIALS:

- Art Talk*, Glencoe/McGraw-Hill
- The Visual Experience* Davis Publications, Inc.
- From Ordinary to Extraordinary*, Davis Publications, Inc.
- Journey into Art*, Dale Seymour Publications
- School Arts*, Davis Publications, Inc.
- Arts and Activities*, Publishers' Development Corporation
- Art Prints*, Crystal Productions
- American Art Appreciation Activities Kit*, Prentice Hall
- Art Smart*, Prentice Hall
- Art through the Ages*, Universal Color Slide
- Slides, transparencies, books, and videos of artists and their work
- A variety of images and resources from the World Wide Web
- Teacher examples of artwork

METHODS OF INSTRUCTION:

- Display teacher example
- Demonstration of new art method and materials
- Viewing and discussion of video, slides, and/or transparencies showing artwork and art movement
- Discussion of meaning behind artwork and movement
- Student's creation of artwork to express individual ideas, thoughts, and feelings
- Demonstration of clean up procedure, if unknown
- Discussion of own artwork and that of others

METHODS OF EVALUATION:

- Art Portfolio
- Engages in class discussions
- Knowledge and use of art terminology in class discussions
- Identifies and works to solve visual problems through creative thinking and experimentation
- Applies media, techniques, and processes to express ideas
- Handling of art materials; cleans up at the end of class period

DRAMA: Kari Manuel

COURSE CONTENT:

This class is a study of the elements of theatre. It will include a brief history of theatre, Genres of Drama, Elements of Drama, Technical and Performance aspects of Theatre. It will allow students an avenue to express their creativity through performance, directing, play-writing, and design.

OBJECTIVES:

- To gain an understanding of theatre as a vital part of any culture
- To gain an understanding of different genres of theatre
- To experience the different components of a staged performance
- To learn to control and put stage anxiety to good use
- To develop leadership and collaborative skills necessary to communicate in groups
- To develop trust and respect necessary in collaborative arts
- To improve modes of expression

TEXT AND MATERIALS:

- Acting: Onstage and Off* by Robert Barton
- The Actor's Checklist* by Rosary O'Neill
- The World of Theatre* by Robert Corrigan
- Theatre* by Robert Cohen
- Theatrical Design and Production* by J. Michael Gillette

METHODS OF INSTRUCTION:

- Monologue work
- Scene work
- Participation in One-Act Play
- Set design
- Costume design
- Lecture

METHODS OF EVALUATION:

- Teacher and self-evaluation of performance pieces
- Set design
- Costume design
- Participation
- Written character evaluation

FUNDAMENTALS OF MUSIC THEORY: Dr. Joel Williams

COURSE CONTENT:

The Fundamentals of Music Theory course is designed to fulfill a two-fold objective: (1) the preparation of pre-professional students in music theory and (2) a terminal course in music theory for nonprofessional students. The ultimate goal is to enhance the musicianship of both types of musicians through the acquisition of the theoretical understanding of the structure of music.

The theoretical knowledge will be acquired through the study of five broad areas of musical understanding: (1) the properties of sound, (2) basic combinations of raw materials, (3) rhythm, (4) melody, and (5) harmony. The course will not only examine and analyze existing music but will also focus on aural skills, sight-reading, piano fluency, performance, and the creative process.

OBJECTIVES:

- To understand the physical properties of sound
- To be able to legibly notate all symbols associated with music
- To enhance performance through the development of the musician's aural skills
- To be able to use the piano keyboard as a visual aid in the understanding of theoretical concepts
- To develop sight-reading skills
- To thoroughly understand the harmonic structures and progressions used in most music encountered today
- To be able to analyze an existing musical composition
- To explore the creative process as a personal means of expression

TEXT AND MATERIALS:

- Teacher-supplied materials
- Notational and recording software supplied

METHODS OF INSTRUCTION:

- Lecture
- Homework assignments
- Class discussion
- Class assignments
- Computer software
- Writing projects

METHODS OF EVALUATION:

Quizzes/Tests
Computer assignments
In-class assignments
Creative project
Homework completion

Oak Mountain Academy Year Book Charter
The Tartan

Mission Statement

***The Tartan* is Oak Mountain Academy's year book. It is our staff's duty to record for posterity the climate, the experiences, the events, and the people in an annual photo-journal. Our mandate is to create an accurate, comprehensive, complimentary record of the Oak Mountain family and its yearly progress. Our ultimate goal is to record the moments that are to be relished as your memories in the future.**

Faculty Advisor

Under the administrative leadership, *The Tartan* is headed by a faculty advisor. The faculty advisor is responsible for ensuring an accurate, comprehensive, complimentary photo-journal that records the Oak Mountain family and events for posterity.

It is the duty of this teacher to instruct student staff members on all elements of yearbook design and publication. These include computer skills, page layout and design, copy writing, photography, scheduling, etc.

The faculty advisor also serves as liaison among the staff, the publishing company's field representative and printing plant manager, and the school's administration.

Student Editor

Under the faculty advisor's leadership, *The Tartan* is led by a student editor who is appointed annually by the advisor. The student editor is responsible for leading and directing staff members throughout the year.

It is the duty of this editor to lead staff meetings, assign other staff members to tasks, appoint staff members to head book sections or multi-student tasks, approve or make decisions regarding layout, design, theme, etc. The student editor also serves as liaison among the staff, the faculty advisor, the publishing company's field representative, and school administration.

The student editor is responsible for approving the publication, before passing it on to the advisor. These duties include proofing and editing all copy and photographs.

Staff Members

Staff members are chosen to work on *The Tartan*. New members are chosen by consensus, with the final decisions being determined by the editor and advisor.

The paramount staff member responsibility is to uphold cooperative working relations with other staff members, the editor, and advisor. Staff members ensure that the quality of all work is nonpareil, and that each assignment is fulfilled to the best of their abilities, and on time.



OAK MOUNTAIN
A C A D E M Y

SENIOR RESEARCH PROJECT

SAIS SACSCASI
SAIS-SACS Dual Accredited School 2006-2011

SENIOR RESEARCH PROJECT: Kari Manuel, Alan Talley, Paula Gillispie

PURPOSE:

The Senior Research Project (SRP) is a year-long opportunity for senior students to demonstrate what they have learned and to showcase their achievements. The senior research project is a fitting, challenging conclusion to the college-preparatory education. Through the SRP, students are able to demonstrate accumulated skills in time management, research, problem solving, human interaction, organization, and public speaking.

THE FIVE PHASES OF THE SENIOR RESEARCH PROJECT:

Phase One is a research paper. Students will research and document information on a subject of their choice—a subject of interest, however, without a deep knowledge or experience. Students will obtain a mentor to assist and advise them throughout the project. The mentor must be knowledgeable and preferably a professional in the area of interest.

Phase Two involves a 40-hour internship with the mentor. One week in the second semester is allocated for work with the mentor during school hours. However, students are expected to work with their mentors throughout the year. The internship must be related to the research and the final product. Throughout the year, “Mentor Logs” will be kept to record personal experiences and insights. The mentor will evaluate the internship.

Phase Three requires the creation of a product. This product may be an actual physical product, a performance or demonstration, or a service with a log. There must be a clear relationship among the research, internship, and product.

Phase Four is a portfolio. Students will record progress and create a portfolio that represents the journey throughout the senior project. The portfolio will include the research paper, mentor log sheets, personal insights, photographs, receipts, signed approval forms, and any additional

Phase Five is the public presentation. The presentation consists of a speech 15-20 minutes long, given before Senior Project Committee Members, classmates, the mentor if possible, and the public.

Final Grade—The final grade is determined by student performance during the presentation, the final product, completed portfolio, and internship.



OAK MOUNTAIN
A C A D E M Y

**PARTNERSHIP
WITH THE
CARROLL
SYMPHONY
ORCHESTRA**

PARTNERSHIP WITH CARROLL SYMPHONY ORCHESTRA: Terry Lowry and Paula Gillispie

PURPOSE:

In partnership with Terry Lowry, Conductor and Music Director of the Carroll Symphony Orchestra (CSO), the performing arts will become a hallmark at Oak Mountain Academy.

OBJECTIVES:

- To form student guitar, wind, and brass ensembles
- To utilize talents of members of the CSO as instructors for weekly in-school lessons.
- To provide the opportunity for parents to provide additional lessons with CSO musicians for students outside the academic day

METHODS OF INSTRUCTION:

- Weekly lessons with CSO members
- Additional lessons with CSO members outside the school day

METHODS OF EVALUATION:

- Student performance
- Teacher observation
- Concert performance