



Program of Studies

The O'Neal Upper School

2026 - 2027

THE O'NEAL SCHOOL



Dear Parents and Students:

We are excited to present the Program of Studies for the 2026-2027 academic year for The O'Neal School. The Program of Studies contains information regarding graduation requirements, academic program descriptions, and course prerequisites.

Course selections are a collaborative effort between parents, students, teachers, department chairpersons, and the administration. Please read the course descriptions carefully so that you choose classes that are both challenging and appropriate. Also, pay particular attention to course prerequisites, which may include minimum grade requirements, previous courses, recommendations, or further conversations. The course selection process can be a daunting one. We are here to support and advise you as you make these important decisions.

The O'Neal School is committed to providing a rigorous, college preparatory curriculum. To this end, we encourage families to consider many factors as they decide on a course of study. The decisions must be made with an eye toward the college application process, academic interest, and balance. Once again, we are here to assist in any way we can.

Mr. Sandy Boyd
Head of Upper School

Ms. Danielle Tanner
Director of College Counseling



TABLE of CONTENTS

ACADEMICS.....	3
Advanced Placement	3
Sandhills Community College (SCC) Dual Enrollment and Online Courses.....	3
One Schoolhouse.....	4
O'Neal Signature Scholar Program	4
Curriculum	5
Student Course Load	5
Grading Scale / Class Rank and GPA.....	6
Academic Communication and Support	6
Probation for Academic Progress.....	6
College Counseling	7
Standardized Testing	7
GRADUATION REQUIREMENTS	8
THE O'NEAL SCHOOL COURSE CATALOG	9
Definitions.....	9
STUDENT COURSE CATALOG	15
SIGNATURE SCHOLARS RESEARCH PROGRAM	15
DEPARTMENT OF ENGLISH.....	17
Course Descriptions	17
DEPARTMENT OF MATHEMATICS	20
Course Descriptions	20
DEPARTMENT OF SCIENCE.....	23
Course Descriptions	23
DEPARTMENT OF HISTORY/SOCIAL STUDIES.....	27
Course Descriptions	27
DEPARTMENT OF WORLD LANGUAGE.....	31
Course Descriptions	31
DEPARTMENT OF FINE AND PERFORMING ARTS.....	41
Course Descriptions	41
SANDHILLS COMMUNITY COLLEGE DUAL ENROLLMENT	45
COURSE SELECTION AND COLLEGE ADMISSION PREPARATION ADVICE FROM YOUR COLLEGE COUNSELOR	46



ACADEMICS

The O'Neal School offers a rigorous, college preparatory curriculum with demanding standards. At the same time, the academic program is designed to respond to the individual needs and interests of students. Course offerings are continually under review and updated annually to meet student needs and interests and to ensure the inclusion of new skills and concepts.

Advanced Placement

Advanced Placement (AP) courses are college-level classes. Therefore, most AP classes are offered in the junior and senior years, with a select few offered to underclassmen. A national exam is given in May in each AP class, and colleges may give credit to the student based on this exam performance. The O'Neal School weighs the grade earned in AP courses by adding 1.0 to the GPA quality point at the end of the year-long class. Students who enroll are expected to take the course for its duration, and they are expected to take the appropriate AP exam with a good-faith effort. Students who do not take the exam with a good-faith effort or who have their scores invalidated by the College Board after they take the exam will risk losing the GPA quality point.

Students must fill out an AP Enrollment/Commitment form for each AP class in which they are interested. Each AP course has different prerequisites and grade requirements. The recommendation for placement is the result of the student's previous significant academic achievement and their teacher's and department chair's recommendation. A successful Advanced Placement student demonstrates a mature work ethic, finely honed writing skills, the ability to learn independently, work in abstract thought processes, and utilize knowledge in new applications. Students accept the expectation that they engage in university-level instruction, assessment procedures, and grading while completing the course through mandatory participation in the AP Exams.

Sandhills Community College (SCC) Dual Enrollment and Online Courses

Upper School students with an unweighted high school GPA of 2.8 or higher qualify to take Sandhills Community College Courses through the Career and College Promise program. These courses are taken in the 11th or 12th grade year. This program allows students to earn credits towards an associate degree, certificate, or diploma in one of many pathways. Courses must be elective only. In the 2026-27 school year, O'Neal School juniors and seniors can take 2 dual enrollment courses on the SCC campus: one in the Fall semester and one in the Spring semester. These courses will be taught by SCC professors and will be scheduled during the regular academic day. The O'Neal School weighs the grade earned in SCC dual enrollment courses by adding 1.0 to the GPA quality point at the successful conclusion of the course. **All core academic graduation requirement courses must be taken at The O'Neal School.**

A list of both these pathways and all their options is at [Career & College Promise | Sandhills Community College](#)





One Schoolhouse

One Schoolhouse is an NAIS school offering online courses, taught by independent schoolteachers who share O'Neal's academic standards and value student-teacher relationships.

To ensure that all students have access to One Schoolhouse courses, O'Neal will pay the tuition for **one approved course** for each student during that student's Upper School career. Courses are open to 11th and 12th grade only for elective non-core courses. 9th and 10th graders can only take a course by exception and with administrative approval. Additional courses are available to take at student/family expense. Students are limited to one full-year course per calendar year.

In general, all core academic graduation requirement courses must be taken at The O'Neal School. Students must meet all prerequisites stated in the One Schoolhouse course catalog. Students who choose to pursue a One Schoolhouse course must be highly motivated for independent work, possess a strong work ethic, strong organizational skills, and an ability to adapt to different teaching modalities. Exceptions to these policies can only be made by appeal and approval from the Head of the Upper School. **Students who drop a course after the start date or receive a failing grade in the course are financially responsible for repaying the cost to The O'Neal School.** All course requests are subject to the approval of the Head of Upper School. The Course Catalog for One Schoolhouse can be found here: [One Schoolhouse 2026-27 Course Catalogue](#)

O'Neal Signature Scholar Program

The Signature Scholars Research Program (SSRP) offers a protracted, inquiry-based course of study to upperclassmen at O'Neal who are academically strong, intrinsically motivated, and insatiably curious. This one to two-year intensive research study is administered through the English Department, and students who complete the two-year program will earn a diploma with distinction from O'Neal.

Students can apply for the program in the Spring of 10th grade. Admission is determined through an applicant's essay, letters of recommendation, academic record, and personal interview. If accepted, they will take the Research Methodology and Philosophy class in 11th grade. Students will identify and cultivate a network of living sources and think deliberately about the trajectory of the project. If students move on to the second year of the program, each SSRP student will work with a faculty mentor who has expertise in the research area. Each student will produce a paper of approximately 10,000 words or a portfolio/product of relative weight and value and present the research results at a public symposium.

We believe that O'Neal's SSRP will allow these exceptional students to engage in an intensive student-centered and inquiry-based study that will challenge them well beyond a normal college preparatory program. Students will emerge from the SSRP with a well-wrought and well-earned point of view on their given topic. They will have become deeply immersed with the requisite elements of research, placing them at a great advantage among their peers at the college level.



Moreover, they will have identified and established a network of contacts in the student's primary discipline, contacts that have the potential to grow and nurture the student's personal investment in the research area. In this sense, the project has the potential to continue growing and adding value to the student's life well beyond its duration at the Upper School level.

Curriculum

The course of study at The O'Neal School is a college preparatory, liberal arts program designed to expose students to a broad range of academic disciplines. Traditional in nature, our curriculum offers courses which meet the admission requirements of most four-year colleges and universities in the United States.

The O'Neal School requires that a student earn a minimum of 22 academic credits for graduation. Credits must be earned in grades 9 – 12. Courses taken while in Middle School do not count toward graduation requirements. The minimum course load in any semester is five academic courses. Students may not take courses outside of O'Neal to earn credit for graduation (online courses, community college, etc.) except by special circumstances and with the written approval of the Head of Upper School. The academic year is divided into two semesters with cumulative examinations in May.

Student Course Load

Students are expected to challenge themselves each year. This includes taking five core academic courses and one elective. Students who wish to take less than the minimum course load need prior permission from the Head of the Upper School. The normal load would include six courses each semester.



Grading Scale / Class Rank and GPA

Grading Scale		
A+	97-100	4.25
A	93-96	4.00
A-	90-92	3.75
B+	87-89	3.5
B	83-86	3.25
B-	80-82	3.00
C+	77-79	2.75
C	73-76	2.5
C-	70-72	2.25
D+	67-69	2.00
D	63-66	1.5
D-	60-62	1.00

Given a selective admissions policy, a college preparatory curriculum, and small graduating class, O'Neal does not rank students. Only core academic courses and academic elective courses are included in students' grade point average. Advanced Placement, Signature Scholar, Multivariable Calculus, and Linear Algebra, and SCC dual enrollment courses are weighted by adding 1.0 to the quality point for that course. All courses are taught at a high academic level, but our courses are not designated as honors vs regular. Advanced World Language courses are taught at a faster pace. Classes are graded as yearlong except for a select few semester courses. All graded courses are included in GPA calculation.

Academic Communication and Support

The O'Neal School strives to maintain a high level of individual academic performance and progress. If a student demonstrates insufficient progress, the teacher will reach out first to the student and then follow up with communication to the student's parent(s)/guardian(s) and advisor. The first meeting with the student will include a conversation about preparation, time management, level of understanding, and strategies to improve. Parents/guardians are encouraged to keep track of student progress by logging into the Student Portal via the school website and are always welcome to communicate with upper school faculty, advisors, staff, or administration with any questions or concerns.

Probation for Academic Progress

Students must maintain a minimum GPA of 2.25 as calculated at the end of each academic quarter and have no failing grades. A student who drops below a 2.25 GPA or has a failing class grade may be placed on an Academic Success Path (also known as Academic Probation). Students who are placed on an Academic Success Path will be given academic support and a plan with measurable goals that will help the student meet minimum GPA and passing grade standards. Performance evaluation will occur at the end of the quarter, and a determination will be made about whether or not a student must continue on the Academic Success Path. Students who do not meet the minimum GPA and passing grade standards may be ineligible to continue as a student at O'Neal.



College Counseling

Everything we do at The O'Neal School is directed toward our mission statement. A significant phrase included in that statement is “college preparatory.” This does not mean simply college admission but embodies our goal that students successfully choose, attend, and complete an undergraduate degree at an appropriate college or university. The Director of College Counseling is dedicated to meeting regularly with students and families and, in doing so, individualizing the college search process. The college counselor attends both national and regional conferences to be familiar with the most current issues and changes in college admissions and maintains strong relationships with colleges and universities throughout the state and nation. Our careful counseling program aims to assist students in choosing schools appropriate to their goals and interests. Parents and students can meet with the college counselor as early as the 8th grade year and are encouraged to arrange for more personal conferences as needed.

College Counseling Seminar

Seminar is a dedicated time during the school day for small group class meetings. From course selection through graduation and college enrollment, the Director of College Counseling works with students during their study halls through all stages of high school. Starting in middle school, 8th graders choose their 9th grade year classes and discuss the importance of getting involved in extracurricular activities. 9th and 10th graders meet two to three times in Spring to begin college and career exploration and set goals for the remainder of high school. Juniors meet once in the Fall for an introduction to the application process and multiple times in the Spring to build their college lists, craft resumes, get a strong head start on applications, and plan for senior year. Seniors meet weekly in the Fall for college, scholarship and financial aid application work, and general post-high school planning. Seminar is in addition to individual meetings with students and families.

Standardized Testing

Students in Grade 11 take the PSAT/NMSQT in October, while students in grades 9 and 10 take the PSAT 8/9 and PSAT 10 in March. O'Neal provides seniors with the opportunity to take the in-school SAT in October, and juniors can take the in-school SAT in March. Juniors are required to take the ACT and will sign up for a national test date at their closest ACT test center. O'Neal is an ACT test center for paper-based testing only.

Students who meet the eligibility requirements for standardized testing accommodations work with the Academic Enrichment Coordinator to ensure appropriate testing conditions.



GRADUATION REQUIREMENTS

Department	Specific Course Requirements	Credits
English	English 9, English 10, AP Language/Composition OR English 11, AP Literature/Composition OR English 12	4
Mathematics	Algebra 1, Geometry, Algebra 2 and at least one course beyond Algebra 2 (e.g. Advanced Algebra Trigonometry & Statistics, AP Pre-Calculus, AP Calculus AB & BC, AP Statistics, Multivariable Calculus). All courses for math graduation requirements must be taken in the Upper School. Math taken in middle school will not count for graduation. Students must take at least one math course every year of high school.	4
Science	Biology, Chemistry, Physics (or Conceptual Physics)	3
History/ Social Studies	World History or AP World History, Economics/American Government or AP US Government, US History or AP US History	3
World Language	2 years of either French or Spanish (3 units or more highly recommended). **All courses for world language graduation requirements must be taken in the Upper School. World Language taken in middle school will not count for graduation.	2
Physical Education	Credit awarded for participation in sports (See chart below), or other options approved by Athletic Director and Head of Upper School. Only one credit of PE can be counted towards total graduation credits.	1
Arts	Any two semesters (total of one unit) of any course listed in the arts section of the chart listed below.	1
Electives	Elective credit can be earned by taking ANY course that is over and above 18 core academic graduation requirements.	4
Total Required Credits		22

**No credits are earned for study halls.*

***Students must complete 9 hours of community service per year. 36 total hours are required to graduate.*



THE O'NEAL SCHOOL COURSE CATALOG

Definitions

When using this catalog, please remember the following:

- Term indicates the length of the course. Courses with a term of S meet for one semester; those designated with Y meet for the entire year.
- Prerequisite indicates certain courses that must be completed prior to the start of the course, that the course is restricted to certain grade levels, and/or that the student must complete an application to register for the course.
- Prerequisite grade requirements indicated are also listed.
- Advanced Placement (AP) is a program of college-level courses which gives high school students the opportunity to receive advanced placement and/or credit in college through successful completion of an exit examination. Your current teachers will review your grades, ability, and work ethic before making a recommendation for AP. *An “AP Enrollment Form” is required for all AP classes.*
- All students are expected to take six classes per semester. All students will have at least one study hall block in their schedule.



Courses

Grade Level	English - 4.0 required	Term	Credit	Prerequisite
9	English 9	Y	1.0	None
10	English 10	Y	1.0	Pass English 9
11	English 11: Perspectives in American Literature	Y	1.0	Pass English 10
11	AP English Language & Composition	Y	1.0	90 or above in English 10, excellent writing skills and/or Department Approval **Completion of AP Commitment form.
12	English 12	Y	1.0	Pass English 11 or AP English Language/Comp
12	AP English Literature & Composition	Y	1.0	85 or above in AP Lang and/or Department Approval **Completion of AP Commitment form.
Grade Level	Signature Scholars Program	Term	Credit	Prerequisite
11	Research Methodology and Philosophy	Y	1.0	Application to program with essay. Students may only participate upon approval
12	Focalized Study and Research	Y	1.0	Research Methodology and Philosophy
Grade Level	Mathematics - 4.0 required	Term	Credit	Prerequisite
9	Algebra 1	Y	1.0	None
9 or 10	Geometry	Y	1.0	Pass Algebra 1. Rising 9 th graders must score an 85 or above in middle school Algebra 1 AND have an 85-test average on all tests.
9 - 11	Algebra 2	Y	1.0	Pass Algebra 1
11 - 12	Advanced Algebra Trigonometry & Statistics	Y	1.0	Pass Algebra 2
9 - 12	AP Statistics	Y	1.0	Pass Algebra 1 with a 90 or higher and/or Department Approval. **Completion of AP Commitment form
10 - 12	AP Pre-Calculus	Y	1.0	85 or above in Algebra 2 or pass Adv Alg Trig & Stat with a 90 or higher and/or Department Approval

Program of Studies



11 or 12	AP Calculus AB	Y	1.0	Pass AP Pre-Calculus with 85 or above and/or Department Approval. **Completion of AP Commitment form
11 or 12	AP Calculus BC	Y	1.0	Pass AP Pre-Calculus with 95 and above and/or Department Approval. **Completion of AP Commitment form
12	Multivariable Calculus	Y	1.0	Pass AP Calculus BC with a 90 or higher and a 3 or higher on the AP Calculus BC exam in May.

Grade Level	Social Studies - 3.0 required (4 preferred or required for selective colleges)	Term	Credit	Prerequisite
9	World History	Y	1.0	None
10	Intro to Economics/American Government	Y	1.0	Pass World History
10	AP US Government	Y	1.0	Pass World History with 90 or better and/or Department Approval. **Completion of AP Commitment form
11-12	US History	Y	1.0	None
11-12	AP US History	Y	1.0	Pass Econ/Gov with cumulative average of 90 or better. Pass AP US Govt with 85 or better and/or Department Approval. **Completion of AP Commitment form
11-12	AP World History	Y	1.0	Pass US Hist or Econ/Gov with 90 or better. Pass AP US History or AP US Gov with 85 or better and/or Department Approval **Completion of AP Commitment form (Offered 2027-2028)
11-12	AP European History	Y	1.0	Pass US Hist with 90 or better or pass AP US Gov or AP US History with 85 or better and/or Department Approval **Completion of AP Commitment form (Offered 2026-2027)

Social Studies Electives

11-12	AP Art History	Y	1.0	Teacher recommendation and completion of AP Commitment form elective credit only.
10-12	Foundations in Personal Finance	Y	1.0	None - elective credit only. (Offered in 2027-2028)

Grade Level	Science - 3.0 required. (4 preferred or required for selective colleges)	Term	Credit	Prerequisite
9	Biology	Y	1.0	None.
10 - 12	Conceptual Physics	Y	1.0	Pass Biology



10	Chemistry	Y	1.0	Pass Biology and Geometry with 80 or above and/or Department Approval
11	Physics	Y	1.0	Completion of Algebra 2 or higher math class. Pass Chemistry with 80 or higher and/or Department Approval. If Conceptual Physics was previously taken, a grade of 90 or above is required
Science Electives				
11 or 12	AP Biology	Y	1.0	Grade of 90 or higher in Biology. Maintain grade of 85 or better in higher level science classes and/or Department Approval. **Completion of AP Commitment form (Offered 2026-2027)
11 or 12	AP Chemistry	Y	1.0	Grade of 90 or higher in Chemistry and math class AP Pre-Calculus or higher and/or Department Approval. **Completion of AP Commitment form
11 or 12	AP Physics C: Mechanics	Y	1.0	Grade of 90 or higher in Physics and math class concurrent enrollment in AP Calculus AB or higher and/or Department Approval. **Completion of AP Commitment form (Offered 2026-2027)
11 or 12	AP Physics C: Electricity and Magnetism	Y	1.0	Grade of 90 or higher in Physics and math class concurrent enrollment in AP Calculus AB or higher and/or Department Approval. **Completion of AP Commitment form (Offered 2027-2028)
11 or 12	AP Environmental Science	Y	1.0	Grade of 90 or higher in Biology. Maintain grade of 85 or better in higher level science classes and/or Department Approval. **Completion of AP Commitment form (Offered in 2027-2028)
9 - 12	AP Computer Science Principles	Y	1.0	Pass Algebra 1 with a 90 or higher and/or Department Approval. **Completion of AP Commitment form
10 - 12	Astronomy	Y	1.0	Pass Geometry and/or Department Approval elective credit only
10 - 12	Threatened & Endangered Flora and Fauna Initiative	Y	1.0	Pass Biology – elective credit only
9-12	Intro to Engineering and Design	Y	1.0	Must be currently taking Geometry or higher-level math - elective credit only (Offered 2027-2028)
Grade Level	World Language - 2.0 required (4 preferred or required for selective colleges)	Term	Credit	Prerequisite
All Grades	Spanish 1	Y	1.0	None

Program of Studies



9 or 10	Spanish 2	Y	1.0	Pass Spanish 1 or Spanish 1A & 1B
9 or 10	Spanish 2 Advanced	Y	1.0	Pass Spanish 1 or Spanish 1A & 1B with a 90 or above or department approval.
10 or 11	Spanish 3	Y	1.0	Pass Spanish 2
10 or 11	Spanish 3 Advanced	Y	1.0	Pass Spanish 2 Advanced with a 90 or above or department approval.
11 or 12	Spanish 4	Y	1.0	Pass Spanish 3
11 or 12	Spanish 4 Advanced	Y	1.0	Pass Spanish 3 Advanced with a 90 or above or department approval.
12	Spanish 5	Y	1.0	Pass Spanish 4
12	AP Spanish Language & Culture	Y	1.0	Pass Spanish 4 Advanced with a 90 or above and/or Department Approval. **Completion of AP Commitment form
All Grades	French 1	Y	1.0	None
9 or 10	French 2	Y	1.0	Pass French 1 or French 1A & 1B
9 or 10	French 2 Advanced	Y	1.0	Pass French 1 or French 1A & 1B with a 90 or department approval.
10 or 11	French 3	Y	1.0	Pass French 2
10 or 11	French 3 Advanced	Y	1.0	Pass French 2 Advanced with a 90 or above or Department Approval.
11 or 12	French 4	Y	1.0	Pass French 3
11 or 12	French 4 Advanced	Y	1.0	Pass French 3 Advanced with a 90 or above or Department Approval.
12	French 5	Y	1.0	Pass French 4
12	AP French Language & Culture	Y	1.0	Pass French 4 Advanced with 90 or above and/or Department Approval. **Completion of AP Commitment form

Grade Level	Fine Arts - 1.0 required	Term	Credit	Prerequisite
All Grades	Art 1: Introduction to Art	Y	1.0	None
10 or higher	Art 2: Drawing & Painting & Photography	S	.50	Pass Art 1
10 or higher	Art 2: Pottery & Printmaking	S	.50	Pass Art 1
11 or 12	Art 3: Advanced Studio Art	Y	1.0	Pass Art 1 and Art 2
11 or 12	AP Studio Art: Drawing	Y	1.0	Art 1 and Art 2, and/or Department Approval. **Completion of AP Commitment form
11 or 12	AP Studio Art: 2D Design	Y	1.0	Art 1 and Art 2, and/or Department Approval. **Completion of AP Commitment form

Program of Studies



11 or 12	AP Studio Art: 3D Design	Y	1.0	Art 1 and Art 2, and/or Department Approval. **Completion of AP Commitment form
All Grades	Theater Arts	Y	1.0	None. Repeatable course
All Grades	Chorus	Y	1.0	None. Repeatable course

Grade Level	PE Credit - 1.0 required	Term	Credit	Prerequisite
All Grades	Participation Sports Teams Fall	F	.25	Credit only - no grade
All Grades	Participation Sports Teams Winter	W	.50	Credit only - no grade
All Grades	Participation Sports Teams Spring	S	.25	Credit only - no grade

****OR OTHER OPTIONS FOR PE CREDIT AS APPROVED BY
ATHLETIC DIRECTOR AND HEAD OF UPPER SCHOOL****

Grade Level	Community Service- 36 verifiable hours required	Term	Credit	Prerequisite
9 - 12	Any volunteer work done outside of school activities, verification forms available in front office	Any	9 hours per year required	None



STUDENT COURSE CATALOG

SIGNATURE SCHOLARS RESEARCH PROGRAM

The Signature Scholars Research Program (SSRP) offers a protracted, inquiry-based course of study to upperclassmen at O'Neal who are academically strong, intrinsically motivated, and insatiably curious. This two-year intensive research study is an English Department course and students who complete the program will earn a diploma with distinction from O'Neal.

Students will apply for the program at the end of 10th grade, but cohorts generally do not exceed 10% of any given class. Admission is determined through an applicant's essay, letters of recommendation, academic record, and personal interview. If accepted, they will take the Research Methodology and Philosophy class in 11th grade, and at the end of the course students will have written their annotated bibliography and research proposal, which will be unique to each student's scholarly interests. Students will identify and cultivate a network of living sources and think deliberately about the trajectory of the project. During the second year of the program, each SSRP student will work with a faculty mentor who has expertise in the research area. Each student will produce a paper of approximately 10,000 words or a portfolio/product of relative weight and value and present the research results at a public symposium.

We believe that O'Neal's SSRP will allow these exceptional students to engage in an intensive student-centered and inquiry-based study that will challenge them well beyond a normal college preparatory or Advanced Placement program. In addition to the honor of finishing the program and earning the distinction on their diploma, students will emerge from the SSRP with a well-wrought and well-earned point of view on their given topic. They will have become well-acquainted with the requisite elements of research, placing them at a great advantage among their peers at the college level. Moreover, they will have identified and established a network of contacts in the student's primary discipline, contacts that have the potential to grow and nurture the student's personal investment in the research area. In this sense, the project has the potential to continue growing and adding value to the student's life well beyond its two-year requirement at the Upper School level.

Research Methodology and Philosophy

Description: This course, the first part of the SSRP, will introduce students to the basics of conducting college-level research. The course is meant to not only introduce students to research methods but also to help them focalize and refine their research interest. Fall semester will be devoted to understanding why we require a method and philosophy of research; in Spring, we begin to collect and evaluate source material related to students' individual topics. Throughout



the latter half of the course, students will have regular one-on-one conferences with the instructor to review materials and progress. In addition to small, informal writing and research assignments, the course will ask students ultimately to comprise an Annotated Bibliography and a Research Proposal, both of which will provide the requisite direction for their second year of the program.

Focalized Study and Research

Description: In their second (senior) year of the SSRP, students will work closely and regularly with their chosen faculty mentor although much of the work will be done independently. Success in this second year of the program will be predicated on a student's intrinsic motivation and desire to complete this distinctive course. With faculty help, the student will work throughout the year to create a product of impressive breadth and depth. Additionally, the student will prepare to present the findings of their research at a public symposium designed to reach the greater Sandhills community, underscoring one fundamental philosophical view of academic research: that it serves to help others.



Welcome to the Academic Program at One Schoolhouse 2026–2027 Course Catalog! At the Academic Program at One Schoolhouse, we offer a wide variety of school-year courses across all disciplines. Fall semester courses may be taken on their own or combined with a spring semester activism, design, or research seminar for a full-year credit. You can navigate to the course descriptions by clicking the links below or by scrolling through the catalog, which is organized by discipline. We believe that online learning is essential for college readiness. Our courses are designed so that students learn relevant and challenging course material, engage constructively in a diverse and changing world, and build academic maturity. If you have any questions, please contact us at 202-618-3637 or info@oneschoolhouse.org. We look forward to partnering with you!

[Download the 2026-2027 One Schoolhouse Course Catalogue](#)



DEPARTMENT OF ENGLISH

The English Department at O'Neal strives foremost to cultivate students who are independent thinkers and confident writers. Guided by essential questions, our reading curriculum involves thinking deeply about the importance of storytelling and meaning making. Although we explore works of the Western canon, we also read texts that demonstrate marginalized voices so that students begin to question what they believe to be the horizons of human experience. Complementing our core reading texts, our writing curriculum overall utilizes a workshop model and a recursive approach. Drafts are written over several days with class time devoted to composition, peer review, and instructor feedback. We encourage students to see writing as a process in addition to anticipating the product. In addition to regular coursework, all Upper School students engage in a protracted research project that stems from an essential concept or question for the course, is student-centered and inquiry based. The length and proficiency of this project gets more demanding each year so that, by their senior year, students can expect to produce a research-driven paper of at least ten to twelve pages in addition to putting together a multi-modal presentation for their peers.

Course Descriptions

Course Name: English 9

Description: English 9 augments literary study by emphasizing the principal elements of analysis and close reading. Core texts will demonstrate global perspectives of the fundamental human need to understand experience through storytelling. Why is storytelling so essential in man's quest to make or find meaning? How does the manner of a story's telling affect its meaning and the experience of its audience? Students will read texts in a variety of modes, including Renaissance drama, allegories, Gothic character studies, and graphic memoirs. Writing assignments will include analytical and expository essays that are thesis-driven and supported by evidence as well as creative writing pieces. Vocabulary, grammar, and mechanics are integrated into the class through daily lessons and in revising student writing. Students will also complete a long-term research paper. Texts include *Animal Farm*, *Romeo and Juliet*, *Big Fish*, *We Have Always Lived in the Castle*, *Maus*, and *The Princess Bride*.

Course Name: English 10

Description: English 10 expands upon the study of storytelling begun in English 9 by emphasizing the principal elements of analytical writing and close reading. The core texts we study will explore the values and ethics of Western civilization, focusing primarily on British literature beginning with the Elizabethan era and up to contemporary time. Students will experience a variety of literary genres, which may include poetry, short stories, novels, movies,



and plays. This conversation will largely take shape against the historical/societal backdrop of these texts, considering the ethical issues raised by the notion of empire, shifting religious and cultural values, the cost of industrial progress, and, of course, colonialism. Moving away from the primary focus on storytelling in English 9, which emphasized the student's individual relationship with a given literary text, English 10 students will learn to identify and discuss the significance of historical and cultural context in relation to a literary work. Emphasis on close reading gets stronger as does the level of proficiency for written work, which will involve expository, analytic, and resource-based writing. There is also a substantial research project that students work on throughout the school year. Additionally, we will use a pre-defined Grammar curriculum to study basic grammatical concepts and apply them to our reading and writing throughout the year, as well as vocabulary words that students will be quizzed on weekly. Students will read titles such as *Faustus*, *Macbeth*, *Things Fall Apart*, *Frankenstein*, and *Washington Black*, among other shorter works of fiction and poetry.

Course Name: English 11: Perspectives in American Literature

Description: English 11 is a selected survey of texts that explores and questions a multidimensional view of Americanness. Students will continue to hone their analytical and critical thinking skills, paying special attention to the cultural, historical, and political contexts that helped define and give shape to the American ethos and literary canon. Students will also consider voices from the periphery of the canon and how they exert an influence on it, whether implicit or explicit. Written work will predominantly involve an expository, analytic, argumentative, and research-based focus, and students will continue to workshop their writing with peers, along with self-revision activities. Thesis-driven essays in English 11 will depend upon more nuanced interpretive claims and intricately synthesized evidence. Vocabulary and grammar lessons are integrated into the study of core texts and review of student writing. Students will read titles such as *Passing*, *The Great Gatsby*, *The Death of a Salesman*, *The Awakening*, *Their Eyes Were Watching God*, and *The Grapes of Wrath*.

Course Name: AP English Language & Composition

Description: AP Language is a skills-based introduction to the study of literature, specifically rhetoric and the art of argument. It is also an advanced counterpart to English 11, which is a survey of American literature. Therefore, students can expect two major focal points: 1) to study rhetoric and writing in conjunction with and under the auspices of preparation for the College Board's exam, and 2) to read and study enough American literature to identify at least one thematic idea in the history of our country and the fabric of its society. Students will write timed essays (FRQs) and complete multiple-choice questions on AP Classroom. They will also identify and complete a research project that spans the majority of the year. Vocabulary and grammar lessons are integrated into the study of core texts and review of student writing. Students will read and analyze titles such as *The Anthropocene Reviewed*, *The Narrative of the Life of Frederick Douglass*, *Educated*, *The Great Gatsby*, and *Letters to a Young Contrarian*, among other articles, speeches, and visual rhetoric. Students will sit for the AP examination in May.

**Course Name: English 12**

Description: English 12 studies literature as a way of understanding the real world through the imagination of other worlds. How do the genres of science fiction, fantasy, dystopian fiction, horror, and the superhero narrative shed light on reality in unique ways? Students will consistently write in-depth analytical, expository, and creative essays inspired by our reading throughout the year. Students will also continue the study of vocabulary, grammar, and mechanics begun in earlier years. Students will also complete a long-term, college-level research paper over the course of the year. Readings include *Alice's Adventures in Wonderland* and *Through the Looking-Glass*, *The Tempest*, *1984*, *The Word for World Is Forest*, *Dracula*, and *Watchmen*.

Course Name: AP English Literature & Composition

Description: Eligibility for this class assumes a very high level of proficiency in writing and textual analysis. Similar to a college-level course, this one focuses largely on the craft of writing, along with literary forms and conventions. The study of cultural and historic milieus continues to aid in students' articulation of the nuanced relationship between text and context. Primary emphasis on close reading will help students to identify and discuss elements of an author's style and their effects in a given literary work. Relying on a varied list of core texts from different literary genres, students will write analytic and argumentative essays as they prepare to sit for the AP examination in May. Students will study how various literary elements and techniques in a very wide variety of short stories, poems, and longer texts. Major texts include *Hamlet*, *Rosencrantz & Guildenstern Are Dead*, *The Handmaid's Tale*, *The Metamorphosis*, *The Turn of the Screw*, and *Never Let Me Go*.



DEPARTMENT OF MATHEMATICS

The O'Neal Math Department strives to create exciting, rigorous, and accessible math lessons for all students. Students must take at least one math course every year of high school. All our Upper School math classes, from Algebra 1 to AP-level courses, reinforce the study of patterns and logic to help students bridge the gap between subjects and emphasize the application of concepts over simple recall of mathematical facts. We aim to develop critical thinkers with the ability to effectively communicate mathematical ideas, skills necessary for success in higher education and in a 21st century work force. We look forward to building upon several new traditions, including celebrating a school-wide “Pi Day” in March with students of all ages working together to solve problems, and increased participation in national mathematics competitions, such as the American Mathematics Competitions for grades 10 and 12. The Upper School Math team looks forward to further cultivating a community of curious, independent, and energetic problem-solvers!

Course Descriptions

Course Name: Algebra 1

Description: This is the first course that seriously tackles the abstract cornerstone of high school mathematics: algebra! This exciting material introduces students to sophisticated models of solving for unknown quantities. The course begins by learning techniques used to solve linear equations and inequalities integrating both algebraic and graphical approaches. Upon mastery of these basic techniques, students learn to apply these skills and others to more complex equations, inequalities, and systems. Further topics of study include radical, quadratic, and exponential expressions, equations and functions. This course requires students to think actively and to consider multiple approaches to solving problems.

Course Name: Geometry

Description: The Geometry course begins with an introduction to points, lines, and planes, as well as the angles formed by parallel lines and transversals. Then students move into an exploration of triangles and ways to prove their congruence or similarity. The study of triangles expands into the use of the Pythagorean Theorem and trigonometry. Students then shift to the study of other two- and three-dimensional figures before an extensive investigation of circles. The course concludes with a unit on probability and statistics.

Course Name: Algebra 2

Description: Algebra II begins with a study of functions from both algebraic and graphical perspectives, extensively integrating graphing calculators in the process. This unit explores



polynomial, rational, exponential, and logarithmic functions. Students will build on the solid foundation established in Algebra I to develop higher-level algebra skills through solving equations and inequalities related to these families of functions. Additional topics include imaginary numbers, conics, matrices, and an introduction to non-right triangle trigonometry. This course encourages students to discover solutions rather than simply learning steps, which fosters critical thinking and problem-solving skills. Algebra II covers – but is not limited to – topics that are important for students' success on the mathematics portion of college entrance exams.

Course Name: Advanced Algebra Trigonometry & Statistics

Description: This course is designed to prepare students to enter pre-calculus, statistics or AP statistics. The course will consist of approximately $\frac{1}{3}$ algebra/function concepts, $\frac{1}{3}$ trigonometry and $\frac{1}{3}$ statistics. The algebra and function unit builds on student's knowledge of basic functions using graphing calculators and explores their properties learning appropriate notation and terminology. These functions include polynomials, power, rational, exponential, logistic, and logarithmic. The trigonometry unit prepares students to view the six basic trigonometric functions as complex patterns through proofs and laws, for use and full understanding in future calculus courses. The following topics will be studied: Degree and Radian Measures, Right Triangle Trigonometry, Unit Circle, Graphs of Sine and Cosine, Law of Sines and Law of Cosines. The statistics unit introduces students to statistical data collection and evaluation as well as probability techniques. The topics studied will include Counting Principles, Combinations, Permutations, Probability, Normal Distributions, Five-Number Summary, Random Variables, Experimental Design, and Simulations.

Course Name: AP Statistics

Description: This course introduces students to the major concepts and tools used for collecting, analyzing, and interpreting data. Students explore real data sets using multiple graphing methods, the Normal model, probability rules, confidence intervals, and hypothesis testing. Emphasis is placed on both accurate statistical calculations and clear interpretation of results. Throughout the course, students engage in investigations, problem-solving, technology-based analysis, and written communication to build a strong conceptual understanding of the statistical problem-solving process. Students are expected to justify their conclusions with appropriate evidence and explain their reasoning in complete sentences. Daily use of graphing calculators, thorough lesson notes, and class discussions support the development of analytical skills and confidence in presenting mathematical ideas. Students will take the AP Statistics examination in May.

Course Name: AP Pre-Calculus

Description: In AP Precalculus, students explore everyday situations using mathematical tools and lenses. Through regular practice, students build deep mastery of modeling and functions,



and they examine scenarios through multiple representations. They will learn how to observe, explore, and build mathematical meaning from dynamic systems, an important practice for thriving in an ever-changing world. AP Precalculus prepares students for other higher-level mathematics and science courses. The framework delineates content and skills common to college precalculus courses that are foundational for careers in mathematics, physics, biology, health science, social science, and data science.

Course Name: AP Calculus AB

Description: AB Calculus AB is the first opportunity for our mathematics students to deal with material at the college level and allows them to tie together many of the foundational concepts they have learned during their middle and upper school studies. From the introduction of a limit of a function through the Fundamental Theorem of Calculus and beyond, this course joins the infinite and the dynamic through algebraic, graphical, written, and numerical representations. Throughout the course, students practice both solving complex problems and justifying those solutions to demonstrate their grasp of the material. The AB exam covers the equivalent of one semester of college-level single-variable calculus, and students take the AP examination in May.

Course Name: AP Calculus BC

Description: BC Calculus is a further opportunity for our mathematics students to deal with material at the college level. This course follows the outline and expectations set by the College Board. From a review of limits through the mirror concepts and techniques of derivatives and integrals, the course expands to more advanced mathematical analyses including finite and infinite sequences and series. This is a course to challenge the most focused and passionate mathematics students at the high school level. The BC exam covers the equivalent of two semesters of college-level single-variable calculus. Students will take the AP examination given in May.

Course Name: Multivariable Calculus

Description: This course takes the concepts learned in the AP Calculus BC course and extends them to multiple dimensions. Topics of study include vector algebra as a means to give simple descriptions to lines, planes, and curves. Vector-valued function applications such as curvature, arc length, velocity, and acceleration are explored. Partial derivatives will be used to extend the ideas of differential calculus to functions that depend on more than one variable. Multiple integrals will be used to extend definite integrals into two or three variables in order to compute volumes, masses, and centroids. The final topic of study is vector fields consisting of: Green's Theorem, Stokes' Theorem, and the Divergence Theorem.



DEPARTMENT OF SCIENCE

The goal of the science department is to create an immersive classroom setting where each student is allowed to experience, examine, and work with content in a variety of ways. Exploration, Creativity, Skepticism, Experimentation, and Analysis are fundamental to the development of a budding scientist, and we are in a constant process of evaluating our current teaching methods and adjusting them to meet this goal. An immersive experience also means that students are learning how to draw conclusions, support those conclusions with evidence, and creatively solve problems. In the science department we want open-ended inquiry activities to be the norm and have students placed in positions where their curiosity leads them to a variety of conclusions instead of searching just for the one “correct” answer. This will lead to a more informed world citizen capable of making responsible and educated decisions in the 21st century.

To help the department achieve this goal we are expanding the opportunities for cross-divisional collaboration. Professional development discussions have become a formal part of department meetings and faculty members are getting into the classrooms of teachers in other divisions. This will help us foster an environment that leads to creativity and innovation from a teaching standpoint and allows us to work as a unified department in reaching our K-12 skill development and content acquisition goals.

Course Descriptions

Course Name: Biology

Description: Biology is a one-year course taken by 9th graders that introduces them to the unique properties that separate the living and nonliving worlds and the principles that govern living systems. Topics of study include biochemistry, cell structure and function, heredity, bioethics, organismal biology and the relationship between living things in time (evolution) and space (ecology). Topics are presented in a variety of formats including class discussions, debates, group, and single student presentations, outside reading and lab work. Labs make up an integral part of this course that help reinforce the topics covered while giving students hands-on experience with scientific techniques. This course will provide the necessary preparation for AP Biology or a first-year college biology course.

Course Name: Conceptual Physics

Description: This course provides a concepts-based exposure to the fundamental principles and processes of physics. Throughout the course, students will focus on learning the language of physics while developing an awareness of physics in their everyday lives. Hands on experiences, both through formal labs and more informal explorations, will provide links between theory and application while developing critical thinking skills and proper laboratory techniques. Upon the completion of the course, students will be able to describe examples and



applications of physics principles orally, mathematically, and in writing. Topics may include motion, forces, energy, heat, electricity, and magnetism.

Course Name: Chemistry

Description: This course introduces the fundamental principles of chemistry, which allow the student to understand the properties of matter and the chemical transformations that matter undergoes. Laboratory experiences will provide links between topics in class and the application while developing critical thinking skills and proper laboratory techniques. Upon completion of the course, students will be able to describe matter and reactions quantitatively and qualitatively. This course will provide the necessary preparation for AP Chemistry or first-year college chemistry. Topics include atomic structure, periodicity, chemical nomenclature, chemical equations, bonding, states of matter, gas laws, acid-base behavior, introductory equilibrium, elementary thermodynamics, and introductory electrochemistry.

Course Name: Physics

Description: This course will introduce students to basic principles of physics and to laboratory experiences which will prepare them for college physics or AP Physics. Throughout the course, students will engage in hands-on learning, problem-solving, and discussion. Students will learn to perform calculations, understand linear and circular motion, forces, momentum, energy, electricity, and magnetism. Rotational motion, waves, and light will also be studied as time permits. Lab work will allow students to observe principles of physics as applied to common objects, learn safe lab techniques, and learn how to apply the scientific approach to problem-solving. There will be an emphasis on writing clear and concise lab reports and collaborating with peers.

Course Name: AP Biology

Description: This course is the equivalent of a one-year biology course taken by Biology majors in their freshman year of college and will prepare them to take the AP Biology exam in May. It differs from Biology in the type of text used, the range and depth of material covered, and the advanced laboratory procedures students conduct. Topics of study include biochemistry, cell structure and function, heredity, organismal biology, and the relationship between living things in time (evolution) and space (ecology). Topics are presented in a variety of formats including lecture, class discussions, group presentations, outside reading and weekly lab work. Students will take the AP examination given in May. ***Offered School Year 2026-2027***

Course Name: AP Chemistry

Description: AP Chemistry is an advanced chemistry class designed to be the equivalent of a first-year college chemistry course. The course material builds on knowledge acquired during chemistry and is intended to provide a strong grasp of the fundamentals of chemistry, to develop a comfortable familiarity with the language and math of chemistry, and to



prepare students for the AP Chemistry exam. Topics include matter, atomic structure, periodicity, gas laws, kinetics thermodynamics, acid/base chemistry, equilibrium, and oxidation-reduction reactions. Lab applications and simulations are designed to follow the suggested laboratory regimen from the College Board. Students will take the AP examination given in May.

Course Name: AP Physics C: Mechanics

Description: This class will present advanced topics in Mechanics, using introductory differential and integral Calculus. It will enhance problem-solving skills, develop inquiry-based lab skills, and prepare the students for the AP exam in May. Students work individually or in groups, depending on the assignment, and are asked to consider complex questions during class activities, lectures, and lab investigations. During lectures, students are guided in a discussion to develop solutions to different problems. Discussions encourage the flow of questions and ideas between students, and between the students and the teacher. As a result, students will deepen their understanding by discerning familiar concepts within more complex real-world scenarios and by applying their skills and understanding to solving unfamiliar problems. Students will take the AP examination given in May. ***Offered School Year 2026-2027***

Course Name: AP Physics C: Electricity and Magnetism

Description: AP Physics C: Electricity and Magnetism is a calculus-based, college-level physics course, especially appropriate for students planning to specialize or major in physical science or engineering. The course explores topics such as electrostatics; conductors, capacitors, and dielectrics; electric circuits; magnetic fields; and electromagnetism. Introductory differential and integral calculus is used throughout the course. Students will take the AP examination given in May. ***Offered School Year 2027-2028***

Course Name: AP Environmental Science

Description: AP Environmental Science introduces students to Earth's systems, showing how they function and how human actions can influence them. This provides a big-picture understanding of the world and our place in it. Studying environmental science helps us understand the problems humans have created and guides us to ways to potentially fix them. Students will use skills learned in Biology and Chemistry to formulate hypotheses, collect, and interpret data, work collectively to find solutions and analyze the results of investigations presented in scientific journals. They will learn about the living world, including energy flow and the cycling of matter, and how it interacts with Earth's spheres. They will investigate the effects of population growth on carrying capacity and the cultural and economic influences that the distribution of our own population has on the environment. They will also learn about responsible resource use, soil use management and the use of alternative energy sources. They will study the origin of major pollutants, their effects on the environment and on human health and pollution reduction, remediation, and control measures. Students will recognize the



significance of regional, national, and international environmental laws and regulations and develop an awareness of environmental options to work towards sustainability. Students will take the AP examination given in May. ***Offered School Year 2027-2028***

Course Name: Threatened and Endangered Flora and Fauna Initiative

Description: This class will explore some of the unique and rare plants and animals of North Carolina. Through case studies, field experiences, and scientific papers, students will look at the circumstances surrounding each species, and the potential path to recovery for each of them. On-campus data collection will also be a part of the course as students learn how to conduct population studies and monitor the health of our local organisms. SCUBA certification will be available as a part of the course, as well as fall and spring overnight trips to the varied ecosystems of North Carolina. Potential species of study include red wolves, red cockaded woodpeckers, hellbenders, pine barrens tree frog, and Venus fly traps. ***Additional costs may be associated with this class for SCUBA certification and field trips.***

Course Name: Astronomy

Description: Astronomy is an introductory class that will broaden your understanding of the Universe. We will start with a basic introduction to the night sky and the observations made by ancient astronomers before moving on to modern observations and theories. Among other topics, this course will examine the physical properties of planets in our solar system, the various methods for detecting exoplanets orbiting other stars, the mysterious remnants that stars leave behind, and the question of how common life is in the Universe. Students will participate in night labs and use telescopes to observe the Moon, other planets in our solar system, and learn the tools needed to interpret astronomical observations.

Course Name: Intro to Engineering and Design

Description: This class will use select build events from Science Olympiad, a nationwide-STEM competition, to introduce students to the engineering design process. Each unit will focus on one building event (i.e. towers, bottle rocket, mousetrap vehicle). Students will learn the engineering principles behind each event before designing, building, testing, and modifying their own devices. This class will put emphasis on problem solving and encourage students to learn from their mistakes. Instead of a textbook, this class will have a materials fee of \$100. ***Offered School Year 2027-2028***



DEPARTMENT OF HISTORY/SOCIAL STUDIES

The O'Neal history department agrees with the Roman philosopher Cicero that history is “the witness of the times, the light of truth, the life of memory.” Through its courses the department seeks to instill in students an appreciation of the past while fostering the skills and habits of mind necessary to be an engaged and curious global citizen. The department believes that historical study involves more than just memorizing facts. Rather, history is an interpretive discipline which requires students to adopt an analytical mindset in order to arrive at a nuanced understanding of complex and multi-faceted events.

Engaging in historical thinking affords students the opportunity to hone their critical thinking skills while also encouraging them to ask questions. Additionally, the department emphasizes the importance of research and writing. Guided by inquiry-based pedagogy, students undertake historical scholarship in all classes. After asking questions and conducting research, students learn to synthesize their evidence, construct historical arguments, and present their findings in written and oral form. Such skills not only make O'Neal graduates ready for college, but they also cultivate empathy and the tools needed to be responsible and engaged citizens.

Three credits of history are required for graduation, but students are encouraged to take a fourth year of elective courses. The curriculum begins in ninth grade with world history. AP classes are offered starting in the tenth grade. Placement in AP courses involves grade prerequisites and a conversation among the student, the teacher, and the department chair with the chair giving final approval. The department offers a wide variety of electives designed to introduce students to more specialized fields of history as well as broader subjects in the social sciences.

Course Descriptions

Course Name: Introduction to Economics/American Government

Description: This year-long course will be comprised of two separate semesters. The first semester will introduce students to basic macroeconomic principles such as real and nominal GNP and GDP, supply and demand, the Federal Reserve System, banking, monetary policy, and more. The class will be taught using primary and secondary sources, as well as examining current practices and trends. The second semester will be a comprehensive study of the formation and evolution of the United States government. This includes a study of our founding documents, along with the impact of various political movements and organizations over time. In addition, students will often compare and contrast the American style of government with those of other countries for reference. Students will explore these topics through class discussions, projects, major and minor assessments, and individual research.

**Course Name: World History**

Description: The purpose of this course is to provide students with a general sense of world history beginning with prehistoric man and ending with present day global issues. Students will discuss and analyze the evolution of societies, with a particular emphasis on the political, economic, religious, and social developments of various peoples. Students will explore these topics through class discussions, projects, major and minor assessments, and individual research.

Course Name: AP World History

Description: This course focuses on developing students' understanding of world history from approximately 8000 B.C.E. to the present. The course has students investigate the content of world history for significant events, individuals, developments, and processes in six historical periods, and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. The course also provides five themes (environment, politics, social structures, economics, culture) that students explore throughout the course in order to make connections in different times and places encompassing the five major geographic regions of the globe: Africa, the Americas, Asia, Europe, and Oceania. In addition to regular coursework, students will take the three-hour College Board AP Exam in May. ***Offered School year 2027-2028***

Course Name: US History

Description: In this course, students analyze the development of the American colonies and their institutions of government. They also examine sectionalism and the issues that led to the Civil War. Students explore the westward movement, innovations in technology, the impact of trusts in business, and the causes and effects of the United States' emergence as a world power. They study the Progressive Movement, US involvement in World War I and its influence on international affairs, and the economic, social, and political changes of the twenties and thirties. Students cover WWII, the Cold War, Korea and Vietnam, and events as close to the present as time permits.

Course Name: AP US History

Description: This college level course explores such topics as colonial America, the development of the US constitutional government, increasing sectional division leading to the Civil War, immigration patterns, international expansionism, Progressive reform, the Great Depression, the New Deal, the world wars, the Cold War, and the post-Cold War eras, and on into the twenty first century. The course will emphasize a series of key aspects of American history. Including the continued growth of the federal government, the evolution of American culture, demographic changes and accompanying nativist tensions, economic trends and transformations, environmental and agricultural issues, social reform movements, the influence



of religion, the history of slavery and the socio-economic legacies of Reconstruction, and, lastly, America's changing position in the global arena. Students will take the AP examination given in May.

Course Name: AP US Government

Description: This college-level course follows the curriculum requirements specified by the College Board in the AP Course Description. It is a comprehensive study of the creation of the United States government, its subsequent development over time, and numerous related topics such as civil liberties, political socialization and participation, factors influencing public policy, etc. At times, the course involves comparing the American political system with those in Europe to discern advantages and disadvantages in the American system. In addition, students read pairs of pro and con essays on various issues such as affirmative action and the Electoral College as these subjects arise in the course's units of study. Another important aspect of the class is for students to keep abreast of current events by watching a television news network such as CNN or accessing it online daily. Students will take the AP examination given in May.

Course Name: AP European History

Description: Throughout this college-level course, students will discuss and analyze cultures and historical periods by investigating their government, geography, science and technology, religion, relationship to the world, art and culture, military, innovations, and major personalities. Their studies will include the late Middle Ages, the Renaissance, the Reformation, the age of Religious Wars, the paths to Constitutionalism and Absolutism in 17th century England and France, the successful and unsuccessful path to power (1686-1740), society and economy under the Old Regime in the 18th century, the Age of Enlightenment, and the French Revolution. Students will take an in-depth look at Nationalism, Socialism, Liberalism, Conservatism, the Age of Imperialism, World War I, political experiments of the 1920s, Europe and the Great Depression of the 1930s, World War II, and the Cold War. Students will take the AP examination given in May. ***Offered School year 2026-2027***

Course Name: AP Art History

Description: AP Art History is intended to prepare students for the spring AP® Art History Exam. The syllabus is organized to include course content material from the ancient world through to 21st century global, contemporary art. Roughly 20% of the course content is devoted to art beyond the European Western tradition. The course teaches students to understand works of art through both contextual and visual analysis. The fall term covers art from the Paleolithic through the Renaissance era (Western traditions,) and the arts of ancient China, ancient India, and Islam (outside of Western traditions.) The winter term covers art from the Mannerists (Western) to contemporary works on a world scale and the arts of Dynastic China, Japan, India, Oceania, Mesoamerica, and Native America (outside Western.) The goal of AP Art History is to produce a thorough understanding of works of art within their historical context by examining



issues such as politics, religion, patronage, gender, function, and ethnicity. Students will take the AP examination given in May. ****Course does not meet VPA graduation requirement****

Course Name: Foundations in Personal Finance

Description: This course is designed to help students understand the various financial decisions they will encounter in life. An online SmartBook will guide them through much of the content while they participate in a yearlong simulation during class. Over thirty years of adult life, students will experience week-long segments where they earn an income, pay expenses, make entertainment choices, purchase insurance, save and invest, file taxes, and handle unforeseen emergencies. At the end of the school year, students will evaluate the retirement they have built for themselves based on the choices made during the simulation. This practical knowledge will empower them to make informed financial decisions and build a strong foundation for their real financial future. ***Offered School year 2027-2028***



DEPARTMENT OF WORLD LANGUAGE

Level-appropriate linguistic fluency, cultural competency, and intellectual curiosity are the primary goals of the world language department. The demands on today's learner are increasingly global. To be global citizens, we must understand our own cultures as well as the cultures of others. O'Neal currently introduces students to Spanish in kindergarten at the lower school. The lower school program emphasizes exposure to cultures of the Spanish-speaking world as well as developmentally appropriate vocabulary and songs. In middle school, students may choose to continue studying Spanish or may choose to begin studying French through immersive, daily courses. After a semester of each language in the fifth grade, students then choose one language for deeper and intentional study throughout their middle school experience. The program's intentional emphasis on years of foundational work allows O'Neal students to gain a higher level of proficiency and confidence. Upper school courses introduce advance track learning for those who are so inclined, and the highest level of language study is Advanced Placement. International trips offered in the upper school promote true cultural studies and give our students real-world application of the skills they are learning. In the upper school, students must take two years of either language. They are strongly encouraged to take more than two years. Additionally, students are supported in their pursuit of both languages. French and Spanish serve as the official languages for 50 countries collectively, are two of the working languages of the UN, and span five continents. Our instructors use the ACTFL proficiency indicators as guides in assessing students' linguistic skills. The classes are taught almost exclusively in the target language using a variety of methods that create authentic and often spontaneous situations for communication. We strive to make input comprehensible to students, scaffold the skills, and keep the 5 C's (communication, culture, connections, comparisons, and communities) at the forefront of our instructional design.

Course Descriptions

Course Name: French I

Description: In French I students develop a foundation of vocabulary necessary to communicate about basic and essential themes. French I is an introduction for students with little to no previous experience. It offers insight into the basic language patterns and sounds. Specific emphasis is placed on language acquisition through development of the four communication skills: listening, speaking, reading, and writing. Students are introduced to important aspects of the history and culture of the Spanish-speaking world. They also have opportunities to view cultural films in the target language, to read authentic materials and potentially be involved in an exchange with a sister school in a French-speaking country. The class strives to operate in an immersion environment, with both instruction and student



participation being almost exclusively in French. Students are assessed for both accuracy and creativity through multiple open-ended activities.

Course Name: French II

Description: In French II students continue to develop their vocabulary base and expand upon the simple grammatical structures they acquired in French I. They begin to explore more complex sentence structures and have writing opportunities ranging from creative projects like travel brochures to the more pragmatic like narrative essays centered on thematic vocabulary. Historical and cultural aspects of the French-speaking world are a central component of the curriculum. The course affords opportunities for students to demonstrate proficiency through such activities as skits, poetry recitation, presentations in front of the class, interviews, songs, and short stories. Assessments encourage both accuracy and creativity with many of the assignments remaining largely open-ended. Small class sizes demand active participation from each student. All modes of communication (reading/writing/speaking/listening) will be assessed throughout the year and there will be several oral presentations and projects assigned.

Course Name: French II Advanced

Description: French II Advanced is a continuation of the foundation established in French I. Students continue to develop their vocabulary and expand upon the simple grammatical structures they acquired in previous years of study, but at a slightly faster pace and with more depth. They begin to explore more complex sentence structures and have writing opportunities ranging from creative projects like travel brochures to more pragmatic narrative essays centered on thematic vocabulary. Historical and cultural aspects of the French-speaking world are a central component of the curriculum. The course affords opportunities for students to demonstrate proficiency through such activities as skits, poetry recitation, presentations in front of the class, interviews, songs, and short stories. Assessments encourage both accuracy and creativity, with many of the assignments remaining largely open-ended. Small class sizes demand active participation from each student. All modes of communication (reading/writing/speaking/listening) will be assessed throughout the year and there will be several oral presentations and projects assigned.

Course Name: French III

Description: French III is designed to expand and refine students' abilities to communicate and express themselves with greater ease and sophistication. Students at this level have a working understanding of the language and culture of the Francophone world that is used as a springboard to continue acquiring information about the perspectives, attitudes, ideas, and values of various French-speaking societies. Vocabulary and grammar concepts are explained within a meaningful context and reinforced through a level-appropriate soap opera, short films, advertisements, cultural videos and readings and other real-world media sources. Cultural knowledge is also enhanced through creative projects on subjects such as history, art, literature,



and the gastronomy of the French-speaking world. Students at this level are encouraged, using open-ended questions and more personalized communicative activities, to make connections and comparisons between their own culture and those of the Francophone world. These cultural comparisons seek to enhance language acquisition and make use of the continued development of the four keys skills in acquiring a second language: listening, speaking, reading, and writing. This course strives to create an immersion environment by using French as the primary means of communication in the classroom, thus encouraging students to develop strategies for maneuvering their way through natural communication. Assessments are designed to foster creativity and increased accuracy and will provide meaningful feedback. Students will have multiple opportunities both in class and outside of class through the new supersite and on trips to local restaurants to practice their French. Smaller class sizes require that each student participate in an active and enthusiastic way to build comfort and competence.

Course Name: French III Advanced

Description: French III Advanced is designed to expand and refine students' abilities to communicate and express themselves with greater ease and sophistication. Students at this level have a working understanding of the language and culture of the Francophone world that is used as a springboard to continue acquiring information about the perspectives, attitudes, ideas, and values of various French-speaking societies. Vocabulary and grammar concepts are explained within a meaningful context and reinforced through a level-appropriate soap opera, short films, advertisements, cultural videos and readings and other real-world media sources. Cultural knowledge is also enhanced through creative projects on subjects such as history, art, literature, and the gastronomy of the Francophone world. Students at this level are encouraged, using open-ended questions and more personalized communicative activities, to make connections and comparisons between their own culture and those of the French-speaking world. These cultural comparisons seek to enhance language acquisition and make use of the continued development of the four keys skills in acquiring a second language: listening, speaking, reading, and writing. This course strives to create an immersion environment by using French as the primary means of communication in the classroom, thus encouraging students to develop strategies for maneuvering their way through natural communication. Assessments are designed to foster creativity and increased accuracy and will provide meaningful feedback. Students will have multiple opportunities both in and outside of class through the new supersite and on trips to local restaurants to practice their French. Smaller class sizes require that each student participate in an active and enthusiastic way to build comfort and competence. The advanced course will see more writing assessments, oral presentations, and greater emphasis will be placed on accuracy and proficiency in preparation for higher levels of language learning.

Course Name: French IV

Description: In French IV, students will expand and refine their abilities to communicate and express themselves in an increasingly sophisticated fashion within the context of the varied



cultures of the Francophone world. Vocabulary and grammar are presented and grouped around certain themes such as ‘The Value of Ideas’ and “Interpersonal Relations”. Students will use these central themes to reflect on their own cultural experiences, those of their community and the varied beliefs and ideas of people in the French-speaking world. Within each theme, students strengthen their cultural and linguistic skills through watching and discussing authentic short films, reading cultural articles, and discussing customs and traditions of a particular region. Students will also study authentic art and literature, listen to audio articles about cultures and watch full-length films as appropriate thematically. Assessments in this course are varied to encompass all four of the major skill sets: speaking, reading, listening, and writing. Beyond assessments for each unit, students will engage in debates, make short films, conduct oral interviews, present reports to the class and visit local restaurants. Songs will also be used to combine grammatical concepts with current musical trends in the Francophone world. This course will also teach students about different presentational modes both in oral and written form and encourage them to reflect and examine the central themes of each unit through formal essays, brief emails, conversations and interviews with one another, and oral presentations to the class. Additionally, the small class size requires every student to participate actively and enthusiastically to build competence and comfort with the language.

Course Name: French IV Advanced

Description: In French IV Advanced, students will expand and refine their abilities to communicate and express themselves in an increasingly sophisticated fashion within the context of the varied cultures of the Francophone world. Great emphasis is placed on improvised language production, spontaneous writing, and creative use of the language to express oneself about a variety of topics. This course is meant to cap a student’s academic experience in French or to serve as a building block for advanced courses like level 5/ AP. Vocabulary and grammar are presented and grouped around certain themes such as ‘The Value of Ideas’ and “Interpersonal Relations”. Students will use these central themes to reflect on their own cultural experiences, those of their community and the varied beliefs and ideas of people in the French-speaking world. Within each theme, students strengthen their cultural and linguistic skills through watching and discussing authentic short films, reading cultural articles, and discussing customs and traditions of a particular region. Students will also study authentic art and literature, listen to audio articles about cultures and watch full-length films as appropriate thematically. Assessments in this course are varied to encompass all four of the major skill sets: speaking, reading, listening, and writing. Beyond assessments for each unit, students will engage in debates, make short films, conduct oral interviews, present reports to the class and visit local restaurants. Songs will also be used to combine grammatical concepts with current musical trends in the French-speaking world. This course will also teach students about different presentational modes both in oral and written form and encourage them to reflect and examine the central themes of each unit through formal essays, brief emails, conversations and interviews with one another, and oral presentations to the class. Additionally, the small class size requires



every student to participate actively and enthusiastically to build competence and comfort with the language.

Course Name: French V

Description: French V is a continuation and extension of the previous courses. Students will expand and refine their abilities to communicate and express themselves in an increasingly sophisticated fashion within the context of the varied cultures of the French-speaking world. Serious and motivated language learners will be challenged in a rewarding environment wherein attention to detail, effort, and intellectual curiosity are essential. Vocabulary and grammar are presented and grouped around certain themes such as “Families and Communities” and “Global Challenges.” Students will use these central themes to reflect on their own cultural experiences, those of their community and the varied beliefs and ideas of people in the Francophone world. Within each theme, students strengthen their cultural and linguistic skills through watching and discussing authentic short films, reading cultural articles, and discussing customs and traditions of a particular region. Students will also study authentic art and literature, listen to audio articles about cultures and watch full-length films as appropriate thematically. Assessments in this course are varied to encompass all four of the major skill sets: speaking, reading, listening, and writing. Beyond assessments for each unit, students will engage in debates, make short films, conduct oral interviews, present reports to the class and visit local restaurants. Songs will also be used to combine grammatical concepts with current musical trends in the French-speaking world. This course will also continue to teach students about different presentational modes both in oral and written form and encourage them to reflect and examine the central themes of each unit through formal essays, brief emails, conversations and interviews with one another, and oral presentations to the class. Additionally, the small class size requires every student to participate actively and enthusiastically to build competence and comfort with the language.

Course Name: AP French Language and Culture

Description: AP French Language and Culture is a continuation and extension of the previous course. It is a rigorous course for highly motivated language learners who are ready to challenge themselves. Students can expect diverse content ranging from contemplating the visual arts to debating ethical issues in the target language. Students will expand and refine their abilities to communicate and express themselves in an increasingly sophisticated fashion within the context of the varied cultures of the Francophone world. Vocabulary and grammar are presented and grouped around certain themes such as Families and Communities, Beauty and Aesthetics, Individual and National Identities, and Global Challenges. Students will use these central themes to reflect on their own cultural experiences, those of their community and the varied beliefs and ideas of people in the French-speaking world. Within each theme, students strengthen their cultural and linguistic skills through watching and discussing authentic short films, reading cultural articles, and discussing customs and traditions of a particular region. Students will also study authentic art and literature, listen to audio articles about cultures and watch full-length



films as appropriate thematically. Assessments in this course are varied to encompass all four of the major skill sets: speaking, reading, listening, and writing. Beyond assessments for each unit, students will engage in debates, make short films, conduct oral interviews, present reports to the class and visit local restaurants. Songs will also be used to combine grammatical concepts with current musical trends in the French-speaking world. This course will also continue to teach students about different presentational modes both in oral and written form and encourage them to reflect and examine the central themes of each unit through formal essays, brief emails, conversations and interviews with one another, and oral presentations to the class. Additionally, the small class size requires every student to participate actively and enthusiastically to build competence and comfort with the language. Students will take the AP examination given in May.

Course Name: Spanish I

Description: In Spanish I students develop a foundation of vocabulary necessary to communicate about basic and essential themes. Spanish I is an introduction for students with little to no previous experience. It offers insight into the basic language patterns and sounds. Specific emphasis is placed on language acquisition through development of the four communication skills: listening, speaking, reading, and writing. Students are introduced to important aspects of the history and culture of the Spanish-speaking world. They also have opportunities to view cultural films in the target language, to read authentic materials and potentially be involved in an exchange with a sister school in a Spanish-speaking country. The class strives to operate in an immersion environment, with both instruction and student participation being almost exclusively in Spanish. Students are assessed for both accuracy and creativity through multiple open-ended activities.

Course Name: Spanish II

Description: Students continue to develop their vocabulary base and expand upon the simple grammatical structures they acquired in Spanish I. They begin to explore more complex sentence structures and have writing opportunities ranging from creative projects like travel brochures to the more pragmatic like narrative essays centered on thematic vocabulary. Historical and cultural aspects of the Spanish-speaking world are a central component of the curriculum. The course affords opportunities for students to demonstrate proficiency through such activities as skits, poetry recitation, presentations in front of the class, interviews, songs, and short stories. Assessments encourage both accuracy and creativity with many of the assignments remaining largely open-ended. Small class sizes demand active participation from each student. All modes of communication, (reading/writing/speaking/listening) will be assessed throughout the year and there will be several oral presentations and projects assigned.

**Course Name: Spanish II Advanced**

Description: This course is a continuation of the foundation established in Spanish I. Students continue to develop their vocabulary and expand upon the simple grammatical structures they acquired in previous years of study, but at a slightly faster pace and with more depth. They begin to explore more complex sentence structures and have writing opportunities ranging from creative projects like travel brochures to more pragmatic narrative essays centered on thematic vocabulary. Historical and cultural aspects of the Spanish-speaking world are a central component of the curriculum. The course affords opportunities for students to demonstrate proficiency through such activities as skits, poetry recitation, presentations in front of the class, interviews, songs, and short stories. Assessments encourage both accuracy and creativity with many of the assignments remaining largely open-ended. Small class sizes demand active participation from each student. All modes of communication, (reading/writing/speaking/listening) will be assessed throughout the year and there will be several oral presentations and projects assigned.

Course Name: Spanish III

Description: Spanish III is designed to expand and refine students' abilities to communicate and express themselves with greater ease and sophistication. Students at this level have a working understanding of the language and culture of the Spanish-speaking world that is used as a springboard to continue acquiring information about the perspectives, attitudes, ideas, and values of various Spanish-speaking societies. Vocabulary and grammar concepts are explained within a meaningful context and reinforced through a level-appropriate soap opera, short films, advertisements, cultural videos and readings and other real-world media sources. Cultural knowledge is also enhanced through creative projects on subjects such as history, art, literature, and the gastronomy of the Spanish-speaking world. Students at this level are encouraged, using open-ended questions and more personalized communicative activities, to make connections and comparisons between their own culture and those of the Spanish-speaking world. These cultural comparisons seek to enhance language acquisition and make use of the continued development of the four keys skills in acquiring a second language: listening, speaking, reading, and writing. This course strives to create an immersion environment by using Spanish as the primary means of communication in the classroom, thus encouraging students to develop strategies for maneuvering their way through natural communication. Assessments are designed to foster creativity and increased accuracy and will provide meaningful feedback. Students will have multiple opportunities both in class and outside of class through the new supersite and on trips to local restaurants to practice their Spanish. Smaller class sizes require that each student participate in an active and enthusiastic way to build comfort and competence.

Course Name: Spanish III Advanced

Description: Spanish III is designed to expand and refine students' abilities to communicate and express themselves with greater ease and sophistication. Students at this level have a



working understanding of the language and culture of the Spanish-speaking world that is used as a springboard to continue acquiring information about the perspectives, attitudes, ideas, and values of various Spanish-speaking societies. Vocabulary and grammar concepts are explained within a meaningful context and reinforced through a level-appropriate soap opera, short films, advertisements, cultural videos and readings and other real-world media sources. Cultural knowledge is also enhanced through creative projects on subjects such as history, art, literature, and the gastronomy of the Spanish-speaking world. Students at this level are encouraged, using open-ended questions and more personalized communicative activities, to make connections and comparisons between their own culture and those of the Spanish-speaking world. These cultural comparisons seek to enhance language acquisition and make use of the continued development of the four keys skills in acquiring a second language: listening, speaking, reading, and writing. This course strives to create an immersion environment by using Spanish as the primary means of communication in the classroom, thus encouraging students to develop strategies for maneuvering their way through natural communication. Assessments are designed to foster creativity and increased accuracy and will provide meaningful feedback. Students will have multiple opportunities both in class and outside of class to practice their Spanish. Smaller class sizes require that each student participate in an active and enthusiastic way to build comfort and competence. The advanced course will see more writing assessments, oral presentations, and greater emphasis will be placed on accuracy and proficiency in preparation for higher levels of language learning.

Course Name: Spanish IV

Description: In Spanish IV, students will expand and refine their abilities to communicate and express themselves in an increasingly sophisticated fashion within the context of the varied cultures of the Spanish-speaking world. Vocabulary and grammar are presented and grouped around certain themes such as ‘The Value of Ideas’ and “Interpersonal Relations”. Students will use these central themes to reflect on their own cultural experiences, those of their community and the varied beliefs and ideas of people in the Spanish-speaking world. Within each theme, students strengthen their cultural and linguistic skills through watching and discussing authentic short films, reading cultural articles, and discussing customs and traditions of a particular region. Students will also study authentic art and literature, listen to audio articles about cultures and watch full-length films as appropriate thematically. Assessments in this course are varied to encompass all four of the major skill sets: speaking, reading, listening, and writing. Beyond assessments for each unit, students will engage in debates, make short films, conduct oral interviews, present reports to the class and visit local restaurants. Songs will also be used to combine grammatical concepts with current musical trends in the Spanish-speaking world. This course will also teach students about different presentational modes both in oral and written form and encourage them to reflect and examine the central themes of each unit through formal essays, brief emails, conversations and interviews with one another, and oral



presentations to the class. Additionally, the small class size requires every student to participate actively and enthusiastically to build competence and comfort with the language.

Course Name: Spanish IV Advanced

Description: In Spanish IV, students will expand and refine their abilities to communicate and express themselves in an increasingly sophisticated fashion within the context of the varied cultures of the Spanish-speaking world. Great emphasis is placed on improvised language production, spontaneous writing, and creative use of the language to express oneself about a variety of topics. This course is meant to cap a student's academic experience in Spanish or to serve as a building block for advanced courses like level 5/ AP. Vocabulary and grammar are presented and grouped around certain themes such as 'The Value of Ideas' and "Interpersonal Relations". Students will use these central themes to reflect on their own cultural experiences, those of their community and the varied beliefs and ideas of people in the Spanish-speaking world. Within each theme, students strengthen their cultural and linguistic skills through watching and discussing authentic short films, reading cultural articles, and discussing customs and traditions of a particular region. Students will also study authentic art and literature, listen to audio articles about cultures and watch full-length films as appropriate thematically. Assessments in this course are varied to encompass all four of the major skill sets: speaking, reading, listening, and writing. Beyond assessments for each unit, students will engage in debates, make short films, conduct oral interviews, present reports to the class and visit local restaurants. Songs will also be used to combine grammatical concepts with current musical trends in the Spanish-speaking world. This course will also teach students about different presentational modes both in oral and written form and encourage them to reflect and examine the central themes of each unit through formal essays, brief emails, conversations and interviews with one another, and oral presentations to the class. Additionally, the small class size requires every student to participate actively and enthusiastically to build competence and comfort with the language.

Course Name: Spanish V

Description: Spanish V is a continuation and extension of the previous courses. Students will expand and refine their abilities to communicate and express themselves in an increasingly sophisticated fashion within the context of the varied cultures of the Spanish-speaking world. Serious and motivated language learners will be challenged in a rewarding environment wherein attention to detail, effort, and intellectual curiosity are essential. Vocabulary and grammar are presented and grouped around certain themes such as "Families and Communities" and "Global Challenges." Students will use these central themes to reflect on their own cultural experiences, those of their community and the varied beliefs and ideas of people in the Spanish-speaking world. Within each theme, students strengthen their cultural and linguistic skills through watching and discussing authentic short films, reading cultural articles, and discussing customs and traditions of a particular region. Students will also study authentic art and literature, listen to audio articles about cultures and watch full-length films as appropriate thematically.



Assessments in this course are varied to encompass all four of the major skill sets: speaking, reading, listening, and writing. Beyond assessments for each unit, students will engage in debates, make short films, conduct oral interviews, present reports to the class and visit local restaurants. Songs will also be used to combine grammatical concepts with current musical trends in the Spanish-speaking world. This course will also continue to teach students about different presentational modes both in oral and written form and encourage them to reflect and examine the central themes of each unit through formal essays, brief emails, conversations and interviews with one another, and oral presentations to the class. Additionally, the small class size requires every student to participate actively and enthusiastically to build competence and comfort with the language.

Course Name: AP Spanish Language and Culture

Description: AP Spanish Language and Culture is a continuation and extension of the previous course. It is a rigorous course for highly motivated language learners who are ready to challenge themselves. Students can expect diverse content ranging from contemplating the visual arts to debating ethical issues in the target language. Students will expand and refine their abilities to communicate and express themselves in an increasingly sophisticated fashion within the context of the varied cultures of the Spanish-speaking world. Vocabulary and grammar are presented and grouped around certain themes such as Families and Communities, Beauty and Aesthetics, Individual and National Identities, and Global Challenges. Students will use these central themes to reflect on their own cultural experiences, those of their community and the varied beliefs and ideas of people in the Spanish-speaking world. Within each theme, students strengthen their cultural and linguistic skills through watching and discussing authentic short films, reading cultural articles, and discussing customs and traditions of a particular region. Students will also study authentic art and literature, listen to audio articles about cultures and watch full-length films as appropriate thematically. Assessments in this course are varied to encompass all four of the major skill sets: speaking, reading, listening, and writing. Beyond assessments for each unit, students will engage in debates, make short films, conduct oral interviews, present reports to the class and visit local restaurants. Songs will also be used to combine grammatical concepts with current musical trends in the Spanish-speaking world. This course will also continue to teach students about different presentational modes both in oral and written form and encourage them to reflect and examine the central themes of each unit through formal essays, brief emails, conversations and interviews with one another, and oral presentations to the class. Additionally, the small class size requires every student to participate actively and enthusiastically to build competence and comfort with the language. Students will take the AP examination given in May.



DEPARTMENT OF FINE AND PERFORMING ARTS

At the O'Neal School, the arts play a vital role in the education of the whole child. Creativity, communication, collaboration, and critical thinking, four essential skills our students will need both in school and in the workforce, are fostered, developed, and carefully nurtured in the arts. Arts classes not only allow students time and space for self-expression and the development of a point of view, but they also teach students a lot about persistence, positive risk taking, and failure and success. Students have a variety of visual and performing arts classes from which to choose in order to fulfill their arts requirement.

Course Descriptions

Course Name: Art I

Description: Students will develop the concepts necessary for understanding and producing art; develop knowledge and appreciation of art in the past and present; and develop an awareness of art as an avocation and profession. This course is designed to introduce students to a vast amount of art application and appreciation. Students will demonstrate an understanding of the elements of art, color theory, selective color, dynamics of line, shape and form, texture, space, and design principles. They will use art elements to express ideas, feelings, and perception, and create work that does not rely on copying or tracing. They will understand that creating a piece of art is a design problem for which individuals find individual solutions influenced by personal perceptions, observations, experiences, creativity, ability, application of media, and manipulation of elements. Students will understand value gradation and surface treatment, perspective, render figures from life with consideration given to proportion and form, contours, gesture, motion, groups, profiles, and three-quarter views. They will use a variety of media and demonstrate an ability to effectively present completed work-crop, mount, and mat. They will create sculpture that considers the art elements in relation to design principles, and they will recognize well-known artists and their work from the major periods of art history. Art I is a full-year course.

Course Name: Art 2: Drawing & Painting & Photography

Description: Drawing and Painting will assist the students in developing the concepts and skills necessary to understand and produce 2-dimensional art. They will compare and contrast visual qualities and characteristics in their work and the work of others. They will understand that creating a piece of art is a design problem, including the application of media, and the manipulation of elements. They will be required to justify their aesthetic judgments concerning



the many forms of art, and create compositions from life, memory, fantasy, still life, landscape, interiors, and architecture. They will use drawing and painting tools safely. Students will also be able to describe the characteristics of art from other cultures, the major periods of art history, and the well-known artists of today and their work. The Photography component will assist students in developing the concepts and skills necessary to understand and produce 2-dimensional art using 35 mm photography and digital photography methods. Students will compare and contrast visual qualities and characteristics in their work and the work of others. They will understand that creating a photograph is a design problem, including the application of media, and the manipulation of elements. They will be required to justify their aesthetic judgments and create compositions from life, memory, still life, landscape, interiors, and architecture. They will use materials associated with developing 35mm photographs safely. They will also be able to describe the characteristics associated with historical photography and that of contemporary applications. Students will develop the concepts and skills necessary to produce 35mm black and white photographs, and the necessary related time and chemical associations involved and become familiar with digital editing programs.

Course Name: Art 2: Pottery & Printmaking

Description: Pottery - Students will develop the concepts necessary for understanding and producing clay works of art. Their finished clay form will include the glazing process, and they will be aware of clay/pottery as an avocation and profession. The students will demonstrate their knowledge of the dynamics of form regarding function and their personal style in applying the principles of design in works of clay. They will trust their own intuitive perceptions and understand the necessity of design-problem recognition prior to problem solving. They will use art vocabulary to express knowledge, opinions, judgments, preferences, and criticisms as it pertains to clay works, and recognize its historical value in recording the history of mankind, beyond the written and spoken word. Printmaking - Students will develop the concepts necessary for understanding and producing printed works of art. Their finished work will explore the processes of block printing, collagraph, stencil and intaglio. They will also be able to describe the characteristics of printmaking from other cultures, the major periods of art history, and well-known printers of today and their work. The art form will be introduced as an avocation and profession. They will trust their own intuitive perceptions and understand the necessity of design-problem recognition prior to problem solving. They will use art vocabulary to express knowledge, opinions, judgments, preferences, and criticisms as it pertains to printed works, and recognize its historical value in recording the history of mankind, beyond the written and spoken word.

Course Name: Art 3: Advanced Studio Art

Description: Advanced Studio Art promotes a sustained investigation of two aspects for portfolio development— quality and breadth. The course enables students to develop mastery (i.e., “quality”) in concept, composition, and execution of Drawing, Painting, Printmaking,



Sculpture, and, or Photography. Students develop a cohesive body of work investigating a strong underlying visual idea in multiple disciplines that grows out of a coherent plan of action or investigation. The course teaches students a variety of concepts and approaches in multiple disciplines so that the student can demonstrate a range of abilities and versatility regarding technique mastery. Such conceptual variety can be demonstrated through either the use of one or several media. The course emphasizes making art as an ongoing process that involves the student's informed and critical decision making. This course is intended for those students who plan to pursue visual art for portfolio purposes. A rigorous semi self-guided exploration of media and its use will expand upon a given depth of understanding of art concepts in relation to the development of quality, creative works in both 2 D and, or 3 D formats. Finished works will lend themselves to the advancement of a mature portfolio. Formal visual issues in conjunction with AP Studio Course Guidelines are recommended for students to appreciate and use throughout constructive production of required works.

Course Name: AP Studio Art: Drawing

Description: AP Studio Art: Drawing promotes a sustained investigation of all three aspects of portfolio development— quality, concentration, and breadth. The course enables students to develop mastery (i.e., “quality”) in concept, composition, and execution of Drawing. The course enables students to develop a cohesive body of work investigating a strong underlying visual idea in Drawing that grows out of a coherent plan of action or investigation (i.e., a “concentration”) The course teaches students a variety of concepts and approaches in Drawing so that the student is able to demonstrate a range of abilities and versatility with technique. Such conceptual variety can be demonstrated through either the use of one or the use of several media. The course emphasizes making art as an ongoing process that involves the student in informed and critical decision making. Students will submit their AP portfolio in May.

Course Name: AP Studio Art: 2-D Design

Description: AP Studio Art: 2-D promotes a sustained investigation of all three aspects of portfolio development— quality, concentration, and breadth. The course enables students to develop mastery (i.e., “quality”) in the concept, composition, and execution of 2-D Design. The course enables students to develop a cohesive body of work investigating a strong underlying visual idea in 2-D Design that grows out of a coherent plan of action or investigation (i.e., a “concentration”) The course teaches students a variety of concepts and approaches in 2-D Design so that the student is able to demonstrate a range of abilities and versatility with technique. Such conceptual variety can be demonstrated through either the use of one or the use of several media. The course emphasizes making art as an ongoing process that involves the student in informed and critical decision making. Students will submit their AP portfolio in May.

**Course Name: AP Studio Art: 3-D Design**

Description: AP Studio Art: 3-D promotes a sustained investigation of all three aspects of portfolio development— quality, concentration, and breadth. The course enables students to develop mastery (i.e., “quality”) in concept, composition, and execution of 3-D Design. The course enables students to develop a cohesive body of work investigating a strong underlying visual idea in 3-D that grows out of a coherent plan of action or investigation (i.e., a “concentration”) The course teaches students a variety of concepts and approaches in 3-D Design so that the student is able to demonstrate a range of abilities and versatility with technique. Such conceptual variety can be demonstrated through either the use of one or the use of several media. The course emphasizes making art as an ongoing process that involves the student in informed and critical decision making. Students will submit their AP portfolio in May.

Course Name: Theatre Arts

Description: This comprehensive course is designed to increase students' understanding and critical perception of Theater as an art form. Students will explore all aspects of Theater Arts. Class activities will include Ensemble Building, Theater History, Acting (movement, physicality, vocal techniques, pantomime, improvisation, character analysis, monologue and scene work), Directing/Producing/Stage Management and Technical Theater (lights, sound, props, costumes, make-up). Playgoing will also be a part of this course. Additionally, students will be encouraged to work on the main stage productions and earn points toward the International Thespian Society.

Course Name: Chorus

Description: Chorus is an elective open to any student grade 9-12 interested in learning to sing together in harmony. Student musicians will develop vocal skills such as breath control, choral blend, and expanding range. Musicians will learn to become comfortable following a music score through the study of music theory and improve their sight singing. Students will sing songs from many genres from classical to pop, sacred to secular, and in different languages. The Chorus will perform at school and community events throughout the year. Grades are based on attendance at concert events and active participation in rehearsal and music theory work.



SANDHILLS COMMUNITY COLLEGE

DUAL ENROLLMENT

Course Name: General Psychology (PSY 150)

Description: This course provides an overview of the scientific study of human behavior. Topics include history, methodology, biopsychology, sensation, perception, learning, motivation, cognition, abnormal behavior, personality theory, social psychology, and other relevant topics. Upon completion, students should be able to demonstrate a basic knowledge of the science of psychology.

Course Name: Public Speaking (COM 231)

Description: This course provides instruction and experience in preparation and delivery of speeches within a public setting and group discussion. Emphasis is placed on research, preparation, delivery, and evaluation of informative, persuasive, and special occasion public speaking. Upon completion, students should be able to prepare and deliver well-organized speeches and participate in group discussion with appropriate audiovisual support.

Course Name: Introduction to Sociology (SOC 210)

Description: This course introduces the scientific study of human society, culture, and social interactions. Topics include socialization, research methods, diversity and inequality, cooperation and conflict, social change, social institutions, and organizations. Upon completion, students should be able to demonstrate knowledge of sociological concepts as they apply to the interplay among individuals, groups, and societies.

Course Name: Theater Appreciation (DRA 111)

Description: This course provides a study of the art, craft, and business of the theatre. Emphasis is placed on the audience's appreciation of the work of the playwright, director, actor, designer, producer, and critic. Upon completion, students should be able to demonstrate a vocabulary of theatre terms and to recognize the contributions of various theatre artists.



COURSE SELECTION AND COLLEGE ADMISSION PREPARATION ADVICE FROM YOUR COLLEGE COUNSELOR

When selecting courses in the Upper School, consider the following facts about what colleges are looking for:

- Selective colleges would like to see students take courses in all five core academic areas throughout all four years of high school, regardless of the local school/state graduation requirements. These five core areas include: Math, Science, History/Social Studies, World Language and English. Students are encouraged to view the admissions requirements at colleges they are interested in. Keep in mind that most requirements on a college's website are minimum standards and highly selective schools are accepting students who take academic courses substantially above the minimum.
- Selective colleges look for students who appropriately challenge themselves academically.
- Many colleges will look at the GPA in your academic core subjects. In order to improve your academic GPA, you must take more academic courses (English, Math, Science, History/Social Studies, and World Language). When thinking about elective choices, it is very appropriate to look at an academic area that interests you and consider taking an academic elective in that area.
- Students should consider taking at least one SAT and/or ACT prep class. Even students who have taken high level academic courses could benefit from learning the tricks and secrets in taking and mastering these standardized tests. Not only will higher scores improve admission chances, but there are also many schools that offer automatic merit aid to students with high SAT/ACT scores. If a school is test optional, the decision to send test scores can be made at the time of application.
- Selective colleges prefer students to take World Language courses throughout all four years of high school. Remember that you may need to take World Language in college for one or more semesters, regardless of your major.
- Colleges will carefully look at your senior schedule and will also ask for a mid-year report to view first-semester grades. Senior course selection needs to remain appropriately rigorous.
- Remember that colleges will see all of the courses and final grades on your transcript. Junior year is usually the most important year academically (and the most challenging) as it is possibly the last opportunity you will have to show colleges what you are capable of before admissions decisions are made.



- Students need to explain any significant drop in grades to the colleges in which they are applying.
- In the senior year, any changes made to a schedule after a student has applied to the college must be explained in writing to the institution. Weakening your schedule for the second semester is not permitted unless there is a special circumstance.
- College acceptance is conditional. If senior year grades drop tremendously or courses are dropped, colleges reserve the right to revoke acceptance or have the student start out on probation.
- Students often ask, “would a college rather see an A in an easy class or a B or C in a difficult or AP level class?” The truth is many selective colleges would like to see A’s in extremely difficult classes. B’s are ok occasionally. The key is to be properly placed academically and to not over-extend yourself. If taking one AP course was a major drain on the time you could spend studying in other classes, taking five AP’s the following year is not going to be a good idea. Consideration needs to go into activities, such as sports, clubs, and part-time jobs, as well as difficulty in a subject and a student’s interest in a subject before making course selections.
- Most colleges will look at AP courses when considering rigor and many will give college credit for 3’s or better on AP exams, but rigor is only one factor in admission. GPA and standardized test scores are also very important. All students who sign up to take an AP course are required to take the AP exam in May.
- Students are NOT being compared to their peers at other high schools; public or private. Students will be reviewed in the context of the school they attend. In other words, maximize the opportunities at your school and do not worry about your neighbor or friend at another institution. It is completely irrelevant. Colleges know the caliber of academics you are receiving at O’Neal and will judge you accordingly.
- Rule of thumb: Discuss your schedule selection with your counselor before deciding. Key points to discuss: graduation requirements, NCAA eligibility, colleges you are looking at, time for studying, and future major
- Your college counselor will walk you through each step in the college application and admissions process. Please pay attention and attend seminars and presentations. Schedule time to meet with your college counselor to discuss your college plans and get advice on your individual schedule.
- There are many myths, urban legends, and misinformation that is out there regarding college admissions. Be sure to speak with a reliable source like your college counselor before making decisions about the college admissions process. It can be confusing, but manageable, and if you follow the advice above, it should be much easier to navigate.