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Oakwood School is a coeducational K-12 independent day school. It was founded in 1951 by a group of parents who wanted to provide their children with an educational experience that was rich in the arts, sciences, and humanities and challenging to their creative and intellectual capacities. They wanted a learning community which would foster independence of thought, intellectual integrity, and moral depth, and which would prepare students for participation in a democratic society. Therefore, they wanted classes that invited participation and that were small enough for children, diverse in their origins and interests, to be taught in accordance with their individual needs and abilities.

As Oakwood has grown, our commitment to those goals has not changed. We believe that a school environment should support and stimulate individuality and a vibrant communal life, should hold intellectual attainment in high regard, and should encourage young people to exercise increasing independence and responsibility – for one another, for the environment, and for the larger world. We therefore seek teachers who dedicate themselves to their disciplines, the growth and development of their students, and the whole of school life. And we seek parents who share our aims and values and are committed to working in partnership with the school.

Our program is college preparatory, but we are equally concerned with the quality of children’s experiences in the present. We believe that school must be rewarding in its own right, and not merely a step along a pathway to college.

We intend an Oakwood education:

1) to guide students toward mastery in a wide variety of scholastic, artistic, and athletic endeavors. We want students to see and use relationships among disciplines; to develop intellectual integrity and curiosity, insight and imagination; to develop technological literacy, environmental stewardship, and global awareness; and to become independent and reflective thinkers who can express themselves fluently and who take delight in learning.

2) to spark passion. We want young people to become wholeheartedly immersed in their work so that they are deeply and personally engaged and accountable. We believe that human intelligence and imagination extend to, and are developed through, all areas of human experience and that to involve a student passionately is to involve the whole person; therefore, we value a rich variety of forms of creation and modes of expression.

3) to cultivate depth of character. We want students to develop empathy, imagination, and moral courage; a sense of responsibility informed by ethical values; a sense of humility; a habit of service; and a commitment to social justice. We intend for their intellectual and moral development to be intertwined, so that their choices are guided by internal controls and sensitivity to the needs of others.

4) to help students gain self-knowledge. We want students to learn about their own strengths and weaknesses within a supportive environment that fosters open communication. To this end, we seek to accommodate and appreciate the unique qualities of each young person and to provide many opportunities for students to succeed and to take risks for the sake of learning.

5) to foster a sense of community. We seek to create a vibrant public life in the school, where students learn to express their opinions effectively and responsibly, and to consider respectfully the opinions of others. We believe that an environment most conducive to learning and growth balances informality with rigorous expectations and seriousness of purpose with a sense of play. We strive for our school community to be a diverse and inclusive one that fosters understanding and appreciation of our differences and commonalities.

Finally, we recognize that the school can achieve its aims only when students’ experiences are predominantly positive and joyful, and when their relationships with teachers are affectionate and trusting.

More than a statement of intent, our philosophy helps generate the richness, warmth, and vitality of day-to-day life at Oakwood, and the respect Oakwood has for its students. We consider childhood precious, and we take young people seriously. We believe that their feelings and thoughts should be accorded the dignity they warrant.

Adopted by the Board of Trustees, February, 2010
FACTS AND FIGURES

Elementary School
11230 Moorpark Street
North Hollywood, CA 91602-2699
(818) 732-3500  Fax (818) 752-4466
School Hours:
8:30 a.m. - 3:00 p.m. M-Th
8:30 a.m. - 2:00 p.m. F

Secondary School
11600 Magnolia Boulevard
North Hollywood, CA 91601-3098
(818) 732-3000  Fax (818) 766-1285
School Hours:
8:30 a.m. - 3:30 p.m. M-W-F
8:30 a.m. - 2:30 p.m. T-Th

Board of Trustees Chair: Marta Kauffman
Headmaster: James Alan Astman, Ph.D.
Founding Dates: Elementary School 1951, Secondary School 1964
Founded By: A group of parents including William Ross and Wendy Cabeen, Charles and Emilie Haas, Sidney Harmon and Elizabeth (Harmon) Schappert, and Robert and Jessica Ryan.
Student Body: 764 boys and girls from a variety of ethnic, racial, religious and socioeconomic backgrounds (kindergarten through grade twelve)
Kindergarten through grade six: 302
Grades seven through twelve: 487
Current Senior Class size: 79 students
Geographic distribution of students: From throughout the Los Angeles metropolitan area, and periodically from other countries.
Teaching Faculty: There are 80 faculty members, 25 in the Elementary School and 61 in the Secondary School (additionally, we have specialists in music, art, computer science, and physical education). The Secondary School has part-time Artists-in-Residence from California Institute of the Arts.
Elementary School Faculty-student ratio: 1:12
Secondary School Faculty-student ratio: 1:8
Campus: Oakwood School is located on two campuses a mile apart. Adjacent city parks and leased facilities are also used to expand the Oakwood program.
Accreditation and Memberships: Oakwood has been accredited by the Western Association of Schools and Colleges (WASC). Oakwood is a member of the National Association of Independent Schools (NAIS), and California Association of Independent Schools (CAIS), the Council for the Advancement and Support of Education (CASE), the Secondary School Admissions Testing Board (SSATB), and Educational Records Bureau (ERB).
ACADEMIC REQUIREMENTS

Course of Study and Graduation Requirements

The course of study offered at the Oakwood Secondary School covers six years (grades 7-12). The year is organized into three trimesters. Students are expected to carry four subjects per trimester in addition to physical education. Seventh grade students complete a school service project and eighth grade students complete a community engagement project within advisory.

**Grades Seven and Eight:**

Humanities (2 years)
Mathematics (2 years)
Science (2 years)
Foreign Language – Spanish, French, Mandarin or Latin (2 years)
Arts (2 years) in:
  - Visual Arts, Performing Arts, Theatre Arts, Music, Dance, STEAM
  - Athletics, Physical Education and Wellness (2 years)
CalArts (2 years)
Immersion (2 years)

**Grades Nine through Twelve:**

English (4 credits)
Social Studies (3 credits)
Mathematics (3 credits including 1 credit beyond Algebra II)
Science (3 credits of laboratory science)
World Language (3 credits of one language completed through level III)
Arts (3 credits) in:
  - Visual Arts, Theatre Arts, Music, Dance
Athletics, Physical Education and Wellness (2 credits)
Computer Science (No requirement)
Immersion (4 years)

Service-Learning/Community Service – In ninth and tenth grades, students are required to annually participate in at least two service learning opportunities. In eleventh and twelfth grades, students take additional, and more personal, ownership of their service learning experiences. At the beginning of their junior year, students are asked to begin considering service opportunities that will align with their next year’s senior projects. The goal is to extend the learning experience of the Senior Project into the wider world, thus exemplifying the power and potential of an Oakwood education to foster change.
THE ARTS DEPARTMENT

PERFORMING ARTS

DANCE

The primary goal of the Dance Department is to introduce dance as an artistic discipline that strengthens the mind and body while simultaneously offering a means of personal expression. All dance classes have both a technique and composition component, so that students learn how to dance and how to make dances. Students are taught to understand the structures inherent in dances as well as to critically examine dance as an art form. The Dance Department emphasizes historical significance as well as practical applications of dance-making styles and dance techniques. Our hope is that students walk away from dance classes with an appreciation of dance and their own power of personal expression through movement.

Unless otherwise indicated, the first term of any two-trimester class is a prerequisite for the second term (labeled as "2."), but you are not required to take both courses. (Example: You must take DA 340 before you take DA 340.2, but you can also take DA 340 without planning to take DA 340.2.)

DANCE 120 MIDDLE SCHOOL DANCE COMPANY — Grades Seven and Eight
This all-level, one trimester class is for students who either love to dance, or who wish to discover if they love to dance. Students will be taught modern and contemporary dance techniques as well as choreographic skills. The course is enhanced by weekly creative journal writing assignments, viewing and analyzing dance performances, and live percussion accompaniment. It may culminate in a final performance/sharing and it may be repeated – new material is taught every trimester.

DANCE 121 MIDDLE SCHOOL DANCE CREW — Grades Seven and Eight
This all-level, one trimester class is for students who would enjoy experiencing highly athletic, street-style dance. Students will be introduced to elements of breaking, hip hop and choreographic skills. It may culminate in a final performance/sharing and it may be repeated – new material is taught every trimester.

PERFORMING ARTS 120 INTRODUCTION TO PERFORMING ARTS – Grades Seven and Eight
This trimester-long class is an introduction to dance, theatre and music. The class serves as an opportunity for students to explore the various aspects of performing arts including integrating set and costume design, basic scene work, beginning dance techniques, rhythm and basic music theory/vocabulary. This class will culminate in a collaborative piece in which students design costumes, props and sets for an in-class performance that will combine all of the skills they have learned.

PERFORMING ARTS 126 MUSICAL THEATRE WORKSHOP – Grades Seven and Eight
For a description of this class, please see page 6 or 9.
Prerequisite: One semester of either Middle School Glee (MUSIC 120), Dance (DANCE 120, 121, 122, or 123), Introduction to Theatre or Middle School Play Production (THEATRE ARTS 120 OR 220).

DANCE 300 – ½ credit CONTEMPORARY DANCE FORMS — Grades Nine through Twelve
No prior dance experience required for this one-trimester class. This class combines principles that are used in Modern, Jazz, and Ballet – teaching students the basic skills necessary for contemporary dance. Classic technique structure with warm-up, across the floor and combinations will be complemented by choreography skills and dance as a means of personal expression. Class may culminate in a final performance/sharing.
DANCE 340.2 – ½ credit  MODERN DANCE 2 — Grades Nine through Twelve
This one-trimester class teaches contemporary dance and applies Graham technique towards this study. Intermediate levels of improvisation and choreography are developed. The course is divided into two parts: 1. Technique: structured warm-up and the development of movement phrases. 2. Composition: improvisation and choreographic exercises. The course integrates dance history and is enhanced by writing, art projects, and viewing and analyzing performances. It may culminate in a final performance/sharing.

DANCE 450.2 – ½ credit  BALLET 2 — Grades Nine through Twelve
This one-trimester class teaches intermediate and advanced levels of Cecchetti-style ballet technique, and includes an introduction to pointe. The course includes barre and center work, and choreography. Class may culminate in a final performance/sharing.

DANCE 451 – ½ credit  DANCE WORLDS — Grades Nine through Twelve
This one-trimester course features guest artists who lead master classes in a variety of world dance forms such as Latin dance, Hula, Belly Dancing, African, Indonesian, and others. Half of the trimester will be spent researching, studying and presenting world dance forms in class.

DANCE 452 – ½ credit  DANCE HISTORY AND APPRECIATION — Grades Nine through Twelve
This one-trimester survey course examines world dance history beginning with dance in 5th century Greece, through European court dances and non-Western social/religious dances, to post-modern American concert dance. Students will explore dance in its cultural context considering the social implications of each dance style studied. Geography, politics, history, and cultural climate will also be examined as influences on each particular dance style. This is a discussion-based class – there is no physical dance component.

DANCE 453.2 – ½ credit  JAZZ DANCE 2 — Grades Nine through Twelve
This one-trimester class focuses on lyrical jazz and in-depth study of contemporary jazz styles, as well as intermediate and advanced levels of improvisation and choreography. It may culminate in a final performance/sharing.

DANCE 454 – ½ credit  HIP HOP — Grades Nine through Twelve
This one-trimester class offers students who are interested in hip hop and/or breakdancing an opportunity to advance their skills and expand their repertoire. This course emphasizes athletic movement with a focus on floor work, up-rock, freeze technique, cypher “battle” structures, and free styling tricks, sequences of movement, and coordinated ensemble stunts. It may culminate in a final performance/sharing.

DANCE 460 – ½ credit  CHOREOLAB — Grades Nine through Twelve
ChoreoLAB is Oakwood School’s advanced Dance Company. In this one-trimester course students conceive, choreograph and perform their own dances. All dance styles are welcome and encouraged. Previous choreographic experience, as well as openness to experimentation and collaborative work is required. This course is enhanced by guest artist workshops and group improvisation. Rehearsals may be during the school day or held after school. Enrollment is by audition and open only to students who are also enrolled in another one-trimester dance course. It culminates in a required performance.

PERFORMING ARTS 560 - ½ credit  COLLABORATION TO PERFORMANCE — Grades Eleven and Twelve
This course teaches the collaborative skills needed to create an original multi-media performance and gives students hands-on practice mastering the language, techniques and methods of collaboration. Students examine artistic collaborative partnerships throughout contemporary American performances from 1940 to today. Open to musicians, visual artists, vocalists, composers, dancers, choreographers, actors, and directors, this course utilizes the interests and talents of the individuals in the class to develop and present a one-of-a-kind original, culminating performance.
Prerequisite: One other Performing Arts class (Music, Dance, or Theatre) and an additional Performing Arts
**DANCE 560 – ½ credit  CONTEMPORARY DANCE PRODUCTION — Grades Eleven and Twelve**
This one-trimester course is an advanced technique class for serious dancers who want to develop their dance practice and challenge themselves with high-level skills – jumps, turns, floor work, leaps, and lifts. A guest choreographer highlights this fast paced course. Enrollment is by audition only. Class culminates in performance.

**Prerequisite:** Contemporary Dance Forms

**MUSIC**

**MUSIC 120  MIDDLE SCHOOL GLEE — Grades Seven and Eight**
This course is for students who love to sing. Students will have an opportunity to sing Glee-inspired arrangements of popular songs, works from the world of Musical Theater or music from classical choral settings. Students in this class will learn all the aspects of good vocal technique, tone production, and enunciation. MS GLEE will perform at culminating concerts, as well as possible additional performances during Arts Fair and at local sister schools. There is no audition for this class, and it may be repeated.

**MUSIC 122  INTRODUCTION TO MUSIC COMPOSITION — Grades Seven and Eight**
This class is for students who are interested in learning how to write music, specifically songs in pop/rock style. Students will be working with the music notation software, Finale, and/or the music-sequencing program, GarageBand. Topics covered will include the elements of song writing, song form, basic music theory, basic rhythmic theory and notation, orchestration and score preparation. The final class project will be the composition of a large work with a specified form and instrumentation. Students with laptops running the application GarageBand are welcome to bring their own computers, provided they are already connected to Oakwood’s wireless network. No prior skills in music or composition are required.

**MUSIC 124A  BEGINNING STRINGS — Grades Seven and Eight**
This class is an introduction for students interested in learning to play an orchestral string instrument. Fundamental skills are introduced, including good playing position, correct bow technique, learning to read music, producing a good tone, and a familiarity with the basic fingerings on all the strings. This class may be repeated, with the goal of joining the Middle School Orchestra, High School Orchestra or Orchestra Workshop when appropriate. Students interested in violin or viola will need to rent instruments. Cellos may be available at school, according to demand. Basses are available for use at school.

**MUSIC 124B  BEGINNING BRASS — Grades Seven and Eight**
This class is an introduction for students interested in learning to play a brass instrument; these include trumpet, horn in F (a.k.a. French horn), trombone and tuba. Fundamental skills are introduced, including proper posture, breath control and articulation, learning to read music, producing a good tone, and a familiarity with basic fingerings. This class may be repeated, with the goal of joining the Middle School Orchestra, High School Orchestra, or the Orchestra Workshop. Students will need to rent an instrument, however students should come to the first class BEFORE choosing or renting an instrument. Oakwood has a limited number of tubas available for students to borrow, according to demand.

**MUSIC 124C  BEGINNING WOODWINDS — Grades Seven and Eight**
This class is an introduction for students interested in learning to play an orchestral woodwind instrument; these include flute, oboe, clarinet, and bassoon. Fundamental skills are introduced, including proper posture, breath control and articulation, learning to read music, producing a good tone, and a familiarity with basic fingerings. This class may be repeated with the goal of joining the Middle School Orchestra, High School Orchestra, or the Orchestra Workshop. Students interested in flute will need to rent instruments. Oakwood has a limited number of clarinets,
oboes and bassoons available for students to borrow, according to demand.

**MUSIC 125 MIDDLE SCHOOL ORCHESTRA** – Grades Seven and Eight
This class is for students who have played a string, woodwind, brass or percussion instrument. Students must be able to read music, and practice time outside of class (a minimum of 20 minutes, three times per week) is required. In addition to rehearsing and performing together as a complete orchestra, students also spend a portion of each week in smaller groups. Past examples include percussion ensemble, string ensemble, wind ensemble, jazz ensemble and chamber music. Skills rehearsed in class include developing good tone production, expanding technical skills, sight-reading and ensemble playing and performance. Students not only prepare traditional orchestra music, but also spend time each week as the Conductostra, Oakwood’s creative, guided-improvisation collective where the skills of listening, communicating and improvising as a group are honed. Performance opportunities include culminating concerts, as well as the option for qualified students to audition for the Southern California Honor Band and Orchestra. There is no audition for this class, and it may be repeated.

**PERFORMING ARTS 126 MUSICAL THEATRE WORKSHOP** – Grades Seven and Eight
Love dancing, singing and acting, but you can’t choose? This class is designed for students who are interested in all aspects of musical theatre performance. *Musical Theatre Workshop* offers instruction in solo and ensemble singing, musical theatre dance styles and acting. In this trimester-long course students will have the opportunity to sing, dance, and speak the great American Musical. Students will learn new dance combos as well as specific dance sequences and will rehearse scenes and songs for performance. Coursework will culminate in a performance at the end of the trimester.

**Prerequisite:** One semester of either Middle School Glee (MUSIC 120), Dance (DANCE 120, 121, 122, or 123), Introduction to Theatre or Middle School Play Production (THEATRE ARTS 120 OR 220)

**MUSIC 435 – ½ credit HIGH SCHOOL ORCHESTRA WORKSHOP** — Grades Nine and Ten
This performing ensemble is for students who have played for at least two years. Auditions for this class are required, and are held in the spring. (Students who have played less than two years and who feel they may qualify are welcome to audition as well.) All participating students are strongly encouraged to take private lessons outside of class. Students must possess the ability to read music and be familiar with the basic elements of instrumental performance, such as scales, articulations and dynamics. Skills stressed in class include developing individual musicianship (pitch, tone, articulation and sight-reading) and ensemble playing. This class may be repeated.

**MUSIC 440 – 1 credit HIGH SCHOOL CHORUS** — Grades Nine through Twelve
This class is for students who enjoy singing and performing choral music from all historical periods and of all styles, including classical, musical theatre and pop selections. No previous choral singing experience is required. The *High School Chorus* performs at the winter and Spring Concerts. Students learn intermediate and advanced vocal techniques, proper breathing, proper tone production, proper articulation, and good sight-singing skills and—most importantly—to sing and work together as a group. More advanced singers are encouraged to audition for the California Association of Independent Schools (CAIS) Honor Choir and the Southern California SCVA Regional Honor Choirs.

*This is a two trimester class.*

**MUSIC 445 – 1 credit HIGH SCHOOL ORCHESTRA** — Grades Nine through Twelve
This is an advanced ensemble for those who have played a string, woodwind, brass or percussion instrument for at least three years. Auditions for this group are required. (Students who have played less than three years and who feel they may qualify are welcome to audition as well.) Auditions are held in the spring for the following year. Members of this group are strongly encouraged to continue private lessons. In this class, students prepare advanced music for a variety of concerts. Baroque through Twentieth Century music are the predominant styles; popular, Broadway and jazz are also included. The class works to develop technical skills and improve tone quality, sight-reading and musicianship. Chamber music and solo opportunities are included each year. In addition, more advanced musicians are encouraged to audition for the Southern California and State Honor Bands and Orchestras,
as well as the CAIS Honor Band or Orchestra. In the second trimester the orchestra travels to another city to attend workshops and clinics, perform at venues, and/or attend a festival or concerts. 

*This is a two trimester class.*

**MUSIC 446 – ½ credit**  
**CHAMBER MUSIC** — Grades Nine through Twelve  
This is a one trimester chamber music opportunity for musicians who have played a string, woodwind, brass, or percussion instrument for at least three years. **PIANISTS ARE WELCOME.** Auditions for these groups are required; students who have played for less than three years are welcome to audition and may be qualified. The final chamber ensembles formed will be dependent on who is in the class, and may include string orchestra, string quartet, woodwind or brass quintet, or any woodwind or brass ensembles, percussion ensembles, and any small groups that may include a piano. **Students will rehearse works from the standard literature, as well as have the opportunity to focus on techniques and fundamentals pertinent to their particular family of instruments.** There will be a culminating performance at the end of the trimester.

**MUSIC 451 – ½ credit**  
**MUSIC, ART AND ARCHITECTURE** — Grades Eleven and Twelve  
A survey of western musical culture from the Greeks to yesterday, this course focuses on the relationships between music, the visual arts, theatre and dance. Combined with the influences of people and politics, discoveries in medicine, breakthroughs in architecture and design, and new patents and inventions, this course also looks at world exploration and conquest as driving forces behind musical ingenuity and change.

**MUSIC 455 – ½ credit**  
**MUSIC COMPOSITION** — Grades Eleven and Twelve  
This course emphasizes the composition of music in a variety of styles. Theoretical practices and recordings of significant works from each of the major historical periods are studied; culminating in the students composing pieces in the style of each period. In addition, periodic performances of student compositions are presented for the entire student body at lunchtime concerts and at town meetings. The class may attend concerts of premieres and newer works by Los Angeles area ensembles.  

*Prerequisite: Music Theory (MUSIC 466) or consent of instructor*

**MUSIC 466 – ½ credit**  
**MUSIC THEORY** — Grades Nine through Twelve  
This class is a general theory class that provides an introduction to all elements of music theory. Topics covered include note reading and notation on all clefs, major and minor key signatures and relationships, basic principles of meter and rhythm, chords and inversions, non-harmonic tones and an introduction to voice leading and harmony. In addition, basic piano skills as well as sight-singing will be studied. This class is an excellent preparation for the Advanced Placement Music Theory course, as well as Music Theory with Composition, and Jazz Theory 1 and 2. **This is a one trimester course.**

**MUSIC 467 – ½ credit**  
**MUSIC THEORY WITH COMPOSITION** — Grades Nine through Twelve  
Music Theory with Composition begins to delve into the more advanced methods and materials of music theory, with an emphasis on compositional styles and practices. During the first part of the course, we will focus on listening, analyzing and imitating in the classical vein. For the second part, students will be encouraged to compose pieces that are in their own voice. The class will culminate in a student composition recital. **This is a one trimester course.**  

*Prerequisite: Music Theory (MUSIC 466) or consent of instructor*

**MUSIC 471 – ½ credit**  
**JAZZ THEORY AND IMPROVISATION Level 1** — Grades Nine and Ten  
This course is designed as an enrichment opportunity for students participating in Oakwood’s jazz ensembles, and interested in improving the quality of their improvisation. **Theory subjects to include:** chord symbol identification, chord extensions, chord substitutions, use of modes, and standard turnarounds. **We will strive to develop a sense of harmonic specificity in improvisation by learning to draw linear connections between chord changes.** Students will
be expected to practice at least 20 minutes, four times per week, specifically on the material covered in this class. Practice material to include scales, arpeggios, and the memorization of song melodies. 

This is a one trimester course.

Prerequisite: Music Theory (MUSIC 466) or consent of instructor

MUSIC 472 – ½ credit  JAZZ THEORY AND IMPROVISATION Level 2 — Grades Eleven and Twelve
This course continues and expands upon the material presented in Jazz Theory and Improvisation Level 1. We will study jazz harmonic and improvisational practice from both the theoretical and applied standpoint. Theory subjects include: harmony, melodic structures, modes and scales, rhythmic practices, and stylistic interpretation. The course will cover in depth the contemporary trends in the post bebop era of jazz such as modality, free jazz, and the works of jazz legends including John Coltrane, Wayne Shorter, and Herbie Hancock. In addition, we will look at modern jazz harmony, melody, and rhythm.

This is a one trimester course.

Prerequisite: Music Theory (MUSIC 466), or Jazz Theory and Improvisation Level 1 (MUSIC 471), or consent of instructor

MUSIC 477– ½ credit  JAZZ BAND — Grades Nine through Twelve
The various jazz bands are selective ensembles open by audition only. In order to qualify for membership, students must be concurrently enrolled in High School Orchestra, High School Chorus, Orchestra Workshop, Music Theory, Jazz Theory, AP Music Theory, or Music Composition. There are a number of ensembles, including various small combos, The Big Band (which focuses on one major composer each year), and the New Music Group, an improvisational group that performs original compositions by students and faculty. All students perform music in a variety of jazz idioms, including Blues, Swing, Latin and Rock, and all work on improvisational skills, jazz scales, harmonies and rhythms. In addition to the winter and spring Jazz Concerts, there are ample opportunities for performance throughout the year.

This is a full year commitment.

MUSIC 560 – 1 credit  CHORALIERS — Grades Nine through Twelve
Choraliers is Oakwood’s select vocal ensemble. Previous choral experience is encouraged though not mandatory. Membership is by audition and is open to anyone taking a performing arts class in music, dance or theater. Auditions are held each spring, and the group rehearses approximately two hours per week after school. Choraliers performs a cappella masterpieces from all periods. They sing at the winter and spring concerts as well as in several “run-out” concerts each year. In the second trimester Choraliers travels to another city to attend workshops and clinics, and perform at venues.

MUSIC 566– 1 credit  ADVANCED PLACEMENT MUSIC THEORY – Grades Eleven and Twelve
This class offers advanced study of music theory as well as preparation for the AP Music Theory examination. Topics covered include chords, cadences and non-harmonic tones, voice leading in four-part writing, harmonic progression, counterpoint, secondary dominants and modulation. Form and style recognition are included with listening and score study. Ear training, melodic and harmonic dictation and sight-singing are also a large component of this class. AP Music Theory is reserved for students who have had a thorough foundation in music theory; a qualifying entrance exam is required of all interested students.

This is a two trimester class.

THEATRE ARTS

THEATRE ARTS 120  INTRODUCTION TO THEATRE — Grades Seven and Eight
The goal of this trimester class is to introduce middle school students to the world of theatre and to develop each student’s imaginative, problem-solving, and communicative potential. Students will be engaged in exploring the basic principles of storytelling through movement, voice, improvisation, and various elements of technical theatre.
Additionally, students will direct and generate their own material for a final performance at the close of the trimester. Working in groups towards a creative goal, students develop qualities that promote teamwork, maturity, and dependability.

**PERFORMING ARTS 120  
INTRODUCTION TO PERFORMING ARTS** – Grades Seven and Eight
This trimester-long class is an introduction to dance, theatre and music. The class serves as an opportunity for students to explore the various aspects of performing arts including integrating set and costume design, basic scene work, beginning dance techniques, rhythm and basic music theory/vocabulary. This class will culminate in a collaborative piece in which students design costumes, props and sets for an in-class performance that will combine all of the skills they have learned.

**PERFORMING ARTS 126  
MUSICAL THEATRE WORKSHOP** – Grades Seven and Eight
This class is designed for students who are interested in all aspects of musical theatre performance. *Musical Theatre Workshop* offers instruction in solo and ensemble singing, musical theatre dance styles and acting. In this trimester-long course students will have the opportunity to sing, dance, and speak the great American Musical. Students will learn new dance combos as well as specific dance sequences; rehearse scenes and songs for performance. Coursework will culminate in a performance at the end of the trimester. *Prerequisite: One semester of either Middle School Glee (MUSIC 120), Dance (DANCE 120, 121, 122, or 123), Introduction to Theatre or Middle School Play Production (THEATRE ARTS 120 OR 220), or Introduction to Performing Arts (PA 120)*

**THEATRE ARTS 220  
MIDDLE SCHOOL PLAY PRODUCTION** — Grade Eight
This trimester course continues the student’s awareness of theatre arts through the production of a play. Class discussions alternate with rehearsals, culminating in a performance. The class serves as an opportunity for students to engage material over an entire trimester, thereby strengthening their focus as they move toward high school productions. Individual responsibility is a key to the success of this class, as students will be assigned production duties such as advertising, box office, costumes, and props in addition to their roles in the play. *Prerequisite: Introduction to Theatre (THEATRE ARTS 120) or Introduction to Performing Arts (PA 120)*

**THEATRE ARTS 300 – ½ credit  
DRAMA I** — Grades Nine and Ten
*Drama I*, open to students in the ninth and tenth grades, offers an in-depth study of scene work, improvisation, and character building. The course begins as a workshop experience, building an ensemble through exercises covering a vast range of styles and genres. The trimester culminates in the performance of a monologue and an original scene.

**THEATRE ARTS 300.2 – ½ credit  
DRAMA I** — Grades Nine and Ten
In this follow-up course, students examine various styles of dramatic literature while learning techniques for auditioning and cold reading. Toward the end of the trimester, students are assigned scenes from iconic plays of the 20th century, through which they study areas of theatre arts including acting styles, costumes, props, lights, and set design.

**THEATRE ARTS 340 – ½ credit  
STAGE CRAFT** — Grades Nine through Twelve
*Stage Craft* is an introduction to the understanding, design of, and fabrication for theatrical productions. This course consists of lectures, demonstrations, labs, long-term projects and written work including critical reviews and research. Students will become familiar with multiple tools and learn essential theatre terminology. The knowledge, skills, and concepts taught and practiced in *Stage Craft* will have benefits far beyond the classroom, and students will discover the leader, problem solver, and artist within. Students will learn to build, paint, sew, climb ladders, lift things, push buttons, and handle power tools in this class.  
*Additional Requirement – 6 hours of Tech Practicum*  
*Prerequisite: None*
THEATRE ARTS 340.2 – ½ credit  
**STAGE CRAFT** — Grades Nine through Twelve  
This section of *Stage Craft* is focused primarily on producing the 10th Grade One Act Play Festival. Students will learn how to analyze scripts for their production needs – everything from the props to the lighting cues will be selected and programmed by the students. The students in this class will partner with the tenth grade acting class as well as a variety of directors, in the course of the production.  
*Additional Requirement – 6 hours of Tech Practicum*  
*Prerequisite: None*  

THEATRE ARTS 400 – 1 credit  
**DRAMA II** — Grade Ten  
*Drama II* focuses the basic training of the previous year on acting styles and their historical background, through the reading, interpretation, and performance of one-act plays. During the course of the first trimester, students work on scenes and monologues from various periods of theatre history, while simultaneously vetting plays for the One-Act Play Festival at the end of the second trimester. This class requires after-school rehearsals during the second trimester, and three hours of *Tech Practicum*.  

THEATRE ARTS 450 – ½ credit  
**INTRODUCTION TO IMPROV** — Grades Nine through Twelve  
This trimester-long theatre class introduces students to the fundamental rules of comedic improvisation and sketch comedy. During the first semester students will practice making specific improvisational choices, create characters with strong points of view, and practice listening and building off other actor’s ideas resulting in a collaborative and supportive ensemble. The class will culminate in the performance of an improve show towards the end of the trimester.  
*Prerequisite: Introduction to Improv (TA 450.1)*  

THEATRE ARTS 450.2 – ½ credit  
**INTRODUCTION TO SKETCH COMEDY** — Grades Nine through Twelve  
During this trimester-long class students will transfer the skills learned in *Introduction to Improv* to sketch comedy writing. The class will focus on specific styles of sketch and each student will write one sketch per style. Sketches will be written by the class, cast with members of our in-class ensemble and performed in a similar style to *Saturday Night Live*, at the end of the trimester.  

THEATRE ARTS 500.1 – ½ credit  
**ADVANCED SCENE STUDY** — Grades Eleven and Twelve  
In this advanced class students are exposed to the acting techniques of Stanislavski and Sanford Meisner through intense scene work and fundamental acting exercises. Class time is devoted to identifying and inhabiting dramatic and comedic beats, examining the effect of tempo/rhythm, obstacles/objectives, the magic “if”, and truthfulness on stage. There will be a culminating evening of scenes at the end of the trimester.  

THEATRE ARTS 500.2 – ½ credit  
**ADVANCED SCENE STUDY** — Grades Eleven and Twelve  
In this advanced class students are exposed to the acting technique of Uta Hagen and the work of William Shakespeare through intense scene work, historical research, and fundamental acting exercises. Class time is devoted to creating inner lives for characters, exploring the given circumstances of the text, and identifying practical approaches to Shakespeare’s iconic works. There will be a culminating evening of scenes at the end of the trimester.  
*Prerequisite: None*  

THEATRE ARTS 562 – ½ credit  
**ADVANCED TECHNICAL THEATRE** — Grades Eleven and Twelve  
This advanced class focuses on two of the primary design elements of theatre: Scenic and Costume Design. Covering the fundamentals of creating and implementing scenic and costume design, this course includes drafting, sketching, figure drawing, model building, creative patterning, color theory, and basic sewing. Throughout the trimester the students will be assembling a design portfolio of the research, drawings, and creations.  
*Additional Requirement – 10 hours of Tech Practicum*  
*Prerequisite: 2 sections of Stage Craft (THEATRE ARTS 340) or Drawing/Painting/Sculpture 2 or 3*
THEATRE ARTS 562.2 – ½ credit  ADVANCED TECHNICAL THEATRE — Grades Eleven and Twelve
This section of Advanced Tech focuses on two of the primary design elements of theatre: Lighting and Sound. Covering the fundamentals of creating and implementing a cohesive lighting and sound design, this trimester-long course engages students to assemble a design portfolio of their research as well as a video/photo morgue of their designs.
Additional Requirement – 10 hours of Tech Practicum
Prerequisite: 2 sections of Stage Craft (any combination of THEATRE ARTS 340.1, 340.2, 340.3) or by special permission of the instructor

THEATRE ARTS 562.3 – ½ credit  ADVANCED TECHNICAL THEATRE - Grade Twelve
This advanced class will build off the theoretical design experience from the previous year. As a team, we will work on the scenic, lighting, costume, and sound designs for the 12th Grade Production. This will involve drafting, model building, photo morgues, research projects, writing assignments, and paint mock ups that will culminate in a portfolio style presentation. This will be a fast paced class which will require a commitment to working on the actual production in the spring in order to get a design credit.
Additional Requirement: 25 hours of Tech Practicum
Prerequisite: 2 sections of Stage Craft, 11th Grade Advanced Tech

THEATRE ARTS 600 – 1 credit  PLAY PRODUCTION — Grade Twelve
The Play Production class is designed to give experienced twelfth graders the opportunity to participate in producing a full-length drama. Through the process of rehearsals and work sessions, students become integral members of an ensemble devoted to the production, while developing their individual skills and talents. Enrollment in this two-trimester class requires after-school and weekend rehearsals.
Note: This class is open by audition only.
Additional Requirement – 5 hours of Tech Practicum

VISUAL ARTS

The Visual Arts curriculum is designed to help students gain knowledge and experience with the languages of the visual world. We stress art as a form of communication within a cultural and historical context. Students learn technical skills with which to express themselves, as well as vocabulary to discuss their vision and the vision of others. We strive to introduce our students to a lifelong appreciation of art as a means of personal and cultural representation.

VISUAL ARTS 120  INTRODUCTION TO ART: DRAWING & MIXED PRACTICES — Grades Seven and Eight
This one trimester studio art course provides the student with an overview of basic fine art practices. Its emphasis is on the development of principles and technical skills applicable to further studies in all visual art disciplines. Two-dimensional and three-dimensional processes are explored, as well as concepts of narrative in the visual arts. Major artists and art movements are discussed with a focus on twentieth century and contemporary art production. The course includes instruction in drawing, collage, painting, sculpture, and mixed media.
One trimester of Introduction to Art: Drawing and Mixed Practices (VA 120) OR Introduction to Art: Principles of Design (VA 121) is a PREREQUISITE for any other Visual Arts class in Middle School.
All seventh graders are required to sign up for at least one of the “Introduction to Art” classes in their first or second trimester.
VISUAL ARTS 121  
**INTRODUCTION TO ART: PRINCIPLES OF DESIGN**  — Grades Seven and Eight  
This one trimester studio art course provides the student with an overview of basic fine art practices. Its emphasis is on the development of principles and technical skills applicable to further studies in all visual art disciplines. Two-dimensional and three-dimensional processes are explored, as well as concepts of narrative in the visual arts. Major artists and art movements are discussed with a focus on twentieth century and contemporary art production. The course will explore principles of design such as: balance, harmony, color theory, symbolism and visual communication, using both analogue and digital tools in 2-D and 3-D.  
*One trimester of Introduction to Art: Drawing and Mixed Practices (VA 120) OR Introduction to Art: Principles of Design (VA 121) is a **PREREQUISITE** for any other Visual Arts class in Middle School.*  
*All seventh graders are required to sign up for at least one of the “Introduction to Art” classes in their first or second trimester.*

**CERAMICS**

VISUAL ARTS 341 – 1 credit  
**CERAMICS I**  — Grades Nine through Twelve  
This course provides the beginning ceramic student an introduction to working with clay and glazes. Along with the basic techniques of wheel throwing (centering, raising cylinders, and trimming) and hand-building (slab construction, tile and mask making), students also learn principles of safety, kiln loading, application of glazes and become fluent in a ceramics vocabulary.  
Increasing proficiency, dexterity and the joy of process are evident as student ceramists develop their technical skills and aesthetic sensibilities.  
Art historical research and class critiques culminate in a term paper on the importance of ceramics in ancient civilizations. Additionally, students mount a collaborative exhibition of their projects, which are photographed and on display for the community.

VISUAL ARTS 561– 1 credit  
**CERAMICS II**  — Grades Ten through Twelve  
With increased proficiency in technical skills, the intermediate student ceramist begins to experiment with classical form and design. Students acquire a unique throwing style and the ability to create the work they envision. In addition to improved control, students are encouraged to observe ceramics in museums and galleries to increase their artistic experience and assist them in making unique design decisions.  
Accurate record keeping is required during the glazing process to ensure students make informed choices during their application of slips, engobes, and glazes. Extensive hand carving and surface decorating is part of most projects. The class critiques each ceramic project prior to mounting the end-of-trimester exhibitions.  
A biographical or cultural research report, with emphasis on individual ceramic artists or ancient civilizations, is also a course requirement.  
**Prerequisite:**  Ceramics I

VISUAL ARTS 681– 1 credit  
**CERAMICS III**  — Grades Eleven and Twelve  
Working on the technical foundation acquired in Ceramics II, advanced ceramists continue to build on, or alter, the classical shape. Creations in clay that experiment with form as a statement of balance, force or movement are also encouraged. Assistance in working independently is provided to students in mastering such advanced skills as series production, sculptural alteration, combination of contrasting clay bodies, glasswork and bas relief projects utilizing **chiaroscuro** technique. Finished ceramic pieces are photographed for publications and are displayed throughout the campus in permanent exhibitions. Students also conduct advanced research into ancient and modern art history as they incorporate diverse classical techniques into their own ceramic repertoire.  
**Prerequisites:**  Ceramics II or permission of the instructor

**DRAWING AND PAINTING**

VISUAL ARTS 340– 1 credit  
**DRAWING I**  — Grades Nine through Twelve  
This studio art course provides a solid foundation in fine art drawing practices, with a focus on the acquisition of skills used in observing and rendering. Technical and conceptual issues are investigated. Instruction is given in
value, line, proportion, perspective, composition, and design. The imaginative and communicative aspects of drawing are explored. Points of departure include physical space, the still life, male and female models, self-documentation, and metamorphosis. Artists and art movements will be discussed as relevant, with a focus on twentieth century and contemporary work. The emphasis will be on the development of perception skills, creative visual expression, and a working knowledge of drawing techniques and approaches.

VISUAL ARTS 560—1 credit  DRAWING AND PAINTING II — Grades Ten through Twelve
This studio art course provides an advanced and expanded exploration of drawing and a foundation in fine art painting practices. Instruction is given in visual perception, rendering, the use of dry and liquid media, and the communicative possibilities available through drawing and painting. A variety of materials, concepts, techniques, and skills are introduced. Major artists and art movements are discussed with a focus on twentieth century and contemporary work. The emphasis is on the development of creative visual expression, ways of seeing, and a working knowledge of drawing and painting approaches.

**Prerequisite: Drawing I**

VISUAL ARTS 680—1 credit  DRAWING AND PAINTING III — Grades Eleven and Twelve
This course builds on concepts and skills developed in Drawing and Painting II. Students are instructed in more advanced techniques and approaches. Traditional drawing and painting skills are refined. Mixed media and non-traditional strategies of art making are explored. A variety of artists and art movements are investigated. An emphasis is placed on the development of students’ ideas and projects and on individual approaches to methods of visual communication.

**Prerequisite: Drawing and Painting II and permission of the instructor**

**FILM AND VIDEO**

VISUAL ARTS 126  INTRODUCTION TO FILM AND VIDEO — Grades Seven and Eight
This trimester-long course introduces the technical skills and aesthetics of filmmaking. Classic films are presented and analyzed and then students work in teams to write, shoot, and edit short films. The course aims to develop critical thinking and a rudimentary knowledge of film terms and techniques, and to put the students in touch with their creative power to express ideas with film and video.

VISUAL ARTS 346—1 credit  FILM AND VIDEO I — Grades Nine through Twelve
The critical studies aspect of this course is designed to introduce the students to Film History and the elements of film as an art form, including storytelling, screen writing, directing, acting, cinematography and editing. Through screenings, discussions, and essay writing on a variety of films from different genres and movements in Film History, students develop both critical and technical skills. The class is also hands-on and the students will make their own films using HDV and Super 8 cameras and editing with Final Cut Pro. They work in small groups to collaborate, and a supportive working atmosphere is encouraged for effective filmmaking.

VISUAL ARTS 566—1 credit  FILM AND VIDEO II — Grades Ten through Twelve
This course offers a more in-depth study of American and foreign cinema, video installation, new media, documentary and narrative, using a variety of critical, theoretical and historical approaches. In the critical studies units of the course, the students read relevant analytical essays and then write essays of their own about the films we study. In addition, students continue to learn how to write screenplays for short films and become more skilled at advanced techniques of production, such as lighting design, sound recording, manual focus and exposure. Class instruction encourages constant focus on the interplay between film aesthetics and the students’ own projects.

**Prerequisite: Film and Video I**
VISUAL ARTS 686–1 credit  FILM AND VIDEO III — Grades Eleven and Twelve
This advanced class in film and video is for the student who has a passionate interest in the medium and wants to study it in more depth. Like Film Video I and II, there is a combination of critical studies and filmmaking. Students watch a wide variety of narrative and non-narrative films from diverse cultures, genres and movements in Film History and read critical and theoretical essays to contextualize them. Writing assignments include both reflective and analytical pieces. In the production part of the course, a student’s particular interest will determine his or her emphasis: screenwriting, directing, cinematography, editing, avant-garde, producing, etc.
Prerequisite: Film and Video II or permission of the instructor

PHOTOGRAPHY

VISUAL ARTS 128  INTRODUCTION TO PHOTOGRAPHY — Grades Seven and Eight
In this trimester-long course, students will learn basic photography skills through camera and darkroom work, as well as looking at historical and contemporary photography. Students will make and shoot with their own pinhole cameras, then move on to 35mm film. Students will gain an understanding of basic technical and formal issues, including composition, point of view and light as subject. Students will become familiar with both traditional and experimental approaches to the medium.

VISUAL ARTS 348–1 credit  PHOTOGRAPHY I — Grades Nine through Twelve
This course introduces students to basic technical and conceptual issues in photography. Through camera, darkroom, and digital imaging techniques, students will be introduced to a basic set of procedures and theoretical considerations with which to build a thoughtful and engaging photographic practice within an art context. Students will develop a vocabulary for, and an understanding of the medium by pursuing projects designed around specific concepts such as: light, portraiture, relationships and scale. All production is done in conjunction with critical looks at contemporary and historical art photography, as well as writing about art.

VISUAL ARTS 568–1 credit  PHOTOGRAPHY II — Grades Ten through Twelve
Using the vocabulary and understanding of photography learned in Photography I, students will begin to develop their own projects that stem from concepts discussed in the class such as: documentary, series, the constructed image, appropriation and the use of text with their images. The course will include instruction in advanced darkroom techniques, basic studio & digital imaging techniques, as well as the use of a large format (4x5) film camera. Students will read and discuss critical and historical writing about photography, and will participate in class critiques of student work in progress and finished work. Students are encouraged to look at the relationship between the language of vernacular imagery such as: family snapshots, photojournalism, advertising images, studio portraiture and “art” photography, as well as their own production.
Prerequisite: Photography I

VISUAL ARTS 688–1 credit  PHOTOGRAPHY III — Grades Eleven and Twelve
Continuing from Photography II, students in this course will be expected to develop a cohesive body of work that stems from their own interest in photography. Students are encouraged to think expansively about photographic art, including the possible use of non-photographic materials in their artwork, and are required to take the overall presentation of their work into consideration. Students will receive advanced training in the use of studio lighting and digital imaging on the Macintosh, as well as alternative photographic processes. Students are asked to think of photography not only as a means of self-expression, but also as a way to communicate their ideas.
Prerequisite: Photography II and permission of the instructor
SCULPTURE

VISUAL ARTS 122  INTRODUCTION TO SCULPTURE — Grades Seven and Eight
This trimester-long course provides an introduction to sculptural concepts and methods of fabrication. Through demonstrations and hands-on exercises, students learn how to work with wire, clay and other materials. Historical and contemporary artworks will be presented and discussed. This course explores sculpture as a medium, hones critical thinking and problem-solving abilities, and encourages students to develop confidence in their own skills.

VISUAL ARTS 342 – 1 credit  SCULPTURE I — Grades Nine through Twelve
This course introduces a variety of materials and methods of fabrication including basic woodworking, mold making and modeling. Through demonstrations, assignments, and hands-on exercises, students are taught the safe use of various hand tools and power tools. Students also engage with basic concepts and vocabulary of two- and three-dimensional design. As they advance through the course, students have increasing creative freedom in how to interpret their assignments. The emphasis is on critical thinking, technical problem-solving, and how to effectively communicate and express one’s ideas via objects and sculptural materials. This production is informed by looking at historical and contemporary artworks within their cultural contexts and in relation to our own works.

VISUAL ARTS 562 – 1 credit  SCULPTURE II — Grades Ten through Twelve
For the student interested in working on a more advanced level with sculptural media, this course offers an opportunity to develop one’s artistic vocabulary and a more critical understanding of the meanings of one’s own works and those of other artists. Formal decisions, material choices, and problem-solving in design and fabrication will be at the student’s direction with assistance from the teacher as needed. Presentations and discussions will consider the work of 20th century and contemporary artists, in areas such as installation, site-specific sculpture, conceptual art and global art practices.
Prerequisite: Sculpture I

VISUAL ARTS 682 – 1 credit  SCULPTURE III — Grades Eleven and Twelve
This course encourages the advanced sculpture student to develop his or her own direction as an artist while considering art as both a form of self-expression and cultural communication. Study is guided by student interest, with approximately four significant projects completed in the school year. Students develop their ideas from conceptual proposals (sketches, detailed plans, models, etc.) to fully realized artworks, keeping in mind issues of display and audience. Along the way, students research and explore materials, fabrication techniques, contemporary and historical art or other relevant fields of interest. Some examples of previous courses of study pursued by Sculpture III students include: figure sculpting, furniture design, architectural design, mixed-media assemblage and installation art.
Prerequisite: Sculpture II and the permission of the instructor
ATHLETICS, WELLNESS, AND PHYSICAL ACTIVITIES
DEPARTMENT

WELLNESS AND PHYSICAL ACTIVITIES

The goal of the Wellness program at Oakwood is to empower students to make healthy life-long choices that support their well-being by providing the information and instruction necessary for them to make good decisions now and in the future. There are two main parts of the program: Wellness and Physical Activities. Wellness classes take place once a week and focus on topics such as nutrition, first aid/CPR, stress management, and human development. Physical activity classes take place twice a week and offer a wide range of lifetime activities such as badminton, weightlifting, ultimate Frisbee, and yoga.

Program Objectives
1. Understand the interconnectedness of the body and the mind.
2. Understand the positive and negative effects of what you put in your body and how they influence whole health.
3. Understand the physical, emotional, and social changes of being a teenager.
4. Have specific physical activities and a wide variety of exercises they can participate in throughout their lives.
5. Be able to set future goals, and implement a lifelong commitment to Wellness.

INTERSCHOLASTIC ATHLETICS

The Athletics program at Oakwood complements the school’s rigorous and innovative college preparatory program by offering a wide variety of competitive team sports, providing students the opportunity to develop mind, body and character for themselves, their team and their school. At the center of the Athletic program is the belief that success is not just measured by the scoreboard, but by 1) Being your best 2) Accepting responsibility and 3) Putting the team first.

The middle school provides all students with the opportunity to participate, build their skills, learn sportsmanship and be a productive team member. As a member of the San Fernando Valley Private School League, Oakwood competes against schools of similar size and athletic philosophy.

The high school provides the opportunity for students to stretch themselves to compete at the highest level appropriate to their abilities. As a member of the California Interscholastic Federation (CIF) and playing in the Liberty League, Oakwood plays against schools of similar size and athletic philosophy.

Middle School Sports Offerings

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COMPUTER SCIENCE DEPARTMENT

The Computer Science program prepares students for the ever-increasing presence of technology in the world. In seventh and eighth grade, technology is integrated into the middle school Humanities, Science and Math curriculum. High school electives offer enrichment opportunities in advanced Computer Science theories and programming languages. The computer facilities are open for teachers to bring their classes for enhanced instruction as well. The lab is also available for student use during select periods.

COMPUTER SCIENCE 251 – ½ credit WEB DESIGN/DEVELOPMENT — Grades Nine through Twelve
This course is an introduction to the ideas, tools, and fundamentals behind creating websites. You will learn both front-end graphical design, as well as back-end programming and development. We will introduce and teach how to use Photoshop, Visual Studio, ASP.NET, and SQL Server. We will analyze what makes sites easy to use, modern layouts, and security-best practices. We will create a variety of websites, including online ecommerce shopping carts, interactive games; culminating in each student’s own, independently created website project. No previous programming experience is required. This is a one trimester course.

COMPUTER SCIENCE 300 – ½ credit INTRODUCTION TO COMPUTER SCIENCE PRINCIPLES — Grades Nine through Twelve
Are you interested in robotics, virtual reality, drones, building computers, video games, or iOS and Android development? If so, then this is the class for you! Designed for students with no programming experience and a passion for computers, this elective course will introduce the students to the fundamental ideas behind Computer Science. Designed to be fun and engaging, there will be videos shown throughout the year featuring state-of-the-art computing. Students will use the Java programming language to write computer programs throughout the school year, including a game of Tic-tac-toe. The course will explain the magic behind how a computer works, the way it stores data, and how it uses algorithms to solve problems. Computers and technology have touched every facet of our lives and this course will give a glimpse into how it has all been made possible. This is a one trimester course.

COMPUTER SCIENCE 400 – ½ credit INTERMEDIATE COMPUTER SCIENCE PRINCIPLES — Grades Ten through Twelve
This course will take students to the next level of Computer Science. Building on the fundamentals from last year, we will continue to learn about robotics, virtual reality, drones, building computers, video games, or iOS and Android development and write larger programs. Students will use the Java programming language to write computer programs that include a Stock Market Simulator, Monty Hall’s “Let’s Make a Deal”, and others. Some extra areas of study will include web design, databases, and computer security. The student should emerge as a competent programmer, ready to take the AP level class the following year. This is a one trimester course.

Prerequisites: CS 300, Introduction to Computer Science Principles or equivalent; and permission of instructor

COMPUTER SCIENCE 601 – 1 credit AP COMPUTER SCIENCE A — Grades Eleven and Twelve
This intensive elective course will build upon programming skills and knowledge developed during the previous years. Students will practice and learn to be efficient in the Java programming language and solidify their understanding of fundamental principles in computer science, in order to help prepare them for the AP Computer Science A exam available in the spring. There will be specific focus on object-oriented programming, advanced data structures, interactions between large programs, and mathematical concepts such as recursion. A large part of the course will focus on studying, practicing, and preparing for the AP exam. This is a two trimester course.

Prerequisites: CS 400, Intermediate Computer Science Principles or equivalent; and permission of instructor
ENGLISH DEPARTMENT

The power of words to enchant and to enlighten influences and guides the goals of the English Department. As members of a literary community, faculty and students are engaged in the development of skills as well as the appreciation of ideas. Completion of the curriculum in a given year establishes a common experience of reading and writing upon which the subsequent year builds. Seniors choose from several elective courses.

In every course, we expect students to move closer to achieving the following goals:
1. Become lifelong readers who find that reading is a joy.
2. Learn the elements of literary analysis.
3. Develop and expand vocabulary knowledge.
4. Sharpen reasoning skills.
5. Learn to approach writing as a process.
6. Discover an authentic voice in writing.
7. Participate confidently in discourse.
8. Use critical and supplemental materials appropriately.

HUMANITIES 100 — Grade Seven
[See Humanities Section]

HUMANITIES 200 — Grade Eight
[See Humanities Section]

ENGLISH 300 – 1 credit  NINTH-GRADE ENGLISH – Grade Nine
The ninth-grade English curriculum complements the study of history, with an emphasis on such classical texts as The Odyssey, Oedipus Rex, The Mahabharata, Macbeth, Beowulf and Grendel. During the second term students assemble an anthology of favorite works (independently read) in two genres, writing an introduction that explains the nature of their anthology. Our study of literature stresses knowledge of historical context, characterization, plot, and theme. Students are expected to have detailed memory of the text in order to improve their skill in drawing inferences and conclusions. The writing program consists of instruction and practice in both expository and narrative composition. We emphasize prewriting and revision in order to develop a thesis, organize paragraphs, and use specific details. The formal introduction to expository composition facilitates writing across the curriculum. Individual and group projects, both written and oral, are designed to help students bring the material into closer relationship with their own experience. A Pocket Style Manual, which is used in every high school grade and discipline, serves as the guide for editing written work.

ENGLISH 400 – 1 credit  BRITISH AND WORLD LITERATURE — Grade Ten
Students who examined tragedy, epic poetry, and the hero’s journey last year turn their attention to comedy, lyric poetry, and the individual in society in tenth grade. Reading international works written between the 16th and 21st centuries, we look for threads of our common humanity in different cultural contexts, listening to diverse voices. We examine nuance and ambiguity in the texts, using closely examined details to interpret the meaning of the work. Student writers are encouraged to explore their own voices in three modes – critical analysis, personal narrative, and creative writing. Grammar instruction stems from the writing process. Once again Hacker’s Pocket Style Manual is the reference of choice for grammar and style. The reading list includes titles such as: Kafka on the Shore, Wuthering Heights, British Romantic poetry (Blake, Wordsworth, Keats, Shelley, and Coleridge), Romeo and Juliet, “The Metamorphosis,” The Picture of Dorian Gray, The Stranger, A Doll’s House, Persepolis, a personal anthology of contemporary poetry, and The God of Small Things.
ENGLISH 500 – 1 credit  **AMERICAN LITERATURE** – Grade Eleven
You are the subject in much of this course. American literature comprises and forms much of the culture that nurtures you, a matrix which you sustain with your words and thoughts. Drawn simultaneously to self-reliance and community, Americans have created a vital, fascinating culture: you’ll both study and participate in it during eleventh grade, reading some of our most influential literature and creating memorable works of your own. Some of the highlights include the invisibility story, and the literary adaptation — which tap your personal and imaginative resources. Although critical essays and tests play a large role in the course, you also will write in different modes each term, whether creating poems or reflecting on experience. Building on previous study of the elements of literary discourse, you’ll look particularly at point of view, structure, syntax, rhythm, and imagery. There will still be grammar to analyze, correct, and modify. The reading list includes titles such as: *The Round House, The Scarlet Letter, Invisible Man, “Self-Reliance”, Adventures of Huckleberry Finn*, poems by Walt Whitman and Emily Dickinson, *A Farewell to Arms, North of Boston, Rule of the Bone*, and *The Great Gatsby*.

ENGLISH 500H – 1 credit  **HONORS AMERICAN LITERATURE** -- Grade Eleven
Students who seek greater challenge may enroll in the honors course, which requires more work at a faster pace. Placement in this course requires teacher recommendation and a grade of A in the second term of the tenth grade course. Honors students must demonstrate excellence in critical thinking, particularly analysis of style, and both fluency and elegance in composition. The honors curriculum coincides with the regular curriculum at many points, but students are assigned more reading and writing. Some of the additional works include: *Billy Budd, A Prayer for Owen Meany, Rose, Benito Cereno*, the complete *Walden, Death of a Salesman*, and selected poems, short stories, and critical essays. Honors students often take one of the AP courses in senior year, but the class is not a prerequisite or guarantee for admission into either of them.

ENGLISH 400 students earning a grade of A at the second term of 10th grade English are eligible to enroll in ENGLISH 500H, Honors American Literature.

ENGLISH 600 – 1 credit  **ADVANCED PLACEMENT ENGLISH LITERATURE** – Grade Twelve
“You see how the world goes,” King Lear said to Gloucester, who replied, “I see it feelingly.” That’s what literature students do: they envision the world through feeling. This course offers a wide range of reading experiences for students who want to refine their powers of imagination, emotion, and articulation. We read books and poems from the 16th to the 21st century, examining them in their own context and responding to them in ours. There’s reading every night. There is also plenty of writing and revision of essays and relative compositions like the ones on the exam in May. There is direct instruction in composition, revision, and critical literary theory as well as regular practice on multiple-choice questions, but most of our time is spent talking about books, poems, plays, people, and ideas, with an eye toward the big questions: How does language illuminate experience? What does it mean to be fully alive? Some of the books under consideration for next year are: *Persuasion, The Circle, Paradise Lost, Heart of Darkness, Crime and Punishment, Hamlet, To the Lighthouse, Pnin, Beloved, As I Lay Dying, A Visit from the Goon Squad, The Tenth of December, The Road*, and *Poems, Poets, Poetry*.

ENGLISH 500H students who earn an A or A- at the second term of Honors American Literature are eligible to enroll in ENGLISH 600, AP Literature, or ENGLISH 601, AP Language and Composition.

ENGLISH 500 students who earn an A at the second term of American Literature are eligible to enroll in ENGLISH 600, AP Literature, or ENGLISH 601, AP Language and Composition.

ENGLISH 601 – 1 credit  **ADVANCED PLACEMENT ENGLISH LANGUAGE** – Grade Twelve
Rhetoric? We think of politicians and salespeople—with empty and manipulative speech. But rhetoric is an ancient discipline with roots in classical Greece and a fundamental component of all forms of verbal and visual expression. Rhetoric is crucial to thinking about speech, acts, and individual responsibility, about language and power. It’s a way of doing things with words, and understanding how to use it effectively is central to this class and our engagement with literature, nonfiction texts, films and photographs. There is explicit instruction in reading and in

ENGLISH 500 H students who earn an A or A- at the second term of Honors American Literature are eligible to enroll in ENGLISH 600, *AP Literature or ENGLISH 601, AP Language and Composition*.

ENGLISH 500 students who earn an A at the second term of *American Literature* are eligible to enroll in *ENGLISH 600 AP Literature or ENGLISH 601, AP Language and Composition*.

ENGLISH 608 – ½ credit  **CREATIVE WRITING**  – Grades Eleven and Twelve
This one trimester workshop aims at the heart of writing and works from the inside out – students first write to find their voice and then apply technique to hone their craft. Character, plot, point of view, style, creating conflict, and word sound and rhythm are just a few facets explored. Free-writing is often done in class. The end products may emerge as short fiction, drama, poetry, essay, or any form that can be imagined. The class is run as a workshop: The “work” is done in the “shop”; students will read, critique, and learn from their own and each other’s writing. Students choosing this elective should be aware that daily attendance and participation, forms a significant part of the final evaluation, and they will want to consider whether other commitments will prevent their attending each class period. (This course does not fulfill the English graduation requirement.)

ENGLISH 647 – 1 credit  **MODERN AMERICAN LITERATURE**  — Grade Twelve
What does it mean to be an individual? Who is this person called a “self?” What are the influences that create a self? In what ways are we “caught” by the world around us? What kind of freedoms do we have and what are their limits? These universal questions about a “self” are particularly suited to seniors and it’s through this prism that we examine a wide range of literature in this two term course. We refine and master interpretive and analytical skills through examination of American fiction and non-fiction, including the genres of the novel, short story, poetry, and dramatic literature. The conversation, both written and oral, centers on pervasive themes in American life, the relationship of these themes to our own experience, and methods for talking about these ideas. Students respond to texts in several forms, including personal journals, reader responses, critical essays, and imaginative writing. Instead of a final exam each term, the students conclude their work with a paper that calls upon the personal and imaginative modes. The goal in this course is to encourage a personal aesthetic in literary criticism as well as to see literature as a source of solace and inspiration in one’s own life. The texts this past year included: *Sula*, *The Catcher in the Rye*, *Goodbye Columbus*, *The Things They Carried*, *Winter Count*, *Tortilla Curtain*, *Geography III*, *Oleanna*, *The Bridge of San Luis Rey*, *Housekeeping*, *The Circle*, and *Winesburg, Ohio*. Selections are subject to change in response to student interest.

ENGLISH 650 – 1 credit  **SCIENCE FICTION: UTOPIAS AND DYSTOPIAS**  — Grade Twelve
What is the ideal society? Can it be achieved? If so, how? Are we doomed to destruction? What does it mean to be human in the face of advancing technologies? This two term course will inspect the double nature of selected works: their prediction of the future and critique of the present. We will read and watch to discover what such works reveal about human hopes, fears, wishes, and nightmares. The course will progress through several thematic units taking as their focus utopias and dystopias, artificial intelligence, nanotechnology, alternative societies, constructions of gender, time and space travel, and the essentials of human nature. We will also explore the boundaries of this thing called science fiction. The texts may include: *The Circle*, *The Diamond Age*, *Or A Young Lady’s Illustrated Primer*, *The Lathe of Heaven*, *The Birthday of the World*; *We; I, Robot; Oryx and Crake; The Road, And The Heart Goes Last; Watchmen*; and assorted essays, short stories and films.
ENGLISH 678 – 1 credit  TRUTH AND FICTION — Grade Twelve
“Fiction is the lie through which we tell ourselves the truth.” – Albert Camus. This two term course explores the ways in which truth and fiction are entwined and/or at odds in a wide array of texts including novels, plays, films, photos, and non-fiction essays and historical accounts. Does a text always have an underlying foundation of factual "truth" the reader should try to uncover? Or do a storyteller's creative inventions and distortions contain "truths" of their own that are at least as important as any factual "truth"? Writing assignments focus on both style and argument and emphasize clear, logical development of ideas. There are frequent opportunities to revise and improve writing. The texts may include: The Circle, The Catcher in the Rye, In Cold Blood, Twilight, Walden, Adaptation, The Bell Jar, and poetry by Ginsberg and Plath. Selections are subject to change according to student interest.

HUMANITIES DEPARTMENT

Middle School Humanities is a core academic course, integrating literature, history, expository and creative writing, current events, religion, philosophy, art, and film. Students develop critical thinking skills by making conceptual connections among the wide variety of subject matter, which in turn encourages them to supersede mere tolerance and to embrace enthusiastically the diverse cultures in our country and our world. This year long course with five to six class meetings a week allows more time in one room with one teacher, thus providing a bridge from elementary school to high school and establishing a comfortable "home base" in the midst of our grades 7-12 community.

HUMANITIES 100 – Grade Seven

Humanities 100 explores global literature and grapples with some of our world’s most complex issues in modern world history, during which students develop skills of critical thinking through writing, discussion, and creative projects. When it comes to interpreting world events, we recognize that uncertainty must be tolerated and that no single story tells the whole truth. Rather than look for tidy conclusions, we look to comprehend the complex nature of history through the varied perspectives that belong to us and others. As the year progresses we encounter individuals who were able to affect change through personal action, giving meaning to the notion that one person can make a difference. The aforementioned conflicts and the emergence of individual upstanders are explored in the units on Eleanor Roosevelt and the UDHR, 20th Century China, Gandhi and Indian Independence, and Apartheid and Resistance in South Africa.

Particular emphasis is placed on the skill of supporting ideas with evidence, which is developed through structured writing and close reading. Students gain the ability to map their compositions, receive feedback on rough drafts through peer editing, and hone papers that are clear and articulate, all with the understanding that writing is an ongoing process that is as important as any finished product. As well, the close reading skills taught in Humanities 100 go hand-in-hand with structured writing and, hence, critical thinking. Through annotation, paraphrasing, class discussions, and inventive play, we focus our textual study by finding supportive details to engage with essential questions and connective themes. Our thematic threads are often student-discovered and text-justified. Our reading list includes such nonfiction texts as Fundamental Freedoms, Gandhi, Great Soul, as well as current online and print media. Literary analysis and thematic connections are done through the following fictional texts: Red Scarf Girl, Animal Farm, The Buddha and the Terrorist, Fahrenheit 451, and Somehow Tenderness Survives, as well as excerpts of poetry and philosophy from various eras and ethnicities. To assess what they have uncovered, we frequently ask students to embody, act out, or visually represent their big ideas. The skills of Humanities 100 are learned not only for academic purposes but so that the students may better understand their complex environment and effectively determine their purpose within it.
All skills, content, and pedagogy in 7th grade Humanities are designed to transition well to the American Studies of 8th grade Humanities. The curricular decisions of the Humanities Department are made with a reflective eye cast toward the two year developmental arc of the Oakwood Middle School student.

**HUMANITIES 200 – Grade Eight**

Humanities students continue to build on many of the skills from the previous year. Eighth graders will understand and appreciate the richness and complexity of American cultures and histories. Exploring thematic connections between people, places, and events evolves into a natural mode for eighth graders to think, talk, and write about the United States. As students practice formulating their own theses and commentary, synthesizing these connections is at the heart of many of their writing assignments. Through history, literature, current events, and multicultural studies, eighth grade Humanities also focuses on the construction of identity, so paramount in the lives of adolescents.

The study of literature focuses on a number of genres: novel, short story, autobiography, drama, and poetry. Texts include *The Autobiography of Frederick Douglass, Julius Caesar, The Absolutely True Diary of a Part-Time Indian, American Born Chinese, In Our Time,* and *To Kill a Mockingbird.* We also read assorted short stories and poetry from *The Hudson Book of Poetry.* In addition, students complete independent reading projects. On critical essays, attention is given to prewriting, peer response, and revision. Eighth graders continue the formal study of grammar, usage, and mechanics. Students develop an authentic voice while writing creatively through journals, editorials, fiction, and poetry.

The social studies topics investigate the creation and evolution of America as a nation and a cultural identity. The curriculum is organized thematically, beginning with exploration of the New World through westward expansion. The second theme builds on the American idea with a close reading of foundation of American Government Documents and an experiential examination of how the principles of these documents were tested during the Civil War. Students write legislation and practice public speaking skills during our Model Senate project. The American dream and the search for an American identity round out the course with units on the Harlem Renaissance, Modernism, the World Wars, and the Civil Rights movement. The final project culminates in a mock trial argued in a real courthouse with professional judges, where students work collaboratively in a team, use close reading skills, gain expertise in public speaking and debate, and present a solid argument with facts and evidence.
MATHEMATICS DEPARTMENT

The primary goal of the mathematics curriculum is to help students gain familiarity and facility with the language of mathematics. While developing their computational, logical, and analytical skills, we encourage our students to become active, creative problem solvers. We stress the historical significance as well as the practical applications of the concepts we teach. Our students learn the role of mathematics in other fields of study. We hope our students will carry with them an appreciation of the beauty of mathematics throughout their adult lives.

**Structure of the Curriculum**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Standard Curriculum</th>
<th>Middle Honors</th>
<th>Top Honors</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Pre-Algebra</td>
<td>Accelerated Pre-Algebra</td>
<td>Algebra I</td>
</tr>
<tr>
<td>8</td>
<td>Algebra I A</td>
<td>Algebra I</td>
<td>Geometry</td>
</tr>
<tr>
<td>9</td>
<td>Algebra IB or Geometry</td>
<td>Geometry</td>
<td>Algebra II</td>
</tr>
<tr>
<td>10</td>
<td>Geometry or Algebra II</td>
<td>Algebra II</td>
<td>Pre-Calculus</td>
</tr>
<tr>
<td>11</td>
<td>Algebra II or Pre-Calculus</td>
<td>Pre-Calculus</td>
<td>AP Calculus (AB or BC)</td>
</tr>
<tr>
<td>12</td>
<td>Math electives</td>
<td>Calculus or AP Calculus (AB)</td>
<td>Number Theory or Math electives</td>
</tr>
<tr>
<td></td>
<td>or Pre-Calculus or Calculus</td>
<td>or Math electives</td>
<td></td>
</tr>
</tbody>
</table>


Advanced students can also design an independent study course; recent ones have included Multivariable Calculus, Differential Equations, Transition to Higher Mathematics, and Linear Algebra.

All students in honors level courses must maintain a grade average of B- or better in order to advance to the next course in that sequence. Participation in the American Mathematics Competitions is encouraged of top honors students.

Note: Students currently in one level of mathematics who wish to move to a higher level should consult the Mathematics Department Chair to determine if and when such a move is feasible or allowed, as well as any necessary coursework that needs to be completed. Students should have an A for more than one trimester in their current coursework to be considered for moving to a higher level.

**MATH 100 PRE-ALGEBRA** — Grade Seven

This course reviews and extends arithmetic concepts while also introducing the basic skills and techniques of algebra. After a unit on evaluating numerical expressions involving whole numbers and integers, basic techniques for solving one-step and multi-step equations and inequalities are discussed, including ones with decimals and fractions. Exponents are reviewed, and the algebraic laws of exponents are introduced; this is followed by units on ratios, proportions, percents, and their applications. Students also review and extend algebraic formulas for area and volume. Real-world applications are considered throughout the course. Students are placed in this course after consideration of their most recent grades, evaluations and test scores.

**MATH 102 ACCELERATED PRE-ALGEBRA** — Grade Seven

Like MATH 100, this course provides a bridge from arithmetic to algebra; however, students are assumed to have considerable computational proficiency with decimals, fractions, and percents, and should be able to deal independently with more challenging problems. Students learn to solve a range of one-variable equations and inequalities early in the course; exponents, ratios and proportions, and applications of percents are also studied; and students are introduced to two-variable equations. Units on geometry (area and volume, angle relationships, and
transformations) also prepare students for future study in that subject. Real-world applications are considered throughout the course. Students are placed in this course after consideration of their most recent grades, evaluations and test scores.

MATH 105  ALGEBRA I – Grade Seven
MATH 200  ALGEBRA IA – Grade Eight
MATH 202  ALGEBRA I – Grade Eight
This intensive full-year Algebra I course covers all standard first-year algebra topics: evaluating and simplifying algebraic expressions; solving one-variable equations and inequalities (including proportions), graphing and writing equations of lines, solving systems of linear equations, laws of exponents, operations with polynomials (including factoring), quadratic equations and functions, radical expressions, data analysis, and probability. Real-world applications are considered throughout the course.

Seventh grade students are placed in this course after consideration of their most recent grades, evaluations and test scores.

Prerequisite: Eighth grade students wishing to take MATH 202 should have an overall grade of B- (or preferably better) in MATH 102, or an overall grade of A in MATH 100
Note: As of the 2014-15 school year, MATH 200 presents all of the material in a standard Algebra I course. The following year, MATH 200 students move on to MATH 300 or MATH 400 based on their MATH 200 performance.

MATH 300 - 1 credit  ALGEBRA IB — Grade Nine
This course is designed for students who took an Algebra I class in 8th grade, but who need additional exposure to the content before moving on to Geometry and Algebra II. The content of MATH 200 is reviewed and extended based on the needs of the students in the class to provide a suitable bridge to later work. Real-world applications are considered throughout the course. A graphing calculator is required for MATH 300.

MATH 205 - 1 credit  GEOMETRY — Grade Eight
MATH 300H - 1 credit  GEOMETRY — Grade Nine
MATH 400 - 1 credit  GEOMETRY — Grades Nine or Ten
Students are introduced to the fundamentals of Euclidean geometry. Since Euclid organized his geometry axiomatically, the course emphasizes principles of deductive reasoning, and students are expected to be able to prove various basic results using both two-column and paragraph formats. Major topics studied include parallel and perpendicular lines, congruent triangles, properties of triangles and quadrilaterals, right triangles, similarity, circles, area, volume, and transformations. Throughout the year, algebraic procedures are integrated into the material studied. A scientific or graphing calculator is required for this class.

Prerequisite for MATH 205: An overall grade of B- or higher in MATH 105
Prerequisite for MATH 300H: An overall grade of B- or higher in MATH 202
Prerequisite for MATH 400: MATH 300, a grade of B in each semester of MATH 200, or a grade of C in each semester of MATH 202

MATH 305H - 1 credit  ALGEBRA II Honors — Grade Nine
MATH 400H - 1 credit  ALGEBRA II Honors — Grade Ten
MATH 500 - 1 credit  ALGEBRA II — Grades Ten or Eleven
After a quick review of linear equations and functions, this course expands students’ knowledge of functions and related equations. Major types of functions studied include quadratic, polynomial, radical, exponential, and logarithmic. Units on rational expressions, normal distributions, sequences and series, conic sections, and basic trigonometric graphs round out the course. Throughout the year, the relationship between algebraic manipulations and graphic representations is stressed. A graphing calculator is used extensively during this course as a teaching tool as well as a testing aid.

Prerequisite for MATH 305H: An overall grade of B- or higher in MATH 105 and MATH 205
Prerequisite for MATH 400H: An overall grade of B- or higher in MATH 201 and MATH 300H
MATH 405H - 1 credit  **PRE-CALCULUS Honors** — Grade Ten
MATH 500H - 1 credit  **PRE-CALCULUS Honors** — Grade Eleven
MATH 602 - 1 credit  **PRE-CALCULUS** — Grades Eleven or Twelve

This course begins with a thorough study of basic function terminology, graphing techniques (including transformations), and operations (including composition and inverse), as well as specific units on various types of functions: polynomial, rational, exponential, and logarithmic. The trigonometric functions are also studied in some depth, including the unit circle, right-triangle trigonometry, graphs, identities, equations, and applications. Throughout these units, equation-solving strategies both with and without the use of a graphing calculator are discussed. Subsequent units deal with matrices and their application to systems of equations, combinatorics, probability, statistics, conics, parametric equations, and polar coordinates. An introduction to limits and derivatives concludes the course.

**Prerequisite for MATH 602:** An overall grade of B or higher in MATH 500 (a grade of B+ is recommended); or C or higher in MATH 305H or 400H

MATH 505H - 1 credit  **ADVANCED PLACEMENT CALCULUS BC** — Grades Eleven and Twelve

A rapid review of basic limit and derivative concepts and techniques leads into further study of differentiation methods and their application to graphical analysis, optimization, and related rate problems. Definite integrals, antiderivatives, and differential equations are then introduced, along with appropriate techniques for approximating and evaluating answers. After a study of applications of integration, a variety of advanced topics are studied, including parametric, polar, and vector functions; and infinite series. Throughout the course, students are expected to deal with functions presented in graphical, numerical, or algebraic form. All tests approximate the AP test in form and content, and the students are expected to take the AP exam in May to determine if they qualify for college credit in calculus.

**Prerequisite:** An overall grade of A- or better in MATH 405H or an A in MATH 500H

MATH 60A – ½ credit  **STATISTICS** — Grades Eleven and Twelve

This one-semester course is designed to refine and extend students’ background in descriptive and inferential statistics. Issues of planning and conducting surveys are addressed in the beginning of the course and probability and simulation will be used to produce models appropriate to real-world situations. Students will explore one and two variable data and will master topics such as Pearson’s correlation coefficient, and regression analysis. A thorough coverage of confidence intervals and tests of significance will conclude the course, and students will complete a project involving the collecting and interpretation of data using a variety of skills taught in the course.

**Prerequisite:** Algebra II or Honors Algebra II

MATH 60C – ½ credit  **ADVANCED ALGEBRA WITH FINANCIAL APPLICATIONS** — Grades Eleven and Twelve

This elective course is designed to equip students with the mathematical skills and conceptual knowledge they will need to participate and succeed in the worlds of business, investment, and personal finance. The emphasis is on showing how appropriate algebraic skills and techniques can be used to analyze a variety of problem situations in these areas. Topics include the stock and bond markets, loans and mortgages, annuities, banking, and the basics of establishing a business. Students will learn to exercise sound judgment in making investment choices as well as the basics of researching a company and analyzing stock charts; they will assemble and track a sample investment portfolio. A TI-83 or TI-84 calculator is required.

**Prerequisite:** Algebra II or Honors Algebra II

MATH 60H - 1 credit  **ADVANCED PLACEMENT CALCULUS AB** — Grades Eleven and Twelve

The course begins with a thorough treatment of the concepts of limit and derivative, and the techniques used to evaluate them. Derivatives are then applied to graphical analysis, optimization, and related rate problems. Definite integrals, antiderivatives, and differential equations are then introduced, along with appropriate techniques for approximating and evaluating answers. The course concludes with a study of applications of integration.
Throughout the course, students are expected to deal with functions presented in graphical, numerical, or algebraic form. All tests approximate the AP test in form and content, and the students are expected to take the AP exam in May to determine if they qualify for college credit in calculus.

Prerequisite: An overall grade of B in MATH 405H or B+ in MATH 500H

MATH 601 – ½ credit  FUNDAMENTALS OF DISCRETE MATHEMATICS – Grades Eleven and Twelve
The course introduces students to the realm of discrete mathematics, and to ways in which it can be applied to a variety of real-world problems. Major mathematical topics include matrices, combinatorics and probability, game theory, graph theory, voting systems, and fair division. The course is intended for students to see a variety of connections among these and other mathematical topics, and to apply these topics to an even wider variety of real-world problems. Units and activities are designed so that students will be able to choose and apply the most appropriate discrete model for a given situation.

Prerequisite: Algebra II or Honors Algebra II

MATH 604 - 1 credit  CALCULUS – Grades Eleven and Twelve
This course is an introductory course in calculus for students who want or need an alternative to the AP Calculus curriculum. The emphasis in this class is on a clear understanding of the main concepts of calculus – limits, derivatives, and the two types of integrals. After being introduced to these ideas, the course develops them through a discovery and experiential approach; students will use graphing calculators and other technology to explore ideas and make conjectures, then apply their new knowledge to a wealth of applications. The mathematical content of the course is similar to that of the AP course; techniques for evaluating limits and finding derivatives, as well as strategies for integrals, will be taught, but the primary goal of the course is to understand which of those concepts are appropriate for solving an assortment of real-world problems.

Prerequisite: An overall grade of B- in MATH 405H or 500H, or B in MATH 602

MATH 606 - ½ credit  PHILOSOPHY OF MATHEMATICS — Grades Eleven and Twelve
This course introduces students to the philosophical and aesthetic aspects of mathematics. We begin with Edwin Abbott's Flatland, the classic fantasy which introduced the world to the concept of higher dimensions. A unit on infinity and nothingness follows, including a discussion of the theories of Georg Cantor. The connections among math, physics and religion are explored as we study Western and Eastern religious thought as well as agnosticism and atheism. The course concludes with an investigation of current trends in mathematics, including fractal geometry, chaos theory, non-Euclidean geometry and mathematics in art, music and architecture. Readings include works by Richard Feynman, Jorge Luis Borges, Alan Lightman and Sigmund Freud. Students have the opportunity to do projects in which they pursue topics of particular interest.

Prerequisites: Algebra I and Geometry

MATH 610 - 1 credit  NUMBER THEORY AND DISCRETE MATH — Grade Twelve
This college-level course (typically part of a mathematics major) introduces students to the fundamental ideas of discrete mathematics in general, and of number theory in particular. Topics include divisibility, prime numbers, modular arithmetic, and number-theoretic functions. These topics are applied throughout the first part of the course to the study of cryptography. Basic techniques and strategies of enciphering, deciphering, and cracking codes are studied, ranging from the simple shifts of Caesar’s time to the RSA public-key systems used today by computer companies and the Department of Defense. As the course progresses, appropriate discrete mathematical topics are introduced: graph theory, set theory, group theory, etc. The course concludes with a study of one of number theory's most celebrated problems—Fermat's Last Theorem—and of the logic and mathematics involved in its proof.

Prerequisite: Permission of instructor; must demonstrate readiness to do mathematics at the level of a beginning college mathematics major.
SCIENCE DEPARTMENT

The science department strives to provide students with exposure to the core scientific disciplines (i.e. Biology, Chemistry, and Physics) and to develop skills that enable our students to be successful in all areas of study. At all levels, students will engage in developing scientific reasoning skills through hands-on investigations and that allow students to directly apply their learning to experiments and projects. The middle school science program is designed to develop a skill set that will be used throughout a student’s academic career. Although all middle school students take the same course, the focus of the 7th grade and 8th grade curriculum is varied in order to be responsive to the developmental needs of the students and relevant to students’ lives. The path through the high school science program is designed to be flexible so that students can build a course of study that suits the individual student’s interest, developmental needs, and academic skills. Since students are not placed in a track, they are free to move from one discipline to another and alter the rigor of their program in response to their individual performance, needs, and interest. In addition, some of the elective courses allow students to break from the traditional path so that they can develop and strengthen skills before they proceed to the next class.

The table below shows several possible pathways through the science curriculum. There is no absolute pathway as we strive to allow for an individualized curriculum that meets the needs of each student.

SOME POSSIBLE SEQUENCES THROUGH THE SCIENCE CURRICULUM:

<table>
<thead>
<tr>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>Chemistry</td>
<td>Physics</td>
<td>Astronomy</td>
</tr>
<tr>
<td>Honors Biology</td>
<td>AP Biology</td>
<td>Honors Physics</td>
<td>Honors Chemistry</td>
</tr>
<tr>
<td>Honors Chemistry</td>
<td>AP Chemistry</td>
<td>Honors Physics with Calculus</td>
<td>AP Physics C</td>
</tr>
<tr>
<td>Biology</td>
<td>Honors Biology</td>
<td>Chemistry</td>
<td>Physics</td>
</tr>
<tr>
<td>Honors Chemistry</td>
<td>Chemistry</td>
<td>Anatomy and Physiology</td>
<td>AP Biology</td>
</tr>
<tr>
<td>Biology</td>
<td>Chemistry</td>
<td>Astronomy</td>
<td>Physics</td>
</tr>
<tr>
<td>Biology</td>
<td>Honors Chemistry</td>
<td>Physics</td>
<td>No Science</td>
</tr>
<tr>
<td>Biology</td>
<td>Honors Chemistry</td>
<td>Honors Physics with Calculus</td>
<td>AP Physics C</td>
</tr>
<tr>
<td>Honors Biology</td>
<td>Honors Chemistry</td>
<td>Honors Physics with Calculus</td>
<td>AP Physics C and Physics II</td>
</tr>
</tbody>
</table>

In grades nine through twelve, as long as students meet the co-requisites and prerequisites, they are able to request any science course they have not yet taken. In addition, their eligibility for admission requires the permission of the science department. Honors and AP courses require a significant level of dedication from students to cope with the level of discourse and workload required for a given course. The approval process is intended to assess students’ potential to be successful in a course, taking into account all of their other obligations in school.

Approval for Honors and AP courses is contingent upon a student’s performance in prerequisite courses and prior record in science. A first-year course in a subject is a prerequisite for all AP courses. (Note that for AP Physics C, the prerequisite is Honors Physics with Calculus, and that AP Biology requires a screening exam.) ERB scores are considered for middle school students requesting Honors-level high school courses. Other factors include a student’s math level and achievement, performance across other subjects, as well as the student’s intended course load for the year. If there is concern about a student’s placement into an
Honors or AP course, the department will meet with that student to discuss how courses could affect their overall year with their full complement of coursework and extracurricular activities.

**SCIENCE 100 GENERAL SCIENCE I — Grade Seven**
The seventh-grade science course is the first part of a two-year middle school sequence. This life science course introduces students to a wide range of concepts and techniques with a heavy emphasis on hands-on, experiential learning. Students are introduced to concepts of lab investigation design and work collaboratively on projects and labs. Topics include ecology (including life cycles, biomes, and environmental conservation), cell biology (including structure and function of cells and single-celled organisms), and animals (including adaptations and the evolutionary development of structure). In addition, the seventh-grade science curriculum includes technology integration and the development of computer skills.

**SCIENCE 200 GENERAL SCIENCE II — Grade Eight**
The eighth-grade science course is the second part of a two-year middle school sequence with an emphasis on physical science. Students will develop scientific skills of investigation and analysis, building on the skills acquired in seventh grade in preparation for high school science. The heavy emphasis on hands-on, collaborative, experiential learning remains paramount, as students will begin to design their own projects and investigations with exposure to basic STEM and engineering design principles. General topics covered include an introduction to basic chemistry and physics through a wider exploration of space science, with emphasis on measurement and problem solving skills and continuing development of technological competencies.

**SCIENCE 300 - 1 credit BIOLOGY — Grades Nine through Twelve**
This is a one-year course in general biology with emphasis on some of the main concepts of biology and the experiments that have led to our current knowledge of the field. The topics covered include genetics, biotechnology, evolution, ecology, and some human anatomy and physiology. Students gain considerable lab experience geared toward the development of scientific thought and the application of science to the everyday lives of the students. This is a U.C.-approved lab course, which is intended to prepare students for future biology courses.

*Prerequisite: Departmental approval*

**SCIENCE 300H - 1 credit HONORS BIOLOGY — Grades Nine through Twelve**
Honors Biology covers the topics listed for general biology examined in greater depth, and includes additional topics such as molecular biology (including molecular genetics and physiology), cellular respiration and photosynthesis. Students engage in more complex laboratory investigations with in-depth analysis of results and conclusions. Emphasis is placed on development of scientific thought (often as it applies to medicine and research) and the application of science to the everyday lives of the students. This is a U.C.-approved lab course.

*Prerequisite: Departmental approval*

**SCIENCE 400 - 1 credit CHEMISTRY — Grades Ten through Twelve**
This Chemistry course is designed to help students appreciate the important role that chemistry plays in their personal life and may play in their professional life. It is our goal to help students gain self-confidence, develop problem-solving skills, and develop a real understanding of research techniques through laboratory investigations. Students will develop a lasting understanding of the principles involved in chemical and physical changes. Some of the topics covered are the nature of matter and chemical reactions, gases, quantitative chemistry, bond theory, and the structure of molecules. This course is a U.C.-approved lab course, and it prepares the student for future chemistry courses.

*Prerequisite: Departmental approval*

**SCIENCE 400H - 1 credit HONORS CHEMISTRY — Grades Nine through Twelve**
Honors Chemistry covers the topics listed for general chemistry examined in greater depth, and explores additional topics such as oxidation-reduction reactions and equilibrium. Expectations for problem-solving and data analysis
are greater, with heavy emphasis on lab investigations. This is a U.C.-approved lab course, and it prepares the student for future chemistry courses.

**Prerequisite: Departmental approval**

**SCIENCE 500 - 1 credit  PHYSICS — Grades Eleven and Twelve**
This course examines some fundamental principles of physics applying STEM concepts. Students utilize algebra and basic trigonometry to understand some of the relationships of the physical world, and engage in long-term projects to investigate and explore physical phenomena. The course is oriented towards developing conceptual understanding and problem-solving skills through lab investigations. The course is structured in thematic units of real-world applications that cover mechanics and kinematics, electricity and magnetism, waves and energy, sound, and optics. This is a U.C.-approved lab course.

**Prerequisite:** Departmental approval

**SCIENCE 500H - 1 credit  HONORS PHYSICS — Grades Eleven and Twelve**
This course covers the same main areas as regular Physics, but includes more details and depth; it is self-contained but is also excellent preparation for future physics courses. The required math level is algebra and basic trigonometry. Honors Physics offers students the opportunity to learn to analyze somewhat more complicated problems than in regular Physics and emphasizes demonstrations and hands-on investigations. This is a U.C.-approved lab class.

**Prerequisite:** Algebra II and departmental approval; pre-calculus recommended

**SCIENCE 500HC - 1 credit  HONORS PHYSICS WITH CALCULUS — Grades Eleven and Twelve**
This course covers most of the main concepts of classical mechanics. It takes a highly mathematical approach that requires that students be concurrently enrolled in calculus. Students are routinely expected to use mathematical techniques to help navigate physics problems where the path to the solution is often not obvious. Emphasis is placed on problem solving and developing physical intuition. Open-ended labs are also an integral part of the course, and it is a U.C.-approved lab class.

**CO-requisites:** Enrollment in AP Calculus BC, or AP Calculus AB with departmental approval

**SCIENCE 510 - 1 credit  PHYSICS II — Grade Twelve**
This course is designed, in the broadest sense, to teach students “how stuff works.” From natural phenomena to everyday conveniences, students will gain a deeper understanding and appreciation of the physical world. With a minimum of theoretical rigor, the course is mainly project-based, including small labs and larger unit projects, such as the construction of a simple electromagnet and the design and construction of an electric motor. Students will acquire the skills necessary to engineer/build simple devices that will aim to demonstrate key STEM principles. Emphasis is placed on collaboration, working with tools, meeting deadlines, making organized plans, and making good use of time.

**Prerequisite:** Any prior Physics course

**SCIENCE 550A - 1 credit  ASTRONOMY — Grades Eleven and Twelve**
This course entails a survey of astronomy and how our understanding of the universe has evolved. Students will achieve a deep understanding of the topics covered and build analytic and reasoning skills by examining data and interpreting simulations. Students will also investigate the nature of light and how telescopes receive and focus light from celestial bodies. This will include building a small refracting telescope. There is an emphasis on how we know certain things; for example, how we know the composition of a star 200 million light years away. There are several field trips required, including mandatory night-viewing activities. This course is a U.C.-approved elective course, but is not an approved lab science course.

**Prerequisite:** Algebra II (may be concurrently enrolled) and departmental approval
SCIENCE 560 - 1 credit  HUMAN ANATOMY AND PHYSIOLOGY — Grades Eleven and Twelve
This course is designed for students interested in advanced biology, but not in the AP course. It is also open to those wishing to continue their biology studies beyond the AP course. While memorization and understanding the functions of anatomical terms is important, students will also apply their knowledge to "clinical" situations, and be able to explain how certain systems work. Hands-on learning, allowing students to measure blood pressure, examine eyes or ears, and perform "diagnostic" tests much as a doctor would with a patient, is emphasized as is applying the information to the students’ own bodies and to the medical histories of their own families. Students will become aware of the complexity of their bodies, and appreciate what goes on beneath the surface as they go about their daily lives. This is a U.C.-approved lab science course.

Prerequisites: Biology or Honors Biology; in addition, Chemistry or Honors Chemistry is strongly recommended

SCIENCE 562 – 1 credit  NEUROSCIENCE — Grades Eleven and Twelve
This is an introduction to the principles and study of neuroscience. Students will explore the fundamental principles of anatomy and physiology to study and understand the structures and function of the nervous system. You will make extensive use of the knowledge and skills attained in chemistry, biology, and physics and apply them to the human body. We will review basic chemistry and cellular biology, and the general structure of the nervous system study the anatomical organization of the central and peripheral nervous systems then delve more deeply into the physiological basis of signal transduction and neuropharmacology. Students will apply physiological mechanisms to understand the underpinnings of the primary and special senses, behavior, language, learning and memory, as well as neuropathological diseases. Along the way, students will also tackle moral and ethical issues relating to neuroscience and consciousness.

Prerequisites: Biology, Chemistry, Physics

SCIENCE 605 - 1 credit  ADVANCED PLACEMENT CHEMISTRY — Grades Ten through Twelve
AP Chemistry is the equivalent of a one-year course at the university level for chemistry majors. Successful completion of the course prepares students for the required AP examination in chemistry. Topics are explored in much greater depth than in previous chemistry courses. Highlights include kinetics, equilibrium, acids and bases, titrations and buffers, thermodynamics, and electrochemistry. Problem-solving skills are emphasized.

Prerequisites: Chemistry or Honors Chemistry, and departmental approval, and Algebra II.

SCIENCE 606 - 1 credit  ADVANCED PLACEMENT BIOLOGY — Grades Ten through Twelve
AP Biology is the equivalent of a one-year course at the university level for biology majors. Successful completion of the course prepares students for the required AP examination in biology. Topics are explored in greater depth than in previous courses, and new topics are added. Highlights include cell structure and function, Mendelian genetics, molecular genetics, photosynthesis, respiration, evolution, and ecology.

Prerequisites: Biology or Honors Biology, and departmental approval

SCIENCE 609B - 1 credit  ADVANCED PLACEMENT PHYSICS C: Electricity & Magnetism — Grade Twelve
This is a calculus-based introduction to classical electricity and magnetism, including such topics as electric charge and electric fields, Gauss's law, electric potential, capacitance, current, resistance, DC circuits, magnetic fields, induction and inductance, and Maxwell's equations. This course is designed to provide students with a working knowledge of the elementary physics principles mentioned above, as well as their applications, and to enhance their conceptual understanding of physical laws. Successful completion of the course prepares students for the required AP Physics C: E&M examination.

Prerequisites: Honors Physics with Calculus and departmental approval
SOCIAL STUDIES DEPARTMENT

The Social Studies curriculum includes the study of history, government, philosophy, economics, culture, and the social sciences. It is designed to provide students with a view of history as real people struggling with real problems, and an understanding that the forces and issues that informed those struggles still affect us today. In the ninth and tenth grades, all students follow a course of study from ancient and medieval history through the modern era. In the eleventh grade, students study American history. In both the eleventh and twelfth grades, students can pursue particular areas of interest by choosing from a number of electives including Advanced Placement courses, a variety of established courses, and independent studies. Emphasis throughout the curriculum is on the development of critical thinking skills: acquiring, analyzing, and evaluating information through reading and research, and the communication of ideas in clear expository prose.

HUMANITIES 100 — Grade Seven [please see description under Humanities section]

HUMANITIES 200 — Grade Eight [please see description under Humanities section]

SOCIAL STUDIES 300 - 1 credit  ANCIENT AND MEDIEVAL HISTORY — Grade Nine
This course examines human civilizations across the globe, beginning with pre-history and ending with the Middle Ages. Students compare and contrast societies of the Fertile Crescent, Greece and Rome, Africa and the early Islamic empires—their social and political structures, economies, histories, art and literature, religions and philosophies. The year concludes with the rise of Christianity and the European Middle Ages, including the phenomena of feudalism, monarchies, and expansion. This is a two trimester course.

SOCIAL STUDIES 400 - 1 credit  MODERN HISTORY — Grade Ten
This course analyzes a variety of major historical transformations spanning the 16th to the 21st centuries—transformations in technology, demography, political and economic systems, cultural and intellectual life, social structure, and gender structure. Topics include the Reformation; absolutism and constitutionalism; the scientific revolution and enlightenment thought; political revolutions; industrialism and responses to it; nationalism and imperialism; World Wars I and II, feminism, totalitarian states, genocide, international governance and cooperation; and globalization. Students continue to develop historical research and writing skills through a variety of projects. This is a two trimester course.

SOCIAL STUDIES 500 - 1 credit  UNITED STATES HISTORY — Grade Eleven
This course traces significant political, economic, social, diplomatic, and intellectual issues in the origins and development of the American nation. We look in depth at the causes and consequences of the American Revolution, the coming of democracy, slavery and the Civil War, the emergence of an urban-industrial society, America as a world power, and the Cold War. Considerable attention is given to how issues of class, race, ethnicity, and gender shaped American history. This is a two trimester course.

SOCIAL STUDIES 550 – 1 credit ADVANCED PLACEMENT UNITED STATES HISTORY — Grade Eleven
To be considered for this course a student must:
- Earn an A or A- in both trimesters of Modern History

Advanced Placement U.S. History is designed to be the equivalent of an introductory college-level survey course. By combining textbook readings, excerpts taken from historical monographs, and primary sources, students will critically examine how the United States came to be the country it is today, for better or for worse. The first theme of this course is how the racial, ethnic, and gender categories we usually take for granted were constructed historically and how ordinary Americans struggled to change the political, economic, and cultural meanings of these categories that often stood in the way of their ambitions. The second theme will consider the changing shape of
political and economic power throughout American history, taking into consideration how the United States established democratic institutions at a time when most rulers were monarchs, but did so within a society that was heavily dependent upon the enslavement of African Americans and the expropriation of land from American Indians. Similarly, by tracing the rise and decline of industrial society in the United States during the nineteenth and twentieth centuries, we will be able to grasp how changes in the economy have had a profound impact on how Americans have worked, consumed, and played. The third and final theme will explain how the United States became a global superpower – a story that starts with thirteen colonies struggling to gain their independence from Great Britain and concludes with 9/11 and the recent wars in Afghanistan and Iraq.

This is a two trimester course.
Prerequisite: Departmental permission required

SOCIAL STUDIES ELECTIVE COURSES

SOCIAL STUDIES 54 – ½ credit  PHILOSOPHY AND SOCIAL ISSUES
This course is divided into two parts. In the first, we take up three issues which have a number of overlapping concerns: euthanasia (“mercy killing”), abortion, and capital punishment. During the second, we consider several other topics, depending on students’ interest, e.g., children’s rights, sexuality and ethics, genetic choice, affirmative action. The basic idea is to develop our moral responses to these issues so that our positions on them and our arguments for those positions become deeper and more sophisticated. The issues are in many respects surprisingly puzzling and complicated, and they raise some of the fundamental problems which moral philosophers have worried about for quite a while. Readings are from contemporary philosophical and legal writings.

This is a one trimester course.

SOCIAL STUDIES 554 - 1 credit  ADVANCED PLACEMENT HUMAN GEOGRAPHY
To be considered for this course a student must:
• Earn an A or A- in both trimesters of either United States History or AP United States History
This course examines very broad issues and difficulties facing human beings in their efforts to live together on the earth in a satisfying way. We will use readings and visual material from a number of disciplines. Each part of the course covers a wide variety of topics, and students will be able to select specific problems for projects, research, and class presentations: (1) Population – growth and decline, migration and immigration, urbanization, refugees (2) Cultural patterns and processes – the “westernization” of global culture, ethnic and religious differences, popular and folk culture, cultural diversity vs. cultural identity (3) Political organization of territory – the idea of a “nation-state”, “ethnic cleansing” and genocide, regional alliances and global cooperation (4) Agriculture – commercial and subsistence agricultural production, how to increase food production for the planet (5) Industrialization and economic development – how, why and where economic development happens, interdependence in the global economy, the rich and the poor, depletion and pollution of resources (global warming, etc.) (6) Cities – urban planning, problems in inner cities and suburbs, current issues in the “design” of cities.

This is a two trimester course.
Prerequisite: Departmental permission required

SOCIAL STUDIES 556 – 1 credit  ADVANCED PLACEMENT U.S. GOVERNMENT AND POLITICS
To be considered for this course a student must:
• Earn an A or A- in both trimesters of either United States History or AP United States History
This course introduces students to the ideas, institutions, traditions, and policies that constitute the political culture of the United States today. Topics of study include the Constitution, institutions of the national government, federalism, civil liberties, civil rights, political parties, interest groups, the mass media, public opinion, and social movements. The ultimate goal of the course is for students to develop a more practical and nuanced understanding of how power operates in the United States. The class, which is organized around the Advanced Placement
curriculum, moves at an accelerated pace and requires considerable independent reading and research on the part of students.  

This is a two trimester course.  
Prerequisite: Departmental permission required

SOCIAL STUDIES 568 – ½ credit  AFRICAN AMERICAN MUSIC AND SOCIETY  
This course will provide students with the analytical tools to explore the history of popular music in its social contexts, and by extension, the relationship of culture to society more broadly. By examining a variety of histories, studies, and first-person accounts of jazz, hip-hop and soul music, as well as by examining specific performances themselves, students will gain a richer understanding of the history of African American music and culture, practice thinking critically about popular culture, and better orient themselves as artists and listeners within the musical traditions of the United States. Assignments will include written responses to course material, independent research projects, presentations, and creative projects.  
This is a one trimester course.

SOCIAL STUDIES 601H – ½ credit  HONORS ART HISTORY: A HISTORY OF THE WORLD THROUGH ART  
To be considered for this course a student must:  
• For rising 11th graders, earn an A or A- in both trimesters of Modern History  
• For rising 12th graders, earn an A or A- in both trimesters of either United States History or AP United States History  
Scholars of art and art history often focus on the intersections of art and politics through considering "the Other" in artistic production and reception. In this Honors Art History course, we will deeply investigate how various "Others"--those identified as exotic, violent, hostile, mysterious, threatening, or alien--have been depicted in a series of global artistic moments and artifacts, and what those depictions mean for the cultures and societies by and for which they were produced. Through our study of representations of "Others" across time and space, including categories of race, class, gender, sexuality, nationality/ethnicity, and bodily difference, we will study such topics as art patronage, audience, and function. This course will ask (and answer): how do artists challenge or confirm power dynamics through their representation of Otherness? How does art bring together and/or separate people? And ultimately, what is the revolutionary potential of art?  
This is a one trimester course.  
Prerequisite: Departmental permission required

SOCIAL STUDIES 602 - ½ credit  MAKING NEWS: JOURNALISM AND CIVIC CULTURE  
The course is intended to provide you with hands-on-experience in different forms of journalism. Students will learn to write in a variety of modes (feature articles, investigative articles, interviews); to communicate graphically (using images as evidence and explanation); and to develop their narrative and interpretive skills through podcasting and blogging. The course is organized as a workshop, which means frequent reading, writing, revising, talking about writing, keeping a portfolio, and working collaboratively as members of a journalistic community. Drawing connections between current practices and historical developments, we will examine such issues as the role of the press in a democracy; objectivity and bias in the news; free speech and censorship in a school setting.  
This is a one trimester course.

SOCIAL STUDIES 603 - ½ credit  CAMPAIGNS AND ELECTIONS IN THE UNITED STATES  
This course provides students the analytical tools necessary to critically evaluate how elections and political campaigns are conducted in the United States. We will engage the findings of political scientists in order to understand how modern campaigns determine their strategies, what role the news media and interest groups play in shaping electoral outcomes, and why voters behave the way they do. Throughout the course, we will closely follow the 2016 presidential and congressional elections, using the most recent social science literature to analyze what’s happening in the news. The course will be structured around long-term projects and will include a detailed interactive simulation of the 2016 presidential race.  
This is a one trimester course.
SOCIAL STUDIES 604 - ½ credit  INTRODUCTION TO RACIAL LITERACY
This course introduces students to the concept and practice of racial literacy; the ability to recognize, name, challenge and manage various forms of everyday racism. We will use readings and various media resources to critically explore the racial climate and racial structures that individuals encounter daily. Specific subject matter includes: the construct of race; how and when the idea of race was created and developed; the roots and systemic nature of structural racism; the difference between racism, bias and prejudice; and the understanding of students' own racial identity.
This is a one trimester course.

SOCIAL STUDIES 605 - ½ credit  HISTORY OF AMERICAN CAPITALISM
Using the Great Depression and the Great Recession to frame the course, we will analyze how the American economy has transformed over the past century or so, with particular emphasis on the contemporary era of globalization that has remade the United States in significant ways since the 1970s. We will seek out the sources of this dramatic transformation, exploring a variety of overlapping and sometimes conflicting explanations for why and how these changes occurred. Topics will include mass production and scientific management; the Great Depression and New Deal; the making of the middle class and suburbanization following World War II; institutional racism in the housing market; deindustrialization; the rise of the service economy; post-1965 immigration; technological innovation; deregulation in banking and finance; and economic inequality. We will examine capitalism both from above and from below, seeking to understand the causes and consequences of economic change for different groups of Americans. Besides learning some important aspects of recent American history, students will also gain an understanding of basic economic and financial concepts. Additionally, students will be provided an opportunity to immerse themselves in the local community to see the impact of these ongoing economic and social transformations within the greater Los Angeles region.
This is a one trimester course.

SOCIAL STUDIES 606 - ½ credit  EDUCATION THEORY
Education Theory is a seminar that will provide students with a comprehensive look at what it takes to carry out a given theory of education into the design of a single school. The course will begin by looking at the theoretical underpinnings of school in the United States and then explore the complexity of applying the theory to the philosophy, planning, governance, and sustenance of a school. Students are expected to incorporate their theoretical thinking into a comprehensive and practical school design within the limitations of a public school budget. The course will culminate with student exhibitions to present the design rationale and philosophy of their own schools.
This is a one trimester course.
STEAM DEPARTMENT
(Science, Technology, Engineering, Arts, Mathematics)

*S.T.E.A.M.* intertwines the multiple disciplines of Science, Technology, Engineering, Art, and Math into one curriculum. Through experimentation and problem solving, students encounter real world applications of design. This unique department allows students to engage fully in every stage of the process – from conception and design to its physical production. If students can dream the idea, *S.T.E.A.M.* possesses all the technology and tools to bring their visions to fruition.

**STM 120**  
**INTRODUCTION TO DESIGN THINKING** – Grades Seven and Eight
This is an introductory course that develops students’ creativity by using the design process. The emphasis will be on visualization and communication skills using solid modeling software and 3D printers. They will document and capture their ideas in a notebook and digital portfolio as their projects progress. Students will also study the design concepts of form and function as they translate conceptual design into reproducible products.

**STM 340**  
**½ credit HARDWARE AND MEDIA DESIGN** – Grades Nine and Ten
This course will be an evolution from learning specific skills in laser cutting, wood, metal and plastic work to using them to problem solve and design. Once the students have gained proficiency they will be challenged on a weekly basis to design and test. We will emphasize a design process composed of user testing, observation and modeling, while preserving the richness of the visual and formal traditions in the field. In the *Hardware and Media Design* course, students will have the opportunity to learn about the visual design of functional articles and products for everyday use. Projects will involve exploration of materials and forms through model making, the analysis of products and the study of ergonomic principles.  
*May be repeated with permission from instructor.*

**STM 560**  
**1 credit FROM SKETCH TO FABRICATION: THE DESIGN PROCESS AT WORK** – Grades Eleven and Twelve
This class uses solid modeling software to introduce students to the design process. Utilizing this design approach, students understand how design has influenced their lives. Students will learn sketching techniques, and use descriptive geometry as a component of design, measurement, and computer modeling. Using design briefs or abstracts, students create models and documentation to solve problems. The instructional topics include: 1) the design cycle; 2) sketching and scale drawings; 3) 3D computer modeling; and 4) 3D printing.
WORLD LANGUAGES DEPARTMENT

The goals of the World Language Program are twofold: to introduce students to the language and culture of other countries and to provide them with skills and knowledge they can apply to their own language. For many of our students, this is their first serious encounter with another language, so beginning level courses strive to teach basic concepts, such as gender, number, word order and where it applies, verb conjugations. Students practice both active and receptive communication skills: speaking, comprehension, writing and reading. In their daily classes, students use the new language through participation in practice exercises and in conversation. Students encounter new words and structures in both controlled ways through the use of graduated textbook series and in more natural settings through songs, games and online resources. There is regular conversation in the language between the teacher and the students, thus engaging active listening skills, and the students also have experience talking to each other in a new language, using their own imagination to create new sentences that incorporate newly learned material into their existing repertoire. Both in class and at home, students review grammatical structures and vocabulary and prepare their own compositions and oral presentations and projects to be shared with the class. Along with their language study, they also learn about the cultures in which the languages are spoken in order to have a broader understanding of people of diverse cultural backgrounds within and beyond the borders of the United States. Such awareness often brings a new awareness of our own American perspective as well, allowing students to become more thoughtful about their own culture and its place in the world.

FRENCH

FRENCH 100  FRENCH IA — Grade Seven
This course is an introduction to the basic structures and vocabulary of the French language. Emphasis is on learning the new sound system and writing patterns of the language. Students have the opportunity to use the grammatical structures they study to express their own ideas, both orally and in writing, within the limits of their vocabulary. They will discover the concepts of gender and number and will learn some basic verb forms for regular verbs and common irregular verbs as well; this will allow them to describe their daily activities, their likes and dislikes and those of their family and friends. They will be able to express their plans for the near future (le futur proche).

FRENCH 200  FRENCH IB — Grade Eight
This course is a continuation of French IA. The study of vocabulary and grammar is extended to more complex structures and verb tenses, completing the regular present-tense conjugations and additional basic irregular verbs. They will explore a broader vocabulary so they can describe their family relationships and their parents’ professions. They will learn more ways to ask questions and will have numerous opportunities to create original dialogs that put these questions to use. Emphasis is on developing further ease with the language in natural conversational settings. Students will complete the Level I course which will allow them to talk about past activities, using the passé composé. As in the preceding course, they will practice reading and writing skills along with conversational skills.

Prerequisite: French IA or equivalent course

FRENCH 250 - 1 credit  FRENCH I — Grades Nine and Ten
This course is open to students who are starting French in the ninth or tenth grade. It is an introduction to the basic structures and vocabulary of the French language. Emphasis is on the sound system of the language, through listening and conversation, and on the reading and writing of the language as well. Students will use the material that is introduced in guided exercises and also in their own original sentences. By the end of the course, they will be able to converse about present, near future plans and about the past. They will complete the Level I course, the equivalent of what is covered in French IA & IB combined.
FRENCH 300 - 1 credit  FRENCH II — Grades Nine and Ten
This course is a continuation of French IB and French I. The basic structures of the language and everyday conversational skills are reinforced. Complex grammar is then introduced with extensive vocabulary. The students read short passages and further explore the Francophone world. They also watch French videos and listen to a variety of recorded material. They write short paragraphs with particular emphasis on distinguishing the uses of the two past tenses, the passé compose and the imparfait.

FRENCH 400 - 1 credit  FRENCH III — Grades Ten and Eleven
In French III the students complete their study of the basic grammar of the language and explore more advanced structures that are needed primarily for more sophisticated discussion and writing. A wide range of vocabulary is introduced as students further develop spoken and written fluency and continue to study various cultural aspects of the French-speaking world. The course is taught primarily in French.

FRENCH 500 - 1 credit  FRENCH IV — Grades Eleven and Twelve
This course is conducted in French. The students enhance their abilities in the four language skills (listening, speaking, reading, and writing). Emphasis is on active communication and collaborative work. Advanced grammatical structures, such as the subjunctive and the plus-que-parfait are introduced and reinforced through continued practice. Selections from literature, the Internet, authentic audio-files, excerpts from French news and movies are used. The course deepens the students’ knowledge of the language, literature, and culture of the French-speaking world through readings, research projects, oral reports, lectures. The course uses these resources to explore a series of cultural themes which, in turn, also prepares those students who choose to continue on to AP French
Prerequisite: Completion of French III with an average grade of B- or above and teacher recommendation

FRENCH 600 - 1 credit  ADVANCED PLACEMENT FRENCH V — Grade Twelve
This course, conducted entirely in French, prepares students to take the Advanced Placement test in May. The emphasis is on the finer points of grammar, enhancing the command of vocabulary, writing, reading, listening comprehension, and oral fluency. The students practice their spoken French in conversation and by recording their observations on a broad variety of topics. They read and discuss a variety of articles, essays, and short stories. They view French movies and write frequent compositions on varied topics, all of which are geared toward the skills they will need for the AP Exam but which will also enhance their fluency and their ease in expressing themselves in French.
Prerequisite: Completion of French IV with an average grade of A or A- and teacher recommendation

MANDARIN CHINESE

CHINESE 100  MANDARIN CHINESE IA — Grade Seven
Mandarin Chinese IA introduces students to the language and culture of China. The goal is to develop basic listening, speaking, reading and writing abilities in Mandarin Chinese and to understand the customs and life of modern China. The course objectives include the following: 1) Speaking: students develop accurate pronunciation through the Pinyin system, good communication in daily dialogues, and the ability to describe daily activities using a broad range of basic vocabulary 2) Listening: students understand basic daily conversations 3) Reading: students are able to read over 200 + Chinese characters as well as words and sentences composed of these characters, with or without Pinyin 4) Writing: students write most of the characters that they learned to read, and compose sentences with words formed by these characters.
Cultural and historic knowledge is immersed in the instruction of the language. Emphasis is placed on developing students’ ability to carry on a conversation in some of the most probable real-world situations when Chinese language learners could use the language. These abilities include: greetings, self-introduction, expressing simple preferences and giving simple descriptions of persons and places. The primary instruction method is to help
students engage in frequent, repeated practice with the teacher and among themselves. This practice is conducted based on real-world applications and with logical structures that spiral up gradually in difficulty.

Text: Discovering Chinese I; and situation dialogues and stories, specifically created by the instructor for this level’s students to facilitate their real-world communication abilities

CHINESE 200  MANDARIN CHINESE IB – Grade Eight

Mandarin Chinese IB is a continuation course of Mandarin Chinese IA with a wider range of topics and more vocabulary. The goal is to develop basic listening, speaking, reading and writing abilities in Mandarin Chinese and to understand the customs and life of the modern Chinese. The course objectives include the following:

1) Speaking: students develop accurate pronunciation through the Pinyin system, good communication in daily dialogues, and the ability to describe daily activities using a broad range of basic vocabulary
2) Listening: students understand basic daily conversations
3) Reading: students are able to read over 400 Chinese characters as well as words and sentences composed of these characters, with or without Pinyin
4) Writing: students write most of the characters that they learned to read, and compose sentences with words formed by these characters. Culture and historic knowledge is immersed in the instruction of the language. Like the preceding course, emphasis is placed on developing students’ ability to carry on a conversation in a natural setting. These abilities include: greetings, self-introduction, expressing simple preferences and giving simple descriptions of persons and places. The primary instruction method is to help students engage in frequent, repeated practice with the teacher and with each other. These practices are conducted based on real-world applications and with logical structures that spiral up in difficulty.

Text: Discovering Chinese II; and situation dialogues and stories, specifically created by the instructor for this level’s students to facilitate their real-world communication abilities

CHINESE 300 - 1 credit  MANDARIN CHINESE II – Grade Nine

Mandarin Chinese II is the continuation course of Mandarin Chinese I. Like the Level I course, this course pursues the following objectives:

1) Speaking: students develop more accurate pronunciation, tones and intonations. Students will develop communication skills with daily dialogue practices to describe daily activities using a broad range of basic vocabulary
2) Listening: students understand daily conversations in various situations
3) Reading: students are able to read an additional 300 Chinese characters and many more words formed by these characters, as well as essays with or without Pinyin
4) Writing: students can write most of the Chinese characters learned, and are able to compose sentences as well as 200-character essays.

Teaching of the Chinese culture and history is intertwined with the language instruction. Intensive reading practice of specifically composed short stories provided by the teacher in the authentic Chinese language style is conducted regularly to enhance students’ practical language abilities.

Text: Discovering Chinese III; and supplementary materials

CHINESE 400 - 1 credit  MANDARIN CHINESE III—Grade Ten

Mandarin Chinese III is the continuation of Mandarin Chinese II. The course exposes students to increasing amount of materials written for native Chinese speakers. Through extensive exercises and practice, students further familiarize themselves with the way that the Chinese language is used in people’s daily life, in the media and in other forms of communications. These activities are conducted in both oral and written forms. Students will develop abilities to speak full sentences beyond the basic formats with more accurate pronunciation and tones. This course also trains students to memorize, or to be able to read fluently, with no Pinyin help, full passages of authentic Chinese writing, and their own instructor-corrected and polished 200 to 300-character writings. Furthermore, students are to present orally their own writing and/or other short stories which are written in authentic Chinese style (specifically for the students’ level) in properly pronounced Mandarin Chinese. Discussions are held frequently.

Text: Discovering Chinese IV supplementary materials provided by the instructor
CHINESE 500 - 1 credit  MANDARIN CHINESE IV—Grade Eleven
Mandarin Chinese IV is for students who have successfully completed Mandarin Chinese III. The course exposes students to an increasing amount of materials written for native Chinese speakers. Through extensive exercises and practice, students further familiarize themselves with the way that the Chinese language is used in people’s daily life, in the media and in other forms of communication. Students will develop abilities to speak full sentences beyond the basic formats with more accurate pronunciation and tones. This course also trains students to read fluently, full passages of authentic Chinese writings and their own instructor-corrected and polished 300 to 350-character writings, with minimum Pinyin help. Furthermore, students are to present their writing and/or other short stories which are written in authentic Chinese style (specifically for the students’ level) to an audience in properly pronounced Mandarin Chinese. Teaching of the Chinese culture and history is intertwined with the language instruction and discussions are held frequently. Text: Series of stories created by the instructor
Prerequisite: B- or above on Mandarin Chinese III and teacher recommendation

CHINESE 550 - 1 credit  MANDARIN CHINESE V—Grade Twelve
Mandarin Chinese V is a continuation course for students who have successfully completed and excelled in Mandarin Chinese IV studies. Throughout this course, students will learn extensive amount of vocabulary and cultural content. Students will also be required to work with authentic Chinese language materials in addition to those that are in the textbooks. These materials include newspaper articles, television programs, movies, and situation dialogues and stories, specifically created by the teacher for this level’s students to facilitate their real-world communication abilities. Ample amount of self-directed reading and learning is required. Daily listening and speaking exercises are conducted. The assessment of the students’ progress will also emphasize the practical applications of the language.
Text: New Practical Chinese Reader and supplementary materials (provided by the instructor);
Prerequisite: A- or above in Mandarin Chinese IV and teacher recommendation

NOTE: JAPANESE, Levels I-III, are offered as an Independent Study to students in grades 10-12.

SPANISH

SPANISH 100  SPANISH IA — Grade Seven
This course provides an introduction to the basic grammar and vocabulary of the Spanish language. The emphasis is on mastering the new sound system, speaking and writing the language. The reading of short dialogues and stories is also introduced. Students have the opportunity to use the grammatical structure they study to express their own ideas both orally and in writing within the limits of their vocabulary.

SPANISH 200  SPANISH IB — Grade Eight
Eighth-grade students complete the first level Spanish course that was begun in Spanish IA. They add to their general vocabulary, and they further acquire the grammatical structures needed to speak in the past tense and to use complex sentences. The emphasis in the course continues to be thorough mastery of the basic forms, especially in conversation, allowing students many opportunities to create their own sentences as well as to practice the material in more structured drills. The course also introduces students to various aspects of Iberian and Latin American cultures and the ways those cultures relate to current North American life.

SPANISH 250 - 1 credit  SPANISH I — Grades Nine and Ten
This course is an introduction to the basic grammar and vocabulary of the Spanish language for students who begin to learn the language in the ninth or tenth grade. Emphasis is primarily on speaking and writing the language, and
students have the opportunity to use the oral and written skills they study to express their own ideas within the limits of their individual ability. Short dialogs and stories are also introduced as well as projects and activities in order to provide the students a creative means of developing and enhancing their oral and written proficiency.

SPANISH 300 - 1 credit  SPANISH II — Grade Nine
This level II course includes a review of basic Spanish and the introduction of more advanced grammatical structures along with considerable vocabulary. The course is designed to increase the students’ command of Spanish with particular attention to practical uses of the language for someone who might travel in a Spanish-speaking country. Students become more familiar with the cultures and geography of Spain, Mexico, Central and South America.

SPANISH 350 - 1 credit  SPANISH II — Grade Ten
This is the second year course for those students who began Spanish in the ninth grade. This level II course includes a review of the basic grammar and the introduction of more advanced structures along with a considerable amount of vocabulary. The course is designed to increase the students’ command of Spanish with particular attention to practical uses of the language for someone who might travel in a Spanish-speaking country. The students will become more familiar with the cultures and geography of Spain, Mexico, Central and South America.

SPANISH 400 - 1 credit  SPANISH III — Grades Ten and Eleven
This course reviews the grammatical structures learned in Spanish I and II and further introduces the finer points of advanced grammatical structures, including the subjunctive mood. Students will be expected to follow and communicate in Spanish at all times in class. Students will develop greater skill in narrating past, present, and future events, with particular emphasis on tenses and moods. More advanced readings will also be introduced. Through film, music and original projects, students will practice and develop their comprehension, oral skills and writing to incorporate more complex language elements.

SPANISH 500 - 1 credit  SPANISH IV — Grades Eleven and Twelve
This is an elective course, which emphasizes the acquisition of advanced vocabulary and the review of grammatical concepts by means of conversational topics, more involved readings and cultural selections. Each section of the text is an in-depth presentation, which allows expanded conversation and composition in Spanish by the students.  
Prerequisite: Completion of Spanish III with an average grade of B- or above and teacher recommendation

SPANISH 500H - 1 credit  SPANISH IV HONORS — Grades Eleven and Twelve
This is an honors course designed to review and enhance the knowledge of upper level students. An extensive review of advanced Spanish grammar, stylistics and composition is offered along with extensive conversation on literary and cultural topics, including contemporary world events. Traditional print resources that include literature, essays and articles from Spanish language newspapers and magazines are read to improve understanding of both language and culture.  
Prerequisite: Completion of Spanish III with an average grade of an A- or above and teacher recommendation

SPANISH 550 - 1 credit  SPANISH V (non-AP) — Grade Twelve
Spanish V is designed for skilled students as an alternative to AP Spanish V. The course is conducted entirely in Spanish and is intended to lead the students toward fluency. The class is focused on further development of speaking, listening, reading and writing skills. A large portion of class time is devoted to conversation; students are expected to offer their views on various social, cultural, political and historical topics. The class reads short stories, essays, poems and newspaper and magazine articles, as well as a 20th century Spanish novel, and views films and other videos. Students have opportunities to respond to and interpret various works through regular composition assignments. Throughout the year, the class reviews essential grammatical structures.  
Prerequisite: Completion of Spanish 500 or 500H with an average grade of B- or above and teacher recommendation
SPANISH 600 - 1 credit  ADVANCED PLACEMENT SPANISH V — Grade Twelve
The course is designed to prepare students for the AP Spanish examination. This is a rigorous course taught exclusively in Spanish that requires students to improve their proficiency across the three modes of communication: interpretive, interpersonal, and presentational. The course focuses on the integration of authentic resources including online print, audio, and audiovisual resources, as well as traditional print resources that include literature, essays, and magazine and newspaper articles, with the goal of providing a rich and diverse learning experience. Students communicate using a wide variety of advanced vocabulary and linguistic structures as they build proficiency in all modes of communication toward the pre-advanced level. The goal of the class is to provide students with the necessary skills and intercultural understanding to enable them to communicate effectively in an environment where Spanish is spoken, and as such, is an immersion experience.

Prerequisite: Completion of Spanish IV with an average grade of A- or above and recommendation of instructor
**CalArts PROGRAM**

**Middle School CalArts Program**
Middle School students have the opportunity to take a second visual or performing arts course, in addition to the one required in the regular curriculum, through our partnership with the California Institute of the Arts. Students choose from a variety of classes in music, dance, theatre and the visual arts, which meet once a week to supplement and enhance their arts education. CalArts graduates, graduate students, and community artists come to Oakwood to share their expertise and enrich our core courses. Since 1982, our CalArts program has offered classes such as: Musical Theatre, Improvisation, Computer Animation, Comics and Caricature, Historical Self-Portraits, African Dance, Jazz Singing, Super 8 Filmmaking, among many others.

**Mentorship Program**
For high school students who wish to pursue advanced study in a particular artistic discipline, a mentorship provides one-on-one contact with a CalArts graduate or graduate student with proficiency in that field. These usually take place during a student’s free or after school and past mentorships have included: jazz piano, landscape painting, acting lessons, among many.
CO- AND EXTRA-CURRICULAR ACTIVITIES

Overnight Trips and Outdoor Education
The goal of Oakwood’s trips program is to encourage socialization and class cohesion while giving students the opportunities to make curricular connections beyond the classroom. Seventh graders go to Camp Whittier in the Santa Barbara Mountains. The eleventh-grade class canoes down the Russian River. Twelfth graders retreat to the Malibu Mountains to prepare for their graduation and to reflect on their experiences at Oakwood.

Student Publications
*The Gorilla*, the Secondary School newspaper, is an independent voice for student opinion. Articles range from news on campus, events, to film reviews, political commentary, and feature articles. The art and literary magazine, *Pan Paniscus*, composed of student poetry, short stories, essays, photographs, is published annually. *The Yearbook*, like the other publications, is produced entirely by students. They are responsible for content, design, layout, photography, advertising, and copy preparation. Students from all grades may contribute to all four publications. In addition, middle school students publish a middle school newspaper, *The Banana*.

Domestic and Foreign Programs of Travel and Study
Oakwood helps students find summer programs to enhance their education. A file in the library and High School Dean’s office contains a wide variety of brochures for camps, courses, trips, jobs, service learning/community service projects and the like. Participation in these programs has enabled our students to experience the intent and energy of the organizations: to stimulate an awareness of mankind’s common humanity, a wider understanding of the diverse cultures of the world, and a concern for the global issues confronting society. In past summers, Oakwood students have traveled, lived, and worked in countries including Japan, Thailand, Mexico, France, Italy, England, Costa Rica, Germany, Peru, and Argentina.

Senior Projects
After having completed their course work in May, seniors devote two to three weeks pursuing a current interest or experimenting with a new idea. Senior Projects have included making documentary films, conducting oral history projects with senior citizens, assisting with the Special Olympics, working for a political campaign, apprenticing in a law office, participating in programs to assist the homeless, serving as an apprentice to a craftsperson, organizing a neighborhood watch, and working on construction of the new gym. The projects culminate in seminars for faculty, administrators, and fellow students, as seniors discuss the details of each project.

Student Government
Three elected representatives from each grade at the Secondary School as well as four general officers serve on the Oakwood Student Council. They serve as the primary representative body of Oakwood Secondary School students, and coordinate most school-wide events. Student Council plans dances, fundraisers, school-wide lunches and other social events. In addition, they collaborate with the student store, moderate Town Meetings, and advise the administration on policies that affect student life.

Major Theatre Production
Major productions are part of the academic program, and students receive credit for participation. Students are involved in every aspect of the production: scenery construction, lighting and sound design, costumes, props, stage management as well as singing, acting, dancing and playing musical instruments. Examples of recent Oakwood productions include *The 25th Annual Putnam County Spelling Bee*, *Pippin*, *Dracula*, *Frankenstein*, *The Boyfriend*, and *Urinetown*.
The Admissions Committee
Students in grades 8-12, chosen because of their knowledge of and commitment to Oakwood, serve on the admissions committee. Members of the committee tour student applicants and participate in various admissions events including prospective parent events and new student orientations.

Cultural Awareness Association
CAA was organized to provide a forum for and celebration of the diverse cultural, ethnic, and religious backgrounds of our students and faculty. CAA is grounded on the ideals of respect, trust and exploration between those involved. All students and faculty are welcome and encouraged to participate, communicate, and contribute ideas, customs, and resources to enrich all of our lives and experiences with one another. In this setting misconceptions are dispelled, and pride in one’s history and self is recognized and celebrated.

Service Learning
Because the school seeks to instill a sense of stewardship and good citizenship, service learning is a vital part of the Oakwood program at all grade levels. Seventh grade students complete an all-grade school service project and eighth grade students complete a community engagement project within advisory. In ninth and tenth grades, students are required to annually participate in at least two service learning opportunities. In eleventh and twelfth grades, students take additional, and more personal, ownership of their service learning experiences. At the beginning of their junior year, students are asked to begin considering service opportunities that will align with their next year’s senior projects. The goal is to extend the learning experience of the Senior Project into the wider world, thus exemplifying the power and potential of an Oakwood education to foster change.
COLLEGE COUNSELING

Virtually all Oakwood students proceed to college as a natural extension of their studies. To that end, the school provides a comprehensive college counseling program. The college selection process begins in the ninth grade, when students are advised about the effects of curricular choices on college options. During tenth and eleventh grades, students are administered a practice PSAT. In the eleventh and twelfth grades, students meet both individually and in groups with the college counseling staff to discuss various aspects of the college selection process. Oakwood parents participate fully in this process, both formally and informally, from beginning to end.

Oakwood graduates have enrolled in the following colleges and universities over the past four years (2012 – 2015):

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<tr>
<th>Art Center College of Design</th>
<th>Northwestern University</th>
<th>University of Michigan</th>
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<td>Bard College</td>
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<td>The New School - All Divisions</td>
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ACADEMIC POLICIES and PROCEDURES

Academic Integrity
Two primary goals of a college-preparatory education are to take pride in one's own academic achievements and to respect the scholarship of others. It is essential that each student learns to distinguish his or her own original ideas from those that come from other sources.

We expect that students will be honest at all times and will help encourage other students to be honest also. A student who plagiarizes a paper or cheats on a test or an assignment will not receive credit for that work and may be placed on probation. Repeated episodes are grounds for expulsion.

Support Services
Quality teaching involves more than mastery of subject matter. It also involves an understanding of the unique and diverse characteristics of students as learners. Support Services personnel work alongside teachers and administrators to address the individual needs of students by helping teachers and students develop an understanding of the skills called upon in various classes.

Study Center
The Study Center is open to students at the Secondary School on a daily basis. It is a place where students can work independently, and/or where they can meet with the Study Center Coordinator to review strategies for particular assignments or to improve general study skills.

Evaluation
At the midpoint and the end of each trimester term, students and families receive feedback on student progress through formal grade reports. At least twice during a 1-credit class, families will receive a formal written evaluation or an in-person conference on student progress. Families are always welcome to contact teachers for informal reports on student progress.

Grading
Academic grades represent achievement, both in mastery of content and in proficiency of skills. Students are given letter grades in all subjects 7-12.

A = Excellent (Oakwood does not grant the grade of A+)
B = Good
C = Satisfactory
D = Minimally acceptable
Promotion to more advanced work in the same subject may require additional work.
The University of California will not grant credit for any course in which a student receives a D.

F = Not passing
INC = Work incomplete at the end of a report period

Independent Study
Independent Study offers the opportunity for in-depth study of particular topics that are not offered in the regular curriculum. Students are expected to do at least as much work as they do in conventional courses and to meet with the teacher twice each week. A regular program of tests and essays is required as well as a culminating portfolio or discussion with the department chair and director of studies. Students who wish to pursue independent study must recruit a faculty sponsor, devise a curriculum, and obtain the approval of the department chair, the student's advisor, the High School Dean and the Academic Dean. Independent study courses for a given school year should be designed and approved during the course sign-up process in April of the preceding school year.
**Special Topics**
These enrichment courses allow students to pursue special interests without the rigor of a full independent study course. Transcript credit is assigned on a pass/fail basis only. Students must find a teacher or mentor, submit a reading list, arrange weekly meetings, and present a culminating project or hold a final conversation with the teacher and department chair. Students wishing to set up a Special Topics class for a trimester may do so during the first drop/add date deadline for each term (usually about 2 weeks after the start of the term).

**Standardized Testing Program**

**ERB (Educational Records Bureau Comprehensive Testing Program)/CPT-4.** Each year all students in grades three through ten take a series of standardized tests designed by ERB to measure verbal and mathematical aptitude and achievement. These tests provide us with information, which can be helpful in assessment of our curriculum, understanding of individual learning patterns, and comparisons to student populations in public and independent schools. The tests also provide useful practice for standardized tests required for college admission. Parents may request a conference with the appropriate Dean to discuss test results.

**PSAT/NMSQT** The Preliminary Scholastic Aptitude Test is normally taken in October of the sophomore and junior year. The PSAT is the qualifying exam for students who wish to participate in the nationwide competition conducted by the National Merit Scholarship Corporation.

**SAT** is required for admission to many colleges. It is normally taken in the spring of the junior year and/or the fall of the senior year.

**Subject Tests** in two academic areas are required by many colleges. The tests must be taken before January of the senior year, but may be taken earlier.

**Advanced Placement Exams**
Advanced Placement exams are taken in May. Some colleges exempt students from courses in which an acceptable AP test score is received. Course offerings vary according to student interest and ability. Currently: Biology, Calculus AB, Calculus BC, Chemistry, Computer Science A, English Language, English Literature, French Language, Human Geography, Music Theory, Physics C, United States Government and Politics, United States History, and Spanish Language are available.

**Continuous Registration Policy**
Oakwood students occasionally choose to undertake specialized or advanced study during their junior or senior years. These students matriculate like their peers, but do so in absentia. A junior returns in his or her senior year, while a senior returns to graduate with his or her class. Students who are involved in study outside of Oakwood, but who wish to matriculate with their class, must apply for continuous registration. Acceptance under this status requires (a) Oakwood’s prior approval of the special program and (b) the approval of the outside institution. The fee (subject to change yearly) for continuous registration covers office and correspondence costs as well as maintenance and processing of all school records. When the student is a senior, he or she is also responsible to pay the annual fee for Senior Weekend and Graduation provided that he or she participates in these events. Students considering registration status should meet with their advisors, the Academic Dean, and the Principal to discuss the special programs in which they may enroll and to obtain approval.

**Courses Taken at Other Institutions**
Students should not plan to take core courses (i.e., courses required for Oakwood graduation) in summer sessions at other institutions. The school believes strongly that the skills taught in survey courses over a ten-month period
cannot be adequately acquired in 6-8 weeks no matter how intensive the work. In special circumstances, exceptions will be made. Courses of an elective or enrichment nature are encouraged.

For students who were required to repeat courses in summer school in order to complete the graduation requirement, the grades earned in those classes will not replace the Oakwood trimester grade in their grade point average. Credits earned at other institutions are not considered part of the units necessary for graduation from Oakwood unless the school has given prior consent. Grades awarded by other institutions are not figured in the grade point average (GPA) computed by Oakwood. This policy applies to courses taken in foreign exchange programs as well as in other American schools.
Where to Go With Questions

Oakwood provides an extensive support structure whereby students and parents may find assistance for their special needs. Although areas of responsibility inevitably overlap, it is the Principal and Middle School Director who oversee the daily operation of the secondary school. Parents and students often have ideas or questions about school programs as well as about individual student progress, but sometimes they are not certain whom they should contact. At the secondary school, parents should refer to the following guidelines, directing their initial questions as follows:

The advisor meets regularly with the student to review and plan the student’s academic program, and to discuss academic and personal concerns. When academic or behavioral concerns arise, parents should contact their child’s advisor and/or either the Middle School or High School Dean of Students.

Students are encouraged to see their teachers regularly for assistance. If a question arises about a particular class, the teacher of the class should be contacted through the departmental office. A parent who has spoken with the teacher and needs further assistance should contact the subject’s department chair. The Academic Dean oversees teaching and learning at the secondary school, and can be contacted for general curricular or pedagogical concerns.

The Middle School Dean oversees day-to-day life in the middle school, and should be contacted for questions regarding:
(a) Middle School students’ personal welfare and grade-level academic and social concerns
(b) Middle School behavioral expectations and consequences
(c) Co-curricular Middle School programs including community and school service, outdoor education, and extracurricular opportunities
(d) Middle School advisory program

The High School Dean along with the High School Assistant Dean oversees students’ social and extracurricular experiences, and should be contacted after the advisor for questions regarding:
(a) Students’ personal welfare and grade-level academic and social concerns
(b) Behavioral expectations and consequences
(c) Co-curricular programs including community and school service, outdoor education, and extracurricular opportunities.
(d) High School advisory program

The Co-Directors of College Counseling oversee the entire college application process for juniors and seniors. The Director of Support Services is available to consult with students and parents, can answer questions about accommodations for school based tests or standardized testing, and can provide referrals to outside specialists.

All of the above-mentioned administrators report to the Secondary School Principal.

All members of the Oakwood community have access to the Headmaster. Appointments may be made with the Executive Assistant.