

SECONDARY SCHOOL CURRICULUM GUIDE

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OAKWOOD SCHOOL STATEMENT OF PHILOSOPHY



Oakwood School was founded in 1951 by 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, intellectual, and physical capacities. They wanted a learning community that would foster independence of thought, intellectual integrity, and sensitivity to the needs of others, and prepare students for participation in a democratic society.

Oakwood remains committed to the founders' goals. We believe that a school environment should foster individual growth and an active communal life, should

hold intellectual attainment in high regard, and should encourage young people to exercise increasing autonomy and responsibility – for one another, for the environment, and for the larger world.

We believe that school best prepares children for the future by focusing on the quality of their experiences in the present. We believe that teachers and learners should inspire one another, and that school must be rewarding in its own right. And we believe that young people's feelings and thoughts should be accorded respect and dignity.

We intend an Oakwood education:

- to guide students toward mastery in their academic, artistic, and athletic pursuits. We want students to grapple meaningfully with ideas, to discover relationships among disciplines, and to become independent and moral thinkers.
- to spark passion. We want young people to become wholeheartedly immersed in their work. We believe that intelligence and imagination enrich each other, and that to involve a student passionately in learning is to involve the whole person.
- to cultivate depth of character. We seek to nurture students' empathy, imagination, and moral courage; to foster a sense of responsibility and humility, along with a habit of service; and to instill a lifelong commitment to social justice. We intend for the development of their intellect and character to be intertwined, so that their choices are guided by internal controls and sensitivity to the needs of others.
- to help students gain self-knowledge. We want students to learn about their strengths and needs as learners. We seek to accommodate and appreciate the unique qualities of each young person and to provide multiple opportunities for students to succeed, to learn from mistakes, and to take risks for the sake of learning.
- to foster a sense of community. We seek to create a vibrant public life in the school, where students learn to express themselves fluently and responsibly, and to consider differing perspectives respectfully. We believe that an environment most conducive to learning and growth is diverse and inclusive, and balances seriousness of purpose with a sense of play.

Finally, we recognize that the school can best achieve its aims when students' experiences are predominantly positive and joyful, and where their relationships with teachers, and with one another are caring 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, November 2, 2016

FACTS & FIGURES



Elementary Campus

Kindergarten through Grade 6

11230 Moorpark Street
North Hollywood, CA, 91602
(818) 732-3500 Phone
(818) 752-4466 Fax

School Hours:

8:30 a.m. - 3:00 p.m. M-Th
8:30 a.m. - 2:00 p.m. F

Secondary Campus

Grade 7 through Grade 12

11600 Magnolia Boulevard
North Hollywood, CA, 91601
(818) 732-3000 Phone
(818) 766-1285 Fax

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:

Meryl Chae

Head of School:

Jaime Dominguez

Founding Dates:

Elementary Campus 1951, Secondary Campus 1964

Founded By: A group of parents including Robert and Jessica Ryan, William Ross and Wendy Cabeen, Charles and Emilie Haas, Sidney Harmon and Elizabeth (Harmon) Schapert.

2019-20 Student Body:

813 students from a variety of ethnic, racial, religious, and socioeconomic backgrounds (Kindergarten through Grade Twelve)
Kindergarten through Grade Six: 305
Grade Seven through Grade Twelve: 508

2019-20 Senior Class size: 83 students

Geographic Distribution of Students: From throughout the Los Angeles metropolitan area, and periodically from other countries.

2019-20 Teaching Faculty:

There are 88 faculty members, 25 at the Elementary Campus and 63 at the Secondary Campus (additionally, we have specialists in music, art, computer science, and physical education). The Secondary Campus has part-time Artists-in-Residence from California Institute of the Arts.

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). Other memberships include 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 Campus 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 in their advisory.

Grades Seven and Eight:

Humanities (2 years)
Mathematics (2 years)
Science (2 years)
World Language – Spanish, French, Mandarin (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)
Community Engagement: In middle school, community engagement is focused on grade-level experiences and developing connections and community among the students in each grade. In seventh and eighth grade, students participate in grade-level projects sponsored by the school that will introduce

them to Oakwood's approach to community engagement programs and projects. Students are oriented to the program during the seventh grade retreat and during advisory. In eighth grade, all students also take a Community Engagement and Leadership course to develop their community engagement and service trajectory for high school.

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)
Community Engagement: In ninth through twelfth grades, students are required to demonstrate a commitment to community engagement and action through participation in ongoing school-based community projects or off-campus activities approved by the Director of Experiential Learning. All students are required to complete a Community Engagement Proposal in eighth grade as

part of their Community Engagement and Leadership course to describe their commitment to projects connected to specific Sustainable Development Goals (SDGs). Students may shift their focus throughout high school, but will be held accountable to the individual objectives developed in their proposals.

Oakwood Advanced Studies:

Oakwood School offers a number of Advanced Study options across academic disciplines, open to junior and senior students interested in pursuing the most rigorous course of study in a given department. All OAS courses afford students the opportunity to:

1. Advance towards mastery in specific or interconnected disciplines
2. Demonstrate high levels of engagement and performance in response to complex questions and challenges
3. Plan and carry out deep inquiry, investigation, or research that reflect their individual interests
4. Develop and execute culminating work that extends their learning beyond the classroom
5. Self-reflect and respond constructively to their own work and that of their fellow students

While course offerings may vary from year to year, OAS course titles currently include:

OAS Computer Science A
OAS Language and Composition
OAS Literature and Composition
OAS Calculus A
OAS Calculus B
OAS Statistics
OAS Number Theory

OAS Biology
OAS Chemistry
OAS Physics: Electricity
and Magnetism
OAS US History
OAS Civil Rights & Civil Liberties
OAS Global Issues I & II

OAS Social Philosophy
OAS French
OAS Spanish
OAS Music History and Analysis
OAS Music Composition
and Analysis

COMPUTER SCIENCE DEPARTMENT



The Computer Science program prepares students for the continued and ever-increasing presence of technology in the world. In seventh and eighth grade, technology is integrated into the middle school Humanities, Science and Math curriculums. 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 front-end graphic design, as well as back-end programming and development. We will introduce and teach how to use HTML, CSS, JavaScript, SQL Server, and explore the many tools available within the Adobe Creative Suite. We will analyze what makes sites easy to use, modern layouts, and security-best practices. We will create a variety of websites, including student portfolios, presentation sites, blogs, 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 an object-oriented 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 explore robotics, virtual reality, drones, data analysis, video games, app development, cyber security, and artificial intelligence. Students will use an object-oriented programming language to write several intricate solution-based, and entertainment-based computer programs. Students should emerge as competent programmers, ready to perform successfully in the advanced studies Computer Science A course.

This is a one trimester course.

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

COMPUTER SCIENCE 602 – 1 credit OAS COMPUTER SCIENCE A

Grades Eleven and Twelve

This intensive elective course, (formerly AP Computer Science A), thoroughly explores object-oriented programming using the Java programming language. Students will practice and learn to be efficient using Java, and solidify their understanding of fundamental principles in computer science. Throughout this course there will be specific emphasis on advanced data structures, developing algorithms, writing methods and classes, comparing objects, and mathematical concepts such as recursion. Students will learn to research, analyze data, work together in groups, use critical thinking, and break down complex problems, to provide working solutions and applications.

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:

- Become lifelong readers who find that reading is a joy.
- Learn the elements of literary analysis.
- Develop and expand vocabulary knowledge.
- Sharpen reasoning skills.
- Learn to approach writing as a process.
- Discover an authentic voice in writing.
- Participate confidently in discourse.
- 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 The King*, *The Mahabharata*, *Beowulf*, *Grendel*, and *Citizen: An American Lyric*. 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.

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. The reading list includes titles such as *Kafka on the Shore*, *Wuthering Heights*, British Romantic poetry (Blake, Wordsworth, Keats, Shelley, and Coleridge), *Macbeth*, "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*

Eligibility for E500 Honors will be determined at the conclusion of the second term of E400 English by the English Department.



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 that 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 will look particularly at point of view, structure, syntax, rhythm, and imagery. There will still be grammar to analyze, correct, and modify. *The Round House, The Scarlet Letter, Invisible Man, "Self-Reliance," Adventures of Huckleberry Finn*, poems by Walt Whitman and Emily Dickinson, *North of Boston*, 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. 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 OAS courses in senior year, but the class is not a prerequisite or guarantee for admission into either of them.

Eligibility for Advanced Literature and Composition

(E602) and Advanced Language and Composition (E603) will be determined at the conclusion of the second term of both E500R and E500H by the English Department.

ENGLISH 602 – 1 credit

OAS LITERATURE AND COMPOSITION

Grade Twelve

"You see how the world goes," King Lear said to Gloucester, who replied, "I see it feelingly." That is 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 is reading every night. There is also plenty of writing and revision of analytical essays and creative pieces. There is direct instruction in composition, revision, and critical literary theory, 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 and fully authentic? The reading list includes *Persuasion, The Leavers, Age of Innocence, Heart of Darkness, 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 603 – 1 credit

OAS LANGUAGE AND COMPOSITION

Grade Twelve

We are used to reading prose for its "meaning," or the "ideas" it contains, though few of us are able to describe how it actually works—that is, how words can move us emotionally or persuade us to take action. Our aim in this course is to develop that ability: to recognize the sounds and the structures of prose, to acquire a vocabulary to describe our experiences as readers, and to understand how these elements relate to broader, more conceptual issues like argument, audience, and purpose. Collectively, these strategies fall under the heading of rhetoric. Although rhetoric is a term we associate with politicians and salespeople to denote empty and manipulative speech, it is an



ancient discipline, first formulated by Aristotle. It is both a set of techniques and a theory of language as social action. Rhetoric is key to thinking about speech acts and individual responsibility, about language and power. It's a way of doing things with language (visual as well as verbal), and understanding how to use it effectively is central to this class. Students are given multiple opportunities to practice analyzing texts, making and evaluating arguments, and using sources effectively. The writing is practical—this is a course in critical thinking and writing—but its horizon is creative. To this end, we read widely across disciplines, genres and modes: essays, journalism, novels, memoir, as well as photography and films by authors who represent a diversity of cultures and perspectives.

Our readings are organized into thematic units, allowing students to explore a range of social issues; topics next year include race in America, propaganda and disinformation, identity as a social construct, bearing witness (documentary photography), and borders/immigration. The final unit of the course is organized around seminar-style presentations and an independent research project.

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 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 is 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 nonfiction, 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*, 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, alternate realities, 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 Lathe of Heaven*, *I, Robot*, *Oryx and Crake*, *The Road*, *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? On the other hand, 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



Humanities is the study of our language, culture, and ideas. An interdisciplinary, foundational, middle school course combining English and social studies provides a comfortable “home base” in the midst of our 7-12 community. Students explore the causes and effects of social and political change through history, literature, and culture.

Particular emphasis is placed on the teaching of essential student skills that prepare them for high school. Seventh grade and eighth grade Humanities students will be able to:

Develop and communicate an argument supported by textual evidence. In discussions and writing, students explore identity through developing an authentic voice and style in composition and creative writing by writing clearly, passionately, and persuasively. Students learn grammatical skills that support their writing.

Read closely and analyze fiction, nonfiction, primary and secondary sources, images, maps, and other visual media while fostering the act of self-reflection while reading. We lead our students toward becoming lifelong readers.

Think critically and imaginatively, and make intelligent evidentiary connections between diverse narratives.

Grapple with research questions by evaluating and properly utilizing sources and become adept at paraphrasing, embedding, and citing quotations.

Learn interpersonal skills and cultural competency. Students will learn communication skills, especially in their interactions with people of different cultures. Students will thoughtfully investigate and reflect on how one’s layers of cultural identities both shapes and contributes to a multicultural society.

Take responsibility for one’s own learning, build independence, accountability, and time management skills.

HUMANITIES 100 *Grade Seven*

In seventh grade Humanities, students recognize that when interpreting world events, uncertainty must be tolerated, as no single story tells the whole truth. Students study 20th century global conflicts with a focus on individuals who were able to fight for human rights and create change through personal action, giving meaning to the notion that one person can make a difference. As part of this exploration of societal change, students will examine the nature of power, the role of resistance in revolution, and the history and impact of colonialism upon the societies we study. Students read challenging, yet age-appropriate, books, such as *Animal Farm*, *Red Scarf Girl*, *Fahrenheit 451*, as well as related short stories and poems. Conflicts and the emergence of individual upstanders are explored in the units on the Russian Revolution, 20th Century China, Gandhi and Indian Independence, and Apartheid and Resistance in South Africa. All skills, content, and pedagogy in seventh grade Humanities are designed to transition well to the American Studies of eighth grade Humanities.

HUMANITIES 200 *Grade Eight*

Eighth grade Humanities explores the ways that diverse individuals have understood, conformed to, challenged, and changed our culture, religion, gender, race, and class throughout American history. Our stories about exploration, the free market, the family, immigration, the color line, consumerism, liberties, rights, and responsibilities show students how individuals and their communities defined themselves and others. These cultural narratives hold Americans together by providing us with a shared set of customs, values, ideas, and beliefs, as well as a common language. Students will become critical thinkers who investigate these narratives and the myths and assumptions embedded in them. In addition to primary sources, our literary texts may include *To Kill a Mockingbird*, *The House on Mango Street*, *Narrative of the Life of Frederick Douglass*, *Julius Caesar*, *The Absolutely True Diary of a Part-Time Indian*, *American Born Chinese*, *In Our Time* and a variety of poetry. Students will assert stories of their own individuality through



writing and discussion. A student will learn that his or her own identity, along with our national identity, is multi-layered and that our cultural differences make us all universally the same. Major projects include writing legislation and practicing public speaking skills during our Model Senate project. 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, and gain expertise in presenting an argument and debating.

HUMANITIES ELECTIVES THEME: INTERSECTIONS AND IDENTITY

Los Angeles is a city of mythic proportions that attracts seemingly all ethnicities and aspirations. Millions live side-by-side with countless stories among them. Each of us in L.A. contains genetic traces of a narrative that can be shown through social, political, and cultural lenses. Here the past stubbornly persists to inform the present even as change rapidly occurs. The courses will serve as an intersection between the Global Studies and American Studies curricula, with an emphasis on community, identity, and social change. In these elective courses, students will consider the world they live in by exploring Los Angeles.

These experiences, speakers, and a field trip will assist students to see the ways in which the past and present are connected and how students have a role to play in their community. Students will tap into the rich resources of our city to further explore both global and American issues, ideas, and concerns. Students will also continue to build their skills in the following areas: reading, writing, research, current events, geography, and public speaking. They will be guided through a variety of local and historical content via a student-centered, experiential, and inquiry-based pedagogy that will allow opportunities for working towards social activism and justice.

HUMANITIES ELECTIVE COURSES GRADES SEVEN AND EIGHT

HUMANITIES 120A

COMING TO LOS ANGELES: THEN AND NOW

Students will examine current and historical Los Angeles through its people, culture and geography. In the first unit, students will simulate traveling around Los Angeles and learn about its unique geography and variety of neighborhoods. Students will then turn their attention to the people of Los Angeles with a focus on immigration and why and how people came and continue to arrive in Los Angeles. They will interview local residents and will conduct a formal debate using a Model United Nations format to solve current issues that Angelenos face daily. Students will also read short stories, a graphic novel, and a novel about individual experiences that immigrants face when living in LA. Students will respond by writing reflective journals, critiques, and creating their own graphic novel. The class concludes with students learning real life skills as if they were living in Los Angeles on their own. By learning interviewing and budgeting skills, students will simulate what it takes to live in Los Angeles today.

HUMANITIES 120B AZTEC TO AMERICAN

Blood sacrifice? High school rebellions? Confusing ethnic labeling? Join the Aztec to American Humanities elective course for a journey into better understanding the population that makes up half of L.A. and much of the U.S. From Aztec marketplace to the streets of East L.A., this course takes a ride through time to try to gain a sense of this culture and its subcultures that can begin to rival our Eurocentric take on world history. Sun Stones, ancient step pyramids, cultural rebellions of the 1960s and '70s, misinterpretation and correction will all be in the mix in this free-flowing interpretive take on the history of Mesoamericans yesterday and today.



HUMANITIES 120C
SPEAK UP! FREEDOM AND JUSTICE NOW

Through the lens of Black Lives Matter, the Women’s March Movement, immigration rights, and current grassroots movements, students will explore the history and quest for civil rights of various cultural groups in the United States. Students will examine race as a social and historical construct and understand their own racial identities. Additionally, students will choose particular groups to focus on that are most personally relevant to them; for example, women, African American, Asian-American, Latin X, or the LGBTQ communities, to name a few. Through learning about how they identify themselves and others, students will gain cultural competency skills, and write poetry, song lyrics, and autobiographical pieces. They will share their stories in a spoken word performance, which will give voice to social justice issues in our community.

HUMANITIES 120D
MY CITY, OUR WORLD

Major issues that affect the world city of Los Angeles are issues that also impact other cities across the globe. Through role-playing, current events, and research, students will see connections between the environment of Los Angeles and other areas and people across the world. They will examine and offer strategies to solve global issues such as gender politics, body image, racism, the empowerment of women, environment, immigration, and relations between countries. Students will develop research and writing skills through the final project of the course, a digital multimedia magazine, with each student contributing an article and short video based upon an area of interest.

HUMANITIES 120E
IMMIGRANT CITY

Roughly a quarter of all immigrants to the United States live in California, comprising almost a third of California’s total population. The city of Los Angeles, in particular, is a magnet for immigrants. We will place particular emphasis on the immigrant experience today, with an eye toward social justice. Students will explore why people immigrate, how they are treated upon their arrival to this country, and how activists are fighting for the human rights of immigrants. Students will have the opportunity to apply these same questions to their own family backgrounds in an effort to understand how their personal stories fit into a broader historical context. In addition to researching current events and public policy and reading immigrant literature, students will focus on creative writing in a variety of forms, crafting a multi-genre project that will be performed at a culminating event.

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 MIDDLE SCHOOL MATH CURRICULUM

GRADE SEVEN

Students take one of the following courses as determined by the Mathematics Department after considering available grades, evaluations, and standardized test scores from their 6th grade work.

MATH 100

PRE-ALGEBRA

This course is a standard 7th grade course; students should have mastered arithmetic with whole numbers and decimals, and have reasonable facility with fractions and mixed numbers before beginning the course. The four main emphases in the course are proportional relationships (including substantive work involving percents), operations with positive and negative numbers (integers and fractions), basic algebra (simplifying expressions and solving equations), and geometry (area, surface area, and volume).

MATH 102

ACCELERATED PRE-ALGEBRA

This course is designed for students who need exposure to the 7th grade curriculum, but who have demonstrated that they would benefit from an enriched version of it. MATH 102 contains all of the topics listed above in MATH 100, but also includes advanced work whenever possible with related topics throughout the course, especially linear equations in one and two variables.

MATH 105

ALGEBRA I

This course is designed for students who are ready for the study of high school mathematics. Topics include evaluating and simplifying expressions; working with linear equations and inequalities in one and two variables, including linear functions and systems of equations; exponential expressions; operations with polynomials (including factoring), quadratic equations and functions; and an introduction to data analysis and probability.

GRADE EIGHT

Students take one of the following courses as determined by the Mathematics Department after considering available grades and evaluations from their 7th grade work.

MATH 200

ALGEBRA IA

This course is a standard 8th grade course, where students officially begin their study of algebra. Linear expressions and equations are a focus of the course: after mastering equations in one variable, students extend their work to two variable equations, including an introduction to interpreting those as functions. Additionally, systems of two equations in two variables are introduced, and properties of exponential expressions are investigated. Geometric topics such as the Pythagorean Theorem and formulas for volume are discussed as appropriate in connection with the appropriate algebra. An introduction to data analysis and probability rounds out the course.



**MATH 202
ALGEBRA I**

This course is designed for students who are ready for the study of high school mathematics. Topics include evaluating and simplifying expressions; working with linear equations and inequalities in one and two variables, including linear functions and systems of equations; exponential expressions (including an introduction to the Pythagorean Theorem); operations with polynomials (including factoring), quadratic equations and functions; and an introduction to data analysis and probability.

Prerequisite: A grade of B- or higher in MATH 102, or a grade of A in MATH 100

**MATH 205
GEOMETRY**

This course is designed for students who successfully completed MATH 105 and are ready to continue their study of high school mathematics. Students apply basic geometric terminology and reasoning techniques to the topics of parallel lines, congruent and similar triangles, right triangles (including the Pythagorean Theorem and special cases), quadrilaterals, transformations, circles, and area and volume. The course also has students applying algebraic procedures in geometric contexts as appropriate.

Prerequisite: A grade of B or higher in MATH 105

STRUCTURE OF THE HIGH SCHOOL MATH CURRICULUM

	SEQUENCE 1	SEQUENCE 2	SEQUENCE 3
Grade 9:	Algebra IB	Geometry (Regular/Honors)	Algebra II (Regular/Honors)
Grade 10:	Geometry (Regular/Honors)	Algebra II (Regular/Honors)	Pre-Calculus (Regular/Honors)
Grade 11:	Algebra II (Regular/Honors)	Pre-Calculus (Regular/Honors)	Calculus (Regular) or OAS Calculus A/Calculus B
Grade 12:	Pre-Calculus (Regular/Honors) and/or Mathematics electives	Calculus (Regular) or OAS Calculus A/Statistics or OAS Calculus A/Calculus B or Mathematics electives	Choices: OAS Statistics, OAS Number Theory, Mathematics electives, and/or independent study

MATHEMATICS ELECTIVES

include *Statistics*, *Fundamentals of Discrete Mathematics*, *Advanced Algebra with Financial Applications*, and *Philosophy of Mathematics*. Recent independent study courses have included *Multivariable Calculus*, *Differential Equations*, and *Transition to Higher Mathematics* (an introduction to set theory, logic, and more).

HONORS COURSES:

At the high school level, regular and honors versions of *Geometry*, *Algebra II*, and *Pre-Calculus* are offered. To qualify for an honors version of one of these courses, students need an A in each trimester of the regular version of the prerequisite, or at least a B in each trimester of the honors version of the prerequisite.



MATH 300 - 1 CREDIT

ALGEBRA IB

This course is a standard 9th grade course; the goal is for students to master the fundamentals of high school algebra that they will need in their future coursework. Linear equations in one and two variables (including functions and systems) are reviewed and extended to include work with inequalities, and students begin working with exponential functions. Operations with polynomials (including factoring), as well as working with quadratic equations and functions, are major components of the course. Additionally, students' experiences in one- and two-variable data analysis are extended and refined.

MATH 400 - 1 CREDIT

GEOMETRY

MATH 300H - 1 CREDIT

HONORS GEOMETRY

This course is designed for students who successfully completed MATH 202 or MATH 300 and are ready to continue their study of high school mathematics. Students apply basic geometric terminology and reasoning techniques to the topics of parallel and perpendicular lines, congruent and similar triangles, right triangles (including the Pythagorean Theorem and special cases), quadrilaterals, transformations, circles, and three-dimensional shapes. The course also has students applying algebraic procedures in geometric contexts as appropriate. Honors students cover the same content but are expected to handle more demanding problems and proofs related to that content.

Prerequisite: A grade of B or higher in MATH 202, or completion of MATH 300

MATH 500 - 1 CREDIT

ALGEBRA II

MATH 400H - 1 CREDIT

HONORS ALGEBRA II

This second-year course in algebra extends students' facility with expressions, equations, and functions of various types, including quadratic, polynomial, radical, exponential, logarithmic, rational, and trigonometric. Additionally, students learn to work with sequences and series (in both closed-form and recursive representations). They also extend their basic knowledge of probability to include rules and procedures involving various types of compound events. Honors students cover the same content but are expected to handle more demanding problems and explanations related to that content, including problems that go above and beyond those illustrated in class.

Note: Performance in both Algebra I and Geometry will be considered in determining honors placement for this course.

Prerequisite: MATH 400, MATH 300H, or MATH 205

MATH 602 - 1 CREDIT

PRE-CALCULUS

MATH 500H - 1 CREDIT

HONORS PRE-CALCULUS

For students intending to study calculus in high school or college, this course solidifies their fluency with functions in preparation for learning calculus. Students are expected to analyze many types of functions; significant time will be spent studying the trigonometric functions from various perspectives (right triangle, unit circle, graphical, analytic trigonometry, and applications involving triangles and vectors). Other units include introductions to conic sections, matrices, and elementary combinatorics. In addition to handling more demanding problems on the above content, Honors students also learn how to represent functions in parametric and polar form, and they will also be introduced to basic limit concepts in preparation for Advanced Studies Calculus.

Prerequisite: A grade of B or higher (B+ or higher is recommended) in MATH 500, or completion of MATH 400H



MATH 604 - 1 CREDIT
CALCULUS

This course is an introductory course in calculus for students who want or need an alternative to the OAS 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, and then apply their new knowledge to a wealth of applications. The mathematical content of the course is similar to that of the OAS 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: A grade of B or higher in MATH 602, or completion of MATH 500H

MATH 607 - ½ CREDIT
OAS CALCULUS A

This advanced course is an introduction to the concepts, techniques, and applications of differential and integral calculus. Major units of study include the derivative concept (definition and interpretation), differentiation techniques for any elementary function (including implicit differentiation), applications of derivatives (including function analysis, motion, related rates, and optimization), the evaluation and interpretation of definite and indefinite integrals, and applications of integrals (including motion, area, and volume). The course is designed to be paired with either OAS Statistics or with OAS Calculus B to create a rigorous advanced college-level mathematics experience.

Prerequisite: A grade of A in MATH 604, or a grade of B+ or higher in MATH 500H

MATH 608 - ½ CREDIT
OAS CALCULUS B

This advanced course builds upon the foundations set in OAS Calculus A to provide students with a thorough grounding in the calculus of one variable. The first half of this course is a variety of theoretical considerations and extensions regarding derivatives and integrals and their applications; topics include differential equations, approximation algorithms, and advanced integration techniques, among others. The second half of this course focuses on the calculus of parametric and polar functions, as well as the calculus of infinite series. Students who complete this course are encouraged to take the AP Calculus exam in May in order to earn college credit for their work.

Prerequisite: A grade of A- or higher in MATH 500H and completion of MATH 607

MATH 609 - ½ CREDIT
OAS STATISTICS

This advanced course focuses on the four main areas of statistical study: descriptive statistics (summarizing data visually and numerically), the role and use of probability in statistical analysis, the design of statistical surveys and studies, and making inferences based on sample data. Students will be expected to participate in discussions and assignments that develop and extend skills in each of these areas, as well as complete a project of their choosing that demonstrates their broad understanding of several of these areas. This course may be paired with OAS Calculus A to create a rigorous advanced college-level mathematics experience, or can be taken along with any other mathematics electives by qualified students.

Prerequisite: A grade of A in MATH 602 or MATH 604, or a grade of B or higher in MATH 500H



MATH 610 – 1 CREDIT

OAS NUMBER THEORY

This college-level course (typically part of a college 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 to conduct secure internet transactions. 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.



MATH ELECTIVES FOR HIGH SCHOOL

These one-trimester courses are open to any student who has completed Algebra II at either the regular or honors level. Note: Algebra II is not a prerequisite for MATH 606; students who are taking Algebra II (regular or honors) may also enroll concurrently in MATH 606 as an additional elective.

MATH 600A – ½ CREDIT

STATISTICS

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.

MATH 600C – ½ CREDIT

ADVANCED ALGEBRA WITH FINANCIAL APPLICATIONS

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 personal finance and business. Personal finance topics include the stock and bond markets, loans and mortgages, annuities, banking, and compound interest. Students will learn to research companies and analyze stock charts as they assemble an investment portfolio which they will track throughout the course. Business topics include supply and demand, profit and loss, and expense and revenue functions. For their final "shark tank" project, students will establish partnerships and develop an original idea for a product or service. Finally, they will pitch their idea to the rest of the class (the "investors"), from whom they will receive feedback and, potentially, capital investment.

MATH 601 – ½ CREDIT

FUNDAMENTALS OF DISCRETE MATHEMATICS

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.

MATH 606 – ½ CREDIT

PHILOSOPHY OF MATHEMATICS

This course introduces students to the philosophical and aesthetic aspects of mathematics. We begin with Edwin Abbott's *Flatland*, the classic fantasy that 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.

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 build a course of study that suits the individual student's interest, developmental needs, and academic skills. Honors and advanced science classes serve students ready for a level of rigor requiring previous course mastery, independence, and motivation. They are not committed to a track and the level of a given core discipline may change as they progress through high school. Elective courses provide students with the opportunity to explore scientific topics in between the core discipline classes.

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

SOME POSSIBLE SEQUENCES THROUGH THE SCIENCE CURRICULUM:

GRADE 9	GRADE 10	GRADE 11	GRADE 12
Biology	Chemistry	Physics	Advanced Biology
Honors Biology	Honors Chemistry	Honors Physics	Advanced Chemistry
		Honors Physics with Calculus	Advanced Physics
		Science Electives	Physics
		Advanced Biology	Physics II
		Advanced Chemistry	Honors Physics
			Honors Physics with Calculus
			Science Electives



In grades nine and ten, students will gain the foundations for the biological and chemical sciences, with the option to take either course at the Honors level based upon eligibility. Honors and Advanced courses require a significant level of dedication from students to cope with the level of discourse and workload required for a given course. A first-year course in a subject is a prerequisite for the Advanced course. (Note that for OAS PHYSICS, a student must also have completed or be enrolled in OAS CALCULUS.)

Eligibility for admission into an Honors or Advanced course requires the permission of the science department and is contingent upon a student's performance in prerequisite courses and prior record in science. 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. 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 Advanced 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 covered include ecology (including life cycles, biomes and environmental conservation), cell biology (including structure and function of cells and single-celled organisms), and introduction to anatomy and physiology. 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 STEAM and engineering design principles. General topics covered include an introduction to basic chemistry through the lens of water and an introduction to physics through a wider exploration of space science. This year also emphasizes measurement and problem solving skills while continuing development of technological competencies.

SCIENCE 300 - 1 CREDIT
BIOLOGY
Grade Nine

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, cell biology, biotechnology, evolution, ecology, and some human anatomy and physiology. Students gain lab experience geared toward the development of scientific thought, expression of conclusions through scientific writing, and the application of science to the everyday lives of the students. This is a U.C.-approved lab course.

Prerequisite: Departmental approval



SCIENCE 300H – 1 credit

HONORS BIOLOGY

Grade Nine

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 laboratory investigations utilizing modern biotechnology and microbiology techniques. 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

Grade Ten

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 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: Biology or Honors Biology, and Departmental approval

SCIENCE 400H - 1 CREDIT

HONORS CHEMISTRY

Grade Ten

Honors Chemistry covers the topics listed for general chemistry examined in greater depth, and explores additional topics such as oxidation-reduction reactions, electron configuration and atomic theory. Expectations for problem-solving and data analysis are greater, with heavy emphasis on lab investigations. This is a U.C.-approved lab course.

Prerequisite: Biology or Honors Biology, and 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: Biology or Honors Biology, Chemistry or Honors Chemistry, and 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: OAS Calculus A & B, and 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 552 - 0.5 CREDIT

ENVIRONMENTAL SCIENCE

Grades Eleven and Twelve

Environmental Science is an interdisciplinary lab-based science course that examines the interconnectedness of the natural sciences, social sciences, and humanities. It provides a study of the connections between biotic and abiotic components of the Earth’s ecosystems, culture, economics, and history. With an emphasis on students doing research, designing and executing labs, and presenting results and conclusions, they will complete the course with a better understanding of human impact on environmental systems, identify and predict natural and anthropogenic changes, and produce effective, sustainable solutions. This course provides an introductory foundation for more deeply understanding the human relationship with the environment, locally and globally.

Prerequisites: Biology, Chemistry, Algebra

SCIENCE 553 - 1 CREDIT

MARINE BIOLOGY

Grades Eleven and Twelve

With most of Earth’s biosphere contained in the oceans and increasing awareness of global climate change, this course will give students the opportunity to utilize the Earth’s ocean as a primary focus of study. Guiding questions include: What are identifying features of marine animal anatomy? How does seawater chemistry affect marine life, human life, and geologic activity? What impact do humans have on the marine ecosystem? What adaptations are critical to marine life in response to natural and anthropogenic changes in ecology? Students will generate their own scientific questions and gather information through a variety of resources and experiences. Through reading, analyzing scientific articles, emphasizing labs and dissections, interpreting data, and 3 immersive field trips, students will draw conclusions on the dynamic interplay between human activities and marine biomes. The Marine Biology course requires and builds students’ understanding of and appreciation for the unique characteristics of the ocean and marine organisms; in particular, the specific adaptations and relationships these organisms have to the marine environment and ours. Subject focus includes oceanography, marine organisms and ecology, and human impact.

Prerequisites: Biology, Chemistry



SCIENCE 560 - 1 CREDIT
HUMAN ANATOMY AND PHYSIOLOGY

Grades Eleven and Twelve

This course is designed for students interested in studying the complex biological and biochemical systems of the human body. Building on a foundation of cell and tissue structures, the curriculum has students examine several major organ systems, with particular attention to the dynamic interactions between systems that the body maintains in sustaining life. 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 diseases can produce characteristic symptoms. 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 and Chemistry

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. The course will review basic chemistry, 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 Corequisite: Physics

SCIENCE 610 - 1 CREDIT
OAS BIOLOGY

Grades Eleven and Twelve

OAS Biology places an emphasis on student-driven inquiry, with

the comprehensive goal of refining and advancing student skills in data collection, analysis, and making broader connections between topics. Content topics explored in greater depth than in previous courses, and new concepts/content are added beyond previous Biology courses. Topic themes can include cellular specialization and molecular processes, genetics, energetics, evolution, and interactions in ecosystems. *Prerequisites: Biology or Honors Biology, and departmental approval*

SCIENCE 611 - 1 CREDIT
OAS CHEMISTRY

Grades Eleven and Twelve

OAS *Chemistry* is the second year of study integrating and extending content acquisition and skill development through advanced qualitative and quantitative analysis. Building upon first-year chemistry topics, students are required to demonstrate more sophisticated lab inquiry and comprehensive reporting skills. Students will develop new analytic techniques to carry out investigations of chemical phenomena. Students are expected to synthesize and anticipate connections across first-year chemistry topics in much greater depth, as well as kinetics, equilibrium, acids and bases, thermodynamics, electrochemistry, and biochemistry.

Prerequisites: Biology or Honors Biology and Honors Chemistry, departmental approval, and Algebra 2.

SCIENCE 612 - 1 CREDIT
OAS PHYSICS: ELECTRICITY AND MAGNETISM
Grade Twelve

This course is a mathematical and project-based exploration of classical electricity and magnetism, with some overlay of modern physics (including an entire unit on quantum mechanics). Topics covered include electrostatics, voltage, DC and AC circuits, magnetic field, induction, and the interaction of light with matter. Content development will lean heavily on the tools of integral and differential calculus. Emphasis will be on both pen-and-paper calculation and hands-on physical design. Labs and projects will often focus on understanding and, in many cases, recreating important historical inventions/technology. The course will assume proficiency with the concepts and tools learned in the student’s first-year physics course, specifically, forces, momentum, energy, circular motion, oscillations, vector math, and calculus-based derivation/calculation.

Prerequisites: Honors Physics with Calculus, or Honors Physics with departmental approval and concurrent enrollment in OAS Calculus A & B

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 Oakwood Advanced Studies courses, a variety of elective 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, including 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 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 - ½ 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 one trimester course.

SOCIAL STUDIES 501 -½ CREDIT

THE HISTORY OF SCIENCE, TECHNOLOGY, AND MEDICINE IN THE UNITED STATES

Grade Eleven or Grade Twelve

This course offers an introduction to the multidisciplinary field of science studies by examining the history of scientific, technical, and medical expertise in the United States. Organized around pivotal moments in nineteenth and twentieth century United States history, the course will present scientists, inventors, and physicians as human beings grappling with some of the persistent features of American life: democratic self-governance, a capitalist economy, and social strat-



ification by race, ethnicity, gender, sexuality, and disability. The course will explore how scientific and technical authority developed in the United States and what its relationship has been with other common forms of authority (democratic, religious / spiritual, legal / bureaucratic, military, and charismatic). Special emphasis will be placed on how the growth of the federal government and the expansion of America's role in global politics in the twentieth century changed the social role of scientific and technical expertise, and on the place of scientists and physicians in mass movements for social change. *This is a one trimester course.*

SOCIAL STUDIES 502 -½ CREDIT THE AMERICAN WEST

Grade Eleven or Grade Twelve

The historian Richard White once described the boundaries of the American West as “a series of doors pretending to be walls.” This course on the American West will provide students with a multidisciplinary introduction into what makes this particular region of North America unique: (1) an environmental landscape marked by vast distances, aridity, and a significant ownership and regulatory role for the federal government; (2) a meeting ground for many and different peoples over time – Native Americans, European and American settlers, and immigrants from Latin American and Asia; (3) a dynamic economy whose agribusiness “factory farms,” corporate-owned mines and ranches, Hollywood film studios, and Silicon Valley office parks are essential to understanding globalization; (4) cities and suburbs that epitomize the problems associated with “urban sprawl”; and (5) “The West” as an imagined place in art, film, and literature, defined as much by mythmaking as by its historical reality. Each of these topics will be considered in series of thematic units: Space, Water, People, Boom-and-Bust, and Time. *This is a one trimester course.*

SOCIAL STUDIES 551 – 1 CREDIT OAS UNITED STATES HISTORY ***Grade Eleven***

To be considered for this course a student must: Earn an A or A- in both trimesters of Social Studies 400: Modern History.

A student who receives an A or A- in one trimester of Modern History and a B+ in another trimester of Modern History may petition the department for admission.

Organized around three interrelated themes, this course surveys the history of the United States from 1492 through the first decade of the twenty-first century. The first theme of the course is how the racial, ethnic, and gender categories we recognize today were constructed historically, as well as how various Americans struggled to change the political, economic, and cultural meanings of these identities. The second theme of the course is how political power has changed throughout American history; students will examine the relationship between the democratic political institutions in the United States and the nation's evolving economic system, which has often produced hierarchy and inequality. The third and final theme of the course is the place of the United States within the world; the course will trace how the United States became the world's preeminent power, a story that starts with thirteen colonies struggling to gain their independence, includes wars of territorial expansion and global ideological struggle, and concludes with recent military interventions in the Middle East following the September 11th attacks. This course is designed to allow students to develop their skills in historical thinking; after learning in the first trimester of the course how to find, analyze, and synthesize primary and secondary sources, students will be required in the second trimester of the course to complete a substantial research essay in which they survey historiographical debates, evaluate interpretations made by historians, and apply insights about the past to the present. *This is a two trimester course.*
Prerequisite: Departmental permission required



SOCIAL STUDIES ELECTIVE COURSES

SOCIAL STUDIES 542 – ½ CREDIT PHILOSOPHY AND SOCIAL ISSUES

This course is divided into two parts. In the first, we take up three issues that 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 that 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 559A – ½ CREDIT CULTURE AND VALUES IN 20TH CENTURY AMERICA

This is a course about utopian thinking, consumer pleasure, and the shape of capitalism in the United States during the twentieth-century. We will explore these themes through the history of the Disney Corporation, whose products, imagery and marketing success have played a major role in pushing the boundaries of how consumers and corporations relate to each other. The goal of this course will be to situate this transformation within their respective historical, economic, and political contexts: Walt Disney, the establishment of Disney Brothers Studios, and the development of mass culture in the 1920s; the rise of mass consumption in the decades following World War II, including suburbanization and youth culture – Baby Boomers and the invention of the teenager; the relationship of Disneyland to its geographical surroundings, in Southern California, where the grassroots conservative movement emerged during the 1950s and 1960s; the planning and construction of the Walt Disney World Resort in Central Florida; and the global expansion of Disney’s parks and resorts to the Caribbean,

East Asia, Europe, and the high seas by the end of the twentieth century. We will carefully study a selection of Disney’s myriad products, from its animated shorts and full-length films, to its “themed” amusement parks and vacation destinations, to its role in creating “the tween” as well as its television channels, signature shows and recent acquisitions of media properties such as ESPN and Star Wars. Our discussions and analysis will be informed by readings in cultural theory, media studies, and economics.

This is a one trimester course

SOCIAL STUDIES 601 – ½ CREDIT HONORS ART HISTORY: ART AND THE OTHER

To enroll in this course, rising 11th graders must receive an A or A- in both trimesters of Social Studies 400: Modern History. A student who receives an A or A- in one trimester of Modern History and a B+ in another trimester of Modern History may petition the department for admission to this course. Rising 12th graders who took AP U.S. History must have received either an A or A- in both trimesters of the course. Rising 12th graders who took American History must have received an A in both trimesters of the course.

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 603 – ½ CREDIT

CAMPAIGNS AND ELECTIONS IN THE UNITED STATES

Because the United States is a representative democracy, elections are an essential component of the American political system. This course provides students the analytical tools necessary to critically evaluate how elections and political campaigns are conducted in the United States. Throughout the course, we will closely follow the 2020 congressional elections, using recent social science literature to analyze and understand what’s unfolding in the news. The class will be organized as well around a detailed month-long simulation of a hypothetical presidential election of 2020, which will include both the primary season and the general election. We will engage the findings of political scientists in order to understand how modern campaigns determine their strategies, what role the news media play in shaping electoral outcomes, how political ideology affects campaign decision-making, and why voters behave the way they do. In addition, students will be introduced to the fundamentals of electoral law in the United States, and we’ll devote some time in class to examining California’s unique system of ballot propositions.

This is a one trimester course.

SOCIAL STUDIES 604 – ½ CREDIT

INTRODUCTION TO RACIAL LITERACY

Introduction to Racial Literacy is a seminar that 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 650 – 1 CREDIT

OAS CIVIL RIGHTS AND CIVIL LIBERTIES

To enroll in this course, students who took AP U.S. History must have received either an A or A- in both trimesters of the course. Students who took American History must have received an A in both trimesters of the course.

The Fourteenth Amendment to the United States Constitution guarantees the “equal protection of the laws” to all, and it shields the fundamental freedoms of Americans from violation by the federal government or state governments. In conjunction with the Bill of Rights, it is the foundation for the protection of civil liberties and civil rights in the United States. In this course, students will be introduced to constitutional law through an examination of how the American judicial system interprets today and has in the past interpreted the Fourteenth Amendment in a wide range of civil rights and civil liberties cases. Through these examples, we’ll explore how federal and state courts are organized, how cases work their way through the legal system, and how judges arrive at their decisions. A central theme of the course will be the fraught relationship between judicial institutions and partisan political actors; we’ll examine how court decisions have shaped U.S. policy with regard to reproductive rights, racial justice, the rights of the disabled, gun control, the rights of criminal defendants, gender equality, and the freedoms of speech and religious expression. The course will be structured around long-term projects and will include a detailed interactive simulation of a hypothetical U.S. Supreme Court case; along with an overview of constitutional law, students will gain a practical understanding of their own rights when interacting with law enforcement or other civil authorities.

This is a two trimester course.

Prerequisite: Departmental permission required



SOCIAL STUDIES 651 – ½ CREDIT

OAS GLOBAL ISSUES: POPULATION GROWTH, MOVEMENT, AND CONFLICT

To enroll in this course, students who took AP U.S. History must have received either an A or A- in both trimesters of the course. Students who took American History must have received an A in both trimesters of the course.

This class looks at an interrelated set of global issues facing human beings in their efforts to live together on the earth in a satisfying way, and a range of proposed “solutions” to these difficulties. Using a range of films and primary and secondary sources, we will examine and discuss population growth and its regulation; migration and issues in dealing with political and environmental refugees (Syria, Mexico, climate); the tension between local/indigenous cultures and a more Westernized culture; race and ethnicity and the conflicts they generate (at the extreme, “ethnic cleansing” and genocide). Students will frame and pursue a substantial research project in one of these areas.

This is a one trimester course.

Prerequisite: Departmental permission required

SOCIAL STUDIES 652 – ½ CREDIT

OAS GLOBAL ISSUES: ECONOMIC DEVELOPMENT, FOOD, AND THE ENVIRONMENT

To enroll in this course, students who took AP U.S. History must have received either an A or A- in both trimesters of the course. Students who took American History must have received an A in both trimesters of the course.

In this class, we will ask what is it for a society to become more “developed” and whether this is the best response to poverty, and examine problems in (and resistance to) the paths of development which have been imposed by the West on less developed countries. In particular, we will consider the problematic consequences of industrialized, commercial farming (agribusiness)—controversies about the “Green Revolution” and genetically modified food—but the difficulty of feeding the world without it. Finally, we will take up the environmental crisis which economic development seems to have brought about: the depletion and pollution of resources, and the issue of climate change. Students will frame and pursue a substantial research project in one of these areas.

This is a one trimester course.

Prerequisite: Departmental permission required

SOCIAL STUDIES 653 – ½ CREDIT

OAS SOCIAL PHILOSOPHY

To enroll in this course, students who took AP U.S. History must have received either an A or A- in both trimesters of the course. Students who took American History must have received an A in both trimesters of the course.

This course will examine some basic ideas and issues concerning how we live together as a society: the nature of human nature, where morality comes from and whether it is justified or true, what is justice, what (if anything) makes authority legitimate, and so on. We will do this in a roughly historical order, with introductory discussions of central concepts within the major social philosophies which we examine. Readings include Plato, *Crito and The Apology*; Rousseau, *On the Social Contract*; J.S. Mill, *Utilitarianism and On Liberty*; Nietzsche, *Genealogy of Morals*; Freud, *Civilization and Its Discontents*.

The writing in modern analytical philosophy will concern the concepts of self-respect and happiness. The class will culminate in a sustained piece of writing which argues for positions on some of these ideas, making use of one or more of the texts.

This is a one trimester course.

Prerequisite: Departmental permission required

S.T.E.A.M. 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 introductory course 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 culture and history of the regions of the world where the target languages are spoken and to provide them with communicative skills. Students actively engage in interpersonal exchanges: speaking, comprehension, writing and reading. There is regular conversation in the target language between the teacher and the students, thus engaging active listening skills. The students also experience speaking to each other in the target language, using their own imagination to create original sentences that incorporate newly learned material into their existing repertoire. Both in class and at home, students explore and discover themes to enhance their understanding and prepare their own compositions, oral presentations, and projects to be shared with the class. Along with their language study, students 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 leads students to reflect on their own perspectives, allowing them to become more thoughtful about their own culture and its place in the world.

FRENCH

FRENCH 100

FRENCH IA

Grade Seven

This fun and stimulating class is an introduction to French language and culture. It is the first part of the French 1 course. This class will provide students with the opportunity to acquire the basics of the French language through an active communication method aimed at developing students' speaking, writing, reading, and listening skills. In this class, students learn to express themselves on selected topics such as school, school activities, family and friends with the use of audio documents and technological tools. They acquire the present and the future tenses. Also, students discover and explore traditional and contemporary French culture. Students learn about French holidays, food, art, cinema, music and current events and the French world. The course includes making recipes, watching movies and music videos, and studying from selected audiovisual documents and short texts.

FRENCH 200

FRENCH IB

Grade Eight

After a thorough review of the material studied the previous year, students continue enriching and strengthening their language skills through immersion and an active communi-

cation method focused on developing oral, written, listening and reading skills. In this course, they widen their oral and written expression by acquiring varied thematic vocabulary and grammatical structures. Strong emphasis is placed on developing oral proficiency and aural experience. Students are expected to express their feelings, ideas and opinions in class activities, oral and written reports, audio recordings, projects and research involving technology. This course explores new themes and makes comparisons between and within languages and cultures. The course provides opportunities to broaden knowledge of French-speaking culture, history, literature and arts through the continuing introduction to authentic audio-visual and written documents, preparing students to use the French language in real-life settings.

FRENCH 250 - 1 CREDIT

FRENCH I

Grades Nine

In this course students develop their listening, speaking, reading, and writing skills in French in a low stress, dynamic classroom. Lessons are conducted entirely in French in order to fully immerse students in the target language. Additionally, the course increases student awareness of French and Francophone cultures. Lesson materials include comprehensible teacher presentations using authentic materials, question and answer interactions, inductive grammatical explanations, and communicative activities, often done in pairs or small groups.



FRENCH 300 - 1 CREDIT

FRENCH II

Grades Nine and Ten

The goal of this course is to further develop students' skills in listening, speaking, reading, and writing French while also expanding their exposure to and understanding of French and Francophone cultures. There is a strong emphasis on strengthening students' speaking skills by enriching their vocabulary, honing their pronunciation, refining the accuracy of their expression, and improving their overall confidence and fluency. In short, the course aims to perfect the skills needed for intermediate conversation. They also practice listening, reading, and writing skills in French through class discussion and homework assignments. Ultimately, the goal is to facilitate both an advanced level of communication in French and a deeper understanding of Francophone cultures.

FRENCH 400 - 1 CREDIT

FRENCH III

Grades Ten and Eleven

After a thorough review of the material studied the previous year, students continue enriching and strengthening their language skills through an active and interactive communication method focused on developing oral, written, listening and reading skills. In this course, students widen their oral and written expression by acquiring varied thematic vocabulary and grammatical structures. The class is conducted in French. Strong emphasis is placed on developing oral proficiency and aural experience. Students are expected to express feelings, ideas and opinions in class activities, oral and written reports, projects and research involving technology. In this course, students review the use of past tenses (imparfait and passé composé), and acquire the future and conditional tenses while exploring new themes and making comparisons between and within languages and cultures. The course provides opportunities to broaden knowledge of French-speaking culture, history, literature and arts through the continuing introduction to authentic audio-visual and written documents, preparing students to use the French language in real-life settings.

FRENCH 500 - 1 CREDIT

FRENCH IV

Grades Eleven and Twelve

After a thorough review of the material studied the previous year, students continue enriching and strengthening their language skills through an active and interactive communication method focused on developing oral, written, listening and reading skills. In this course, they widen their oral and written expression by acquiring varied thematic vocabulary and grammatical structures. The class is conducted entirely in French. Strong emphasis is placed on developing oral proficiency. Students are expected to express feelings, ideas and opinions in class activities, oral and written reports, projects and research involving technology. In this course, students review and integrate the use of past tenses (imparfait and passé composé), future and conditional in their written and oral expression and study a new tense the subjunctive. The class provides students with a broadened knowledge of French culture, history, literature and arts through the continuing introduction to poems, texts, films, musical pieces and visual representations.
Prerequisite: Completion of French III with an average grade of B- or above and teacher recommendation

FRENCH 550 - 1 CREDIT

FRENCH V

Grade Twelve

French V is a two-semester advanced course offered as an alternative to the Advanced Studies in French course. The course is conducted entirely in French and is intended to lead students toward fluency. The class puts the emphasis on an active and interactive communication method with the goal of further developing students' speaking, listening, reading and writing skills. The class explores different aspects of the French and francophone political, cultural and artistic world, connecting history with art forms and movements. For that purpose, students study authentic documents such as movies, music and dance videos, literary texts, poems, newspapers articles, painting. This enriching class gives students many opportunities to express themselves through written and spoken productions, class discussions and collaborative work while widening students' horizon and perspectives. This stimulating course truly enhances the unique Oakwood experience.
Prerequisite: Completion of French IV with an average grade of B- or above and teacher recommendation



FRENCH 600 - 1 CREDIT

OAS FRENCH

Grade Twelve

This advanced two-trimester course enables students to explore contemporary world issues in various French speaking countries (France, West and North Africa, Canada and the South Pacific) through six selected engaging cultural themes. Students will study key current world affairs through authentic material and an interdisciplinary approach, which will lead them to gain a deeper perception of various French-speaking cultures and attain a better understanding on the challenges people face around the world and the solutions they create for themselves and their communities. This course will introduce students to engaging authentic audio, visual and written documents such as movies, music and dance videos, literary text extracts, poems, newspapers articles, paintings, etc... with the goal of developing their cultural, social and political awareness while developing their language skills and gaining fluency. This course puts the emphasis on an active communicative method which will provide students with thought-provoking class discussions, presentational speaking projects and collaborative assignments, thus enhancing their speaking, listening, reading and writing skills. The class is conducted entirely in French.

Prerequisite: Completion of French IV with an average grade of A- or above 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.

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 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.



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 within 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.

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 amounts 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 that are written in authentic Chinese style (specifically for the students' level) in properly pronounced Mandarin Chinese. Discussions are held frequently.

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 that 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.

Prerequisite: B- or above on Mandarin Chinese III and teacher recommendation

CHINESE 550 - 1 CREDIT

MANDARIN CHINESE V HONORS

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 an 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.

Prerequisite: A- or above in Mandarin Chinese IV and teacher recommendation



SPANISH

SPANISH 100

SPANISH IA

Grade Seven

This course, conducted primarily in Spanish, focuses on proficiency with a communicative approach that emphasizes the interpersonal, interpretive, and presentation skills. The emphasis is on acquiring language through meaningful and contextual activities. The reading of short dialogues and a novel are introduced. Students have the opportunity to apply the language in various modalities in order to express their own ideas and how they compare their culture to that of a Spanish-speaking community.

SPANISH 200

SPANISH IB

Grade Eight

Eighth-grade students continue with their study of first level Spanish. This course is conducted primarily in Spanish and focuses on proficiency with a communicative approach that emphasizes the interpersonal, interpretive and presentational skills. Through meaningful and contextual activities, students build on and amplify their vocabulary as well as reinforce and strengthen grammatical concepts that promote communicative proficiency. A new novel is also introduced. Embedded within the various themes are the cultural connections that students make as they compare their community to that of a Spanish-speaking one.

SPANISH 250 - 1 CREDIT

SPANISH I

Grades Nine and Ten

This course, conducted primarily in Spanish, focuses on proficiency with a communicative approach that emphasizes the interpersonal, interpretive, and presentation skills. The emphasis is on acquiring language through meaningful and contextual activities. The reading of short dialogues and a novel are introduced. Students have the opportunity to apply the language in various modalities in order to express their own ideas and how they compare their culture to that of a Spanish-speaking community.

SPANISH 300 - 1 CREDIT

SPANISH II

Grade Nine

In this level II course, conducted primarily in Spanish, students build upon previously learned skills and develop strategies to connect and apply the language in an authentic manner. This course focuses on proficiency with a communicative approach that emphasizes the interpersonal, interpretive and presentational skills. Students actively use their language to transmit meaning while responding to real-life situations. A new novel is also introduced. Embedded within new themes are the cultural connections that students make as they compare their community to that of a Spanish-speaking one.

SPANISH 350 - 1 CREDIT

SPANISH II

Grade Ten

In this level II course, conducted primarily in Spanish, students build upon previously learned skills and develop strategies to connect and apply the language in an authentic manner. This course focuses on proficiency with a communicative approach that emphasizes the interpersonal, interpretive and presentational skills. Students actively use their language to transmit meaning while responding to real-life situations. A new novel is also introduced. Embedded within new themes are the cultural connections that students make as they compare their community to that of a Spanish-speaking one.

SPANISH 400 - 1 CREDIT

SPANISH III

Grades Ten and Eleven

This course, conducted almost exclusively in Spanish, focuses on communicative proficiency that emphasizes the interpersonal, interpretive and presentational skills. Students use their language to participate in everyday social interactions with their peers and other members in their community. A new and advanced novel is introduced. Students discover patterns in the language system that provide opportunities to address all modalities in the past, present and future.



SPANISH 500 - 1 CREDIT

SPANISH IV

Grades Eleven and Twelve

This elective course, conducted almost exclusively in Spanish, focuses on proficiency. Students explore the Spanish-speaking political, cultural, and artistic world. The acquisition of vocabulary and the review of grammatical concepts are embedded in conversational topics, readings that are more advanced and cultural selections. The class reads poems, short stories, and articles and views short and feature-length films. 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, conducted almost exclusively in Spanish, which is 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. The course also integrates authentic resources, including films and online audiovisual materials.

Prerequisite: Completion of Spanish III with an average grade of an A- or above and teacher recommendation

SPANISH 550 - 1 CREDIT

SPANISH V

Grade Twelve

Spanish V is designed for skilled students as an alternative to **Advanced Studies in Spanish**. 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, 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 601 - 1 CREDIT

OAS SPANISH

Grade Twelve

This is a rigorous course taught exclusively in Spanish that creates an immersive experience. Highly motivated and engaged students will work toward a cumulative independent project that is student selected in consultation with the teacher. The focus of this course is on proficiency across the three modes of communication: interpretive, interpersonal, and presentational. The course emphasizes integration of authentic resources with the goal of providing a rich and diverse learning experience. Students communicate using a wide variety of advanced vocabulary and linguistic structures.

Prerequisite: Completion of Spanish 500 or 500H with an average grade of A- or above and recommendation of instructor

PERFORMING ARTS



We aim to inspire students towards fluency in the Performing Arts through a diverse curriculum filled with opportunities to develop individual artistry, cultural, historical and social awareness, and boundless imagination.

MIDDLE SCHOOL

PERFORMING ARTS 120

INTRODUCTION TO PERFORMING ARTS

Grade Seven

This class is an introduction to dance, theatre and music. It serves as an opportunity for students to explore various aspects of performing arts. Students will be focused on the interdisciplinary vocabulary used by Dance, Music and Theater covering the areas of Space, Time and Energy. Through the use of this common vocabulary, students can expect to learn vocal and dance techniques, basic rhythms and music theory, theater games, and the basics of set-building and costume design. This class culminates in an in-class performance of a collaborative piece written and performed by the students.

Duration: One trimester.

PERFORMING ARTS 126

MUSICAL THEATRE WORKSHOP

Grade 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. Students will learn new dance combinations, rehearse scenes, and sing songs for performance. Coursework will culminate in an in-class performance.

DANCE

DANCE 120

MIDDLE SCHOOL DANCE COMPANY

Grade Eight

This all-level class is as much for students who already know they love to dance as it is for those who wish to newly discover and develop a love for movement. Students learn modern and contemporary dance techniques as well as choreographic skills. Projects include weekly creative journal writing assignments, viewing and analyzing dance performances, and rehearsing for a final performance.

Duration: One trimester.

DANCE 121

MIDDLE SCHOOL DANCE CREW

Grade Eight

This all-level class is for students who may enjoy highly athletic, street-style dance. Students are introduced to elements of breaking, hip-hop, and choreography. The class culminates in a final performance.

Duration: One trimester.

MUSIC

MUSIC 120

MIDDLE SCHOOL GLEE

Grade Eight

Middle School Glee is Oakwood's only Middle School vocal ensemble. Previous choral experience is encouraged, though not mandatory. Membership is open to anyone who has a love of group singing. In addition to music from different cultures and genres, students will have an opportunity to sing *Glee*-inspired arrangements and works from the world of Musical Theater. The ensemble often sings original works, so songwriters are encouraged to participate. Students in this class will learn all the aspects of good vocal technique, tone production, enunciation, and vocal projection. *Middle School Glee* sings at the Fall and Spring Concerts, often combined with the Oakwood Choraliers, as well as at the Chamber Music Concert in the second term. *There is no audition for this class, and it may be repeated.*

Duration: One trimester.



MUSIC 124A

BEGINNING STRINGS

Grades Seven and Eight

Designed as a precursor to the Middle School Orchestra offered in the Winter and Spring Trimesters, this Fall Trimester class is an introduction for students interested in learning to play an orchestral string instrument. Fundamental skills are introduced, including proper playing posture and position, correct bow technique, learning to read music, producing a good tone, and a familiarity with basic fingerings on all the strings. This class may not be repeated.

Note: Students may need to rent an instrument, however students should come to the first class BEFORE choosing or renting an instrument. Financial aid is available.

Duration: Fall Trimester only.

MUSIC 124B

BEGINNING BRASS

Grades Seven and Eight

Designed as a precursor to the Middle School Orchestra offered in the Winter and Spring Trimesters, this Fall Trimester class is an introduction for students interested in learning to play a brass instrument. The brass family includes 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 not be repeated.

Note: Students may need to rent an instrument, however students should come to the first class BEFORE choosing or renting an instrument. Financial aid is available.

Duration: Fall Trimester only.

MUSIC 124C

BEGINNING WOODWINDS

Grades Seven and Eight

Designed as a precursor to the Middle School Orchestra offered in the Winter and Spring Trimesters, this Fall Trimester class is an introduction for students interested in learning to play an orchestral woodwind instrument, including flute, oboe, clarinet, and bassoon (with the option to add saxophone as a secondary instrument to any of these instruments). 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 not be repeated.

Note: Students may need to rent an instrument, however students should come to the first class BEFORE choosing or renting an instrument. Financial aid is available.

Duration: Fall Trimester only.

MUSIC 125

MIDDLE SCHOOL ORCHESTRA

Grades Seven and Eight

Prerequisite: Instructor permission required for enrollment.

This class is for students who have prior experience playing a string, woodwind, brass or percussion instrument. Students must be able to read music. A commitment to practicing outside of class for 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 small groups. Past small-group 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, ensemble playing and group performance. Performance opportunities include culminating concerts, as well as the option for qualified students to audition for the Southern California Honor Band and Orchestra.

Duration: One or Two trimesters



THEATRE ARTS

PERFORMING ARTS 126

MUSICAL THEATRE WORKSHOP

See above for description.

THEATRE ARTS 121

INTRO TO THEATRE TECH

Grade Eight

This course is designed to expand and apply foundational technical concepts learned in Introduction to Performing Arts. Students will pursue projects in lighting, sound, costume and prop design. These projects will be customized to support the current season of shows, along with opportunities for students to crew a production in the concurrent trimester.

Duration: One trimester

THEATRE ARTS 220

MIDDLE SCHOOL PLAY PRODUCTION

Grade Eight

This production class serves as an opportunity for students to engage in 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. The course culminates in an in-class performance.

Duration: One trimester

HIGH SCHOOL

DANCE

Students may enroll in courses for multiple terms - new material is taught every trimester.

DANCE 300 - ½ CREDIT

CONTEMPORARY DANCE FORMS

Grades Nine through Twelve

This all-level class provides students with the basic skills necessary for contemporary dance by combining the principles of Modern, Jazz, and Ballet dance. Warm-ups, across-the-floor exercises, and choreographed combinations will be complemented by the opportunity for each student to learn how to choreograph their own contemporary dances. All students will learn how to use movement and choreography as a means of personal expression.

Duration: One trimester

DANCE 340 - ½ CREDIT

MODERN DANCE

Grades Nine through Twelve

This intermediate-to-advanced level class utilizes the Graham Technique, a concept of dance based on the opposing contraction and release of the breath, to engage in contemporary dance. Students will learn choreography and improvisation through a class structure based on technique (structured warm-ups and movement phrases) and composition (choreography and improvisation exercises). The course integrates dance history through creative writing, art projects, and viewing and analyzing performances.

Duration: One trimester.

DANCE 450 - ½ CREDIT

BALLET

Grades Nine through Twelve

This course teaches the principles, techniques, and vocabulary of classical ballet. Students learn placement, flexibility, strength, and coordination through barre and center work exercises. The course also includes ballet history and anatomy. Students have the choice of receiving credit in Physical Education or Performing Arts when taking this class.

Duration: One trimester.



DANCE 454 – ½ CREDIT

HIP HOP

Grades Nine through Twelve

This open-level 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. Students will also have the opportunity to learn free-styling tricks, sequences of movement, and coordinated ensemble stunts.

Duration: One trimester.

DANCE 453 – ½ CREDIT

JAZZ DANCE FOR MUSICAL THEATRE

Grades Nine through Twelve

This intermediate-to-advanced level, one-trimester class focuses on musical jazz and in-depth study of contemporary jazz and musical theatre styles. This class will also involve jazz improvisation and choreography.

Duration: One trimester.

DANCE 560 – ½ CREDIT

CONTEMPORARY DANCE PRODUCTION

Grades Eleven through Twelve

This course allows students with intermediate to advanced dance levels to experience a variety of approaches to making and performing choreography. Emphasis will be placed on discovering movement creativity through improvisation to strengthen their compositional skills and critical/analytical thinking about choreography. Intensive choreographic residencies with professional guest choreographers will allow the students to further their knowledge and experience. The course explores the group creative process as students choreograph, rehearse, and collaborate. The course culminates in a concert of the accumulated guest choreographers and student pieces at the end of the trimester.

Prerequisite: Enrollment is by audition only.

Duration: One trimester.

MUSIC

MUSIC 440 – ½ CREDIT PER TERM

HIGH SCHOOL VOCAL ENSEMBLE

Grades Nine through Twelve

This class is for students who enjoy singing and performing choral music from many historical periods and styles, including classical, musical theatre and pop. No previous choral singing experience is required. The *High School Vocal Ensemble* performs at the Fall and Spring Concerts. Students learn intermediate and advanced vocal techniques, proper breathing, tone production, and articulation, good sight-singing skills, and how to sing and work together as a group. More advanced singers are encouraged to audition for Choraliers, Oakwood’s premiere vocal ensemble, as well as the CAIS Honor Choruses. *This course may be repeated.*

Duration: One or Two Trimester(s).

MUSIC 445 – ½ CREDIT PER TERM

HIGH SCHOOL ORCHESTRA

Grades Nine through Twelve

This class is an advanced ensemble for those who have played a string, woodwind, brass or percussion instrument for at least three years. (*Students who have played less than three years and who feel they may qualify are welcome to audition as well.*) Members of this group are encouraged to continue private lessons. In this class, students prepare advanced music for a variety of concerts. Genres include predominantly Baroque through Twentieth Century music, however 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. 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. *Note: This ensemble will meet in the winter term, one day a week at 7:30 am.*

Prerequisite: Spring auditions required for enrollment.

Duration: Two Trimesters



MUSIC 446 – ½ CREDIT

CHAMBER MUSIC

Grades Nine through Twelve

This chamber music opportunity is for musicians who have played a string, woodwind, brass, or percussion instrument for at least three years. (*Students who have played less than three years and who feel they may qualify are welcome to audition as well.*) PIANISTS ARE WELCOME. The final chamber ensembles formed will be dependent on enrollment, and may include string orchestra or quartet, woodwind or brass quintet, woodwind or brass ensembles, percussion ensembles, and any small groups that may include a piano. Students will rehearse works from the standard literature, and will 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.

Prerequisite: Auditions are required for enrollment.

Duration: One trimester.

MUSIC 455 – ½ CREDIT

MUSIC COMPOSITION

Grades Eleven through Twelve

This course emphasizes the composition of music in a variety of styles. Students will study theoretical practices and recordings of significant works from each of the major historical periods and subsequently compose 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 town meetings. The class may attend concerts of premieres and newer works by Los Angeles area ensembles.

Prerequisite: MUSIC 466 or instructor permission.

Duration: One Trimester

MUSIC 466 – ½ CREDIT

MUSIC THEORY

Grades Nine through Twelve

This class provides a general introduction to all elements of music theory. Topics include reading and notation on all clefs, major and minor key signatures and relationships, ba-

sic principles of meter and rhythm, chords and inversions, non-harmonic tones, and an introduction to voice leading and harmony. In addition, students will learn basic piano skills and sight-singing. This class is excellent preparation for *Music Theory with Composition (MUSIC 467)* and *Jazz Theory 1 and 2 (MUSIC 471-2)*, as well as the OAS music courses.

Duration: One trimester.

MUSIC 467 – ½ CREDIT

MUSIC THEORY WITH COMPOSITION

Grades Nine through Twelve

This course delves into the more advanced methods and materials of music theory, with an emphasis on compositional styles and practices. The first half of the course will focus on listening, analyzing and imitating classical compositions. During the second half of the course, students will compose pieces utilizing their own individual style and voice. The class will culminate in a student composition recital.

Prerequisite: MUSIC 466 or instructor permission.

Duration: One trimester.

MUSIC 471 – ½ CREDIT

JAZZ THEORY AND IMPROVISATION (LEVEL 1)

Grades Nine through Twelve

This course is designed as an enrichment opportunity for students participating in Oakwood's jazz ensembles who are interested in improving the quality of their improvisation. Theory subjects will 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 outside of class for at least 20 minutes, four times per week, specifically covering class material. Practice material will include scales, arpeggios, and melody memorization.

Prerequisite: Auditions are required for enrollment.

Duration: One trimester.



MUSIC 472 – ½ CREDIT

JAZZ THEORY AND IMPROVISATION (LEVEL 2)

Grades Eleven through 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 will include harmony, melodic structures, modes and scales, rhythmic practices, and stylistic interpretation. The course will cover in-depth the contemporary trends in the post-be-bop era of jazz, such as modality, free jazz, and the works of jazz legends including John Coltrane, Wayne Shorter, and Herbie Hancock. The curriculum will also cover modern jazz harmony, melody, and rhythm.

Prerequisite: Auditions are required for enrollment.

Duration: One trimester.

MUSIC 601 – ½ CREDIT

OAS MUSIC HISTORY & ANALYSIS

Grades Eleven through Twelve

OAS Music History and Analysis is an intensely focused survey of western music: how culture and politics intersect with iconic compositions and the changing analytical processes to create a through line from Gregorian Chant to Grand Opera, to French Impressionism to the minimalism of Arvo Pärt. A course in music theory outlines the structure and form of music for a deeper and more complete understanding of classical music.

Prerequisite: One trimester of Music Theory

Duration: One Trimester

MUSIC 602 – ½ CREDIT

OAS MUSIC COMPOSITION & ANALYSIS

Grades Eleven through Twelve

OAS Music Composition & Analysis is designed for the student who is interested in advanced historical and analytical compositional study as well as honing their compositional skills. This course embraces a two-fold approach: the course may serve as a workshop to develop and fine tune compositions to be later incorporated into college application materials. (Taken later in the

year, senior students could choose to reevaluate works they have already completed or embark on an entirely new composition or set of compositions.) Students will study idiomatic instrumental and vocal writing to ensure that the works they write are playable and singable.

Prerequisite: One trimester of Music Theory with Composition OR Jazz Theory and Improvisation

Duration: One Trimester

THEATRE ARTS

THEATRE ARTS 300 – ½ CREDIT

DRAMA I: INTRODUCTION TO ACTING

Grades Nine through Twelve

Drama I offers an introductory study of scene work, improvisation, monologue work and character building. The course begins as a workshop experience, building an ensemble through exercises covering a vast range of styles and techniques. During the trimester, students are assigned a monologue and a scene from an iconic play of the 20th century, through which they study character development, play analysis, the ability to make bold choices, and the basic tenets of the Stanislavski system. Each unit of the course culminates in an open classroom performance.

Duration: One trimester.

THEATRE ARTS 450 – ½ CREDIT

INTRODUCTION TO IMPROV

Grades Nine through Twelve

This class introduces students to the fundamental rules of comedic improvisation and sketch comedy. 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 improv show towards the end of the trimester.

Duration: One trimester.



THEATRE ARTS 400-1 CREDIT

DRAMA II: CONTEMPORARY SCENE STUDY

Grades Ten through Twelve

This course focuses on Konstantin Stanislavski's basic acting tenets, and how they apply to contemporary scene work. By focusing on contemporary scenes from the here-and-now, students will hone their active listening skills, character development abilities, and their ability to connect to a scene partner by establishing deep and meaningful emotional connections. Students will also establish proper rehearsal techniques which will ensure the work continues to grow in and outside the classroom. Each unit of the course culminates in an open classroom performance.

Prerequisite: *Drama I or with permission of the instructor.*

Duration: *Two trimesters.*

THEATRE ARTS 501 -1 CREDIT

THEATRE STYLES AND GENRES

Grades Eleven through Twelve

This advanced class focuses on the basic acting training of the previous year, however this time students will focus on specific genres and theatre styles, and their historical background and relevance in theatre history. Through play analysis, scene study, character development, movement training, and the acquisition of distinct vocabulary inherent to each theatre style, students will expand and deepen their practical knowledge of the theatre crafts' progression in the world history landscape.

Duration: *Two trimesters.*

THEATRE ARTS 601 - ½ CREDIT

ADVANCED SCENE STUDY: STANISLAVSKI

Grade Twelve

This course involves a deep study of Stanislavski's ground-breaking "System," and the works of modern to contemporary playwrights. By focusing on making bold choices fueled by action and immediacy, immersing yourself in the given circumstances of the text, understanding the power of overcoming obstacles through the aggressive pursuit of objectives, finding yourself in the biography of a character, and implementing advanced acting techniques such as Meis-

ner's "Behavioral Repetition" and Bogart's "Viewpoints," students become empowered stage performers who are truly living in-the-moment. Each unit of the course culminates in an in-class performance.

THEATRE ARTS 601B - ½ CREDIT

ADVANCED SCENE STUDY: SHAKESPEARE

Grade Twelve

In this advanced class, students will be introduced to the words, canon, innovative techniques, and alchemy of William Shakespeare. Through monologue/soliloquy/sonnet work, text analysis, research, speech and voice technique, creative verse and prose writing assignments, and scene-study, students will begin to understand the individual whose gender, race and class remains a controversial mystery in academia. Students will tackle the complexities in style and language of each of Shakespeare's characters. Each unit of the course culminates with an in-class performance.

Duration: *One trimester.*

THEATRE ARTS 340 - ½ CREDIT PER TERM

STAGECRAFT

Grades Nine through Twelve

Stagecraft is an introduction to the understanding, design, and fabrication of theatrical productions. This course consists of lectures, demonstrations, labs, and long-term projects that support the upcoming productions of that term. Students will become familiar with tools of the trade and learn essential theatre terminology. The knowledge, skills, and concepts taught and practiced in *Stagecraft* will have benefits far beyond the classroom; 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.

This course may be repeated.

Duration: *One or two trimester (s).*

Additional Requirement:

5 hours of Tech Practicum and attend 1 of 3 scheduled Saturday work calls.



**THEATRE ARTS 562 – ½ CREDIT PER TERM
ADVANCED TECHNICAL THEATRE**

Grades Eleven through Twelve

This advanced class focuses on three of the primary design elements of theatre: Scenic, Lighting, 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. These projects will be customized to support the current season of shows, with opportunities for students to crew productions in the concurrent trimester.

This course may be repeated.

Prerequisite: 2 sections of Stagecraft (THEATRE ARTS 340) or Drawing/Painting/Sculpture 2 or 3

Additional Requirement:

5 hours of Tech Practicum and attend 1 of 3 scheduled Saturday work calls.

Duration: One or Two Trimester(s).

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.

All seventh graders are required to sign up for at least one of these “Introduction to Art” classes.

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. The course includes instruction in drawing, collage, painting, sculpture, and mixed media. 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 emphasis of this course is on the development of concepts and technical skills applicable to further studies in all visual art disciplines. It aims to develop critical thinking and problem-solving, and encourages students to gain confidence in their creative expression through art.

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.

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 and design practices. Students will use a variety of analogue and digital tools, in both two and three dimensions, to explore the power of visual communication in art. The course will cover principles of design including balance, color theory, composition, narrative, and symbolism. Major art and design movements are discussed with a focus on twentieth century and contemporary art/design production. The emphasis of this course is on the development of concepts and technical skills applicable to further studies in all visual art disciplines. It aims to develop critical thinking and problem-solving, and encourages students to gain confidence in

their creative expression through art and design.

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.

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, pinch, and coil), students also learn principles of safety, kiln loading, application of glazes and surface decoration, 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 through sketching discussion. Art historical research and class critiques culminate in a term paper comparing Japanese and British ceramic traditions. 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 including lidded forms and larger forms. 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. Sculptural concepts are introduced with a project inspired by contemporary ceramicists pushing the form.

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

VISUAL ARTS 691 – 1 CREDIT

CERAMICS IV

Grade Twelve

This upper-level studio art course provides an opportunity for experienced student artists to delve fully into their work. Building on concepts and skills developed in Ceramics III, students refine their practice, focus their interests, and expand on the ideas, tools, and approaches available to them.

Instruction is given in both traditional and unconventional techniques, concepts, and strategies, for art-making, and visual communication. Emphasis is placed on experimenting and expanding, while also developing greater mastery, control, focus, awareness, and depth of understanding of Ceramics as they complete a larger scale project. Finished ceramic pieces are photographed for publications and are displayed throughout the campus in permanent exhibitions. Students also conduct advanced research as they incorporate diverse classical techniques into their own ceramic repertoire.

Prerequisites: Ceramics III and permission of the instructor

DESIGN

VISUAL ARTS 343 – ½ CREDIT

ART + DESIGN I

Grades Nine and Ten

This one-term studio art course encourages students to cultivate creative strategies, technical competencies and critical thinking skills applicable to many design fields such as graphic and print, industrial, fashion and textile, architectural, interior and landscape design. The class offers an overview of basic design concepts and practices and principles of design including visual balance, color theory, composition, narrative, and symbolism while grappling with both the form and function of objects, images and text. The projects will include both hands-on and digital-based techniques in two and three dimensions. A primary goal of the course is for students to find personal and social relevance in design.



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

VISUAL ARTS 690 – 1 CREDIT

DRAWING AND PAINTING IV

Grade Twelve

This upper-level studio art course provides an opportunity for experienced student artists to delve fully into their work and to grow. Building on concepts and skills developed in Drawing and Painting III, students refine their practice, focus their interests, and expand on the ideas, tools, and approaches available to them. Instruction is given in both traditional and unconventional techniques, concepts, and strategies, for drawing, painting, art-making, and visual communication. Artists and art movements are investigated, as applicable. Within a working studio environment, emphasis is placed on experimenting and expanding, while also developing greater mastery, control, focus, awareness, and depth of understanding. Students' engagement in their individual ideas, projects, and approaches serves as the foundation for their work in this course.

Prerequisite: Drawing and Painting III and permission of the instructor

FILM AND VIDEO

VISUAL ARTS 126

INTRODUCTION TO FILM AND VIDEO

Grade 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, screenwriting, 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. 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 world 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 and permission of the instructor

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 their emphasis: screenwriting, directing, cinematography, editing, avant-garde, producing, etc.

Prerequisite: Film and Video II and permission of the instructor

VISUAL ARTS 696 – 1 CREDIT

FILM AND VIDEO IV

Grade Twelve

This upper-level film course provides an opportunity for experienced student artists to delve fully into their work and to grow. Building on concepts and skills developed in Film III, students refine their practice, focus their interests, and expand on the ideas, tools, and approaches available to them. This course offers a more in-depth study of cinema, video installation, new media, documentary and narrative, using a variety of critical, theoretical and historical approaches. Emphasis is placed on experimenting and expanding, while also developing greater mastery, control, focus, awareness, and depth of understanding of filmmaking production techniques. 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. Class instruction encourages constant focus on the interplay between film aesthetics and the students' own projects.

Prerequisite: Film and Video III and permission of the instructor



PHOTOGRAPHY

VISUAL ARTS 128

INTRODUCTION TO PHOTOGRAPHY

Grade 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 make non-camera generated 'photograms' as an introduction to darkroom practice and experimentation, then move on to working with 35mm film cameras. 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 begin by building and shooting with their own pinhole camera then move onto working with 35mm black and white film. They 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, and the use of text. Basic Photoshop techniques are also introduced. All production is done in conjunction peer discussion and 'critique' as well as a critical look at contemporary and historical art photography.

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 includes instruction in advanced darkroom techniques, basic studio lighting and the use of 4x5 cameras. Students also build greater depth of knowledge about digital cameras and digital imaging techniques using Adobe Photoshop and Adobe Lightroom. 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 camera and imaging techniques using the Adobe creative suite, 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

VISUAL ARTS 698 – 1 CREDIT

PHOTOGRAPHY IV

Grade Twelve

The Photography IV student will continue to develop his or her own direction as an artist. Photographic projects and research will be guided by student interest; with approximately four significant projects completed during the school year. Students



will develop their ideas from research to proposals to fully realized artworks as well as display and presentation. Students will also identify photographic techniques to explore on their own for possible use within their projects. Students will also explore issues around photographs such as time, 3 dimensionality, performance and writing. As with all photograph classes, students will engage in robust conversation, reading and writing around photographic theory and practice.

Prerequisite: Photography III and permission of the instructor

SCULPTURE

VISUAL ARTS 122

INTRODUCTION TO SCULPTURE

Grade 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 in three dimensions. Students may explore digital sculpting and utilizing 3D printing as an art tool. 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 students to 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 prob-

lem-solving, and how to effectively express one's ideas via material culture. This production is informed by looking at their own work in relation to art historical precedents and to the cultures that have informed them.

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 complex understanding of sculptural practices within an expanded field. 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 will research and explore materials, fabrication techniques, art historical precedents and other relevant fields of interest. Some examples of previous courses of study pursued by *Sculpture III* students include figure sculpting, furniture design, architectural models, mixed-media assemblage and installation art.

Prerequisite: Sculpture II and the permission of the instructor



VISUAL ARTS 692 – 1 CREDIT

SCULPTURE IV

Grade Twelve

The advanced sculpture student will continue to develop his or her own direction as an artist. Sculptural projects and research will be guided by student interest; with approximately two-four significant projects completed during the school year. Students will develop their ideas from conceptual proposals to fully realized artworks. This work will explore more complicated materials and fabrication techniques, as well as contemporary and historical art precedents within relevant fields of interest. Some examples of previous courses of study pursued by Sculpture IV students include object-oriented performance, furniture design, architectural proposals, mixed-media assemblage, site-specific projects and installation.

Prerequisite: Sculpture III and the permission of the instructor

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 encourage other students to be honest. 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 required by various classes.

STUDY CENTER

The Study Center is open to students at the Secondary Campus on a daily basis. It is a place where students can work independently, and/or where they can meet with the Learning Specialist 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 a 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 assessments is required as well as a culminating portfolio or project is required for successful completion. 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 course plan, 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)/CTP-5. Each year all students in grades three through eight 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 or ACT These exams are required for admission to many colleges. They are normally taken in the spring of the junior year and/or the fall of the senior year. Students choose between the ACT and SAT as both tests are regarded equally by college admission offices.

Subject Tests Administered by the College Board at designated test centers, subject tests allow students to demonstrate academic achievement in a particular subject area. The maximum score is 800; they are multiple choice exams and only one hour in length. Students can take three subject tests in one test administration, if they wish.

Subject tests are recommended by about a dozen highly selective colleges, and are required by one selective engineering school in the country. The tests must be taken before January of the senior year, but may be taken earlier.

ADVANCED PLACEMENT EXAMS

If a student is enrolled in Oakwood Advanced Studies Calculus A and B, they will be allowed and encouraged to take either the AP Calculus AB or BC exam in May. Oakwood will not administer other AP exams.

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 may not take core courses (i.e., courses required for Oakwood graduation) at other institutions unless an exception has been made due to special circumstances. 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.

It is the student's responsibility to secure and send transcripts to college admission offices for any classes taken outside of Oakwood.

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 lifelong 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

- Understand the interconnectedness of the body and the mind.
- Understand the positive and negative effects of what you put in your body and how they influence whole health.
- Understand the physical, emotional, and social changes of being a teenager.
- Have specific physical activities and a wide variety of exercises they can participate in throughout their lives.
- 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 in a sport, build their skills, learn sportsmanship

and be a productive team member. As a member of the San Fernando Valley Private School League and Delphic 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

FALL	WINTER	SPRING
BOYS CROSS COUNTRY	BOYS BASKETBALL	BOYS BASEBALL
BOYS FOOTBALL	BOYS SOCCER	BOYS TRACK
GIRLS TENNIS	GIRLS SOCCER	BOYS VOLLEYBALL
GIRLS CROSS COUNTRY	GIRLS BASKETBALL	BOYS TENNIS
GIRLS VOLLEYBALL	EQUESTRIAN	GIRLS TRACK
EQUESTRIAN	FENCING	GIRLS SOFTBALL
FENCING		EQUESTRIAN
		FENCING

HIGH SCHOOL SPORTS OFFERINGS

FALL	WINTER	SPRING
BOYS CROSS COUNTRY	BOYS BASKETBALL	BOYS BASEBALL
GIRLS CROSS COUNTRY	BOYS SOCCER	BOYS TRACK
GIRLS TENNIS	GIRLS SOCCER	BOYS VOLLEYBALL
GIRLS VOLLEYBALL	GIRLS BASKETBALL	BOYS TENNIS
EQUESTRIAN	EQUESTRIAN	GIRLS TRACK
FENCING	FENCING	GIRLS SOFTBALL
		EQUESTRIAN
		FENCING



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 class trips program is to encourage socialization and class cohesion while giving students the opportunities to make curricular connections beyond the classroom. Seventh graders have gone to Camp Whittier in the Santa Barbara Mountains. The eleventh-grade class canoes down the Russian River. Twelfth graders have retreated to the Malibu Mountains to prepare for their graduation and to reflect on their experiences at Oakwood.

STUDENT PUBLICATIONS

The Gorilla, the Secondary Campus 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 GLOBAL 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, community engagement projects and the like. The Director of Experiential Learning can also help students to identify relevant programs. 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 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 a symposium for peers, faculty, administrators, and parents, as seniors discuss the details of each project.

STUDENT GOVERNMENT

Three elected representatives from each grade at the Secondary Campus as well as four general officers serve on the Oakwood Student Council. They serve as the primary representative body of Oakwood Secondary Campus 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.

PERFORMING ARTS ENSEMBLES AND PRODUCTIONS

Ensembles and Productions are part of the academic program, and students receive credit for participation. Examples of recent Oakwood ensembles and productions include *Rent*, *Chicago*, *Proof*, *Drowsy Chaperone*, *Hamlet*, *Choreolab*, *Choraliars*, and *Jazz Band*. (See *Performing Arts Ensemble and Production catalogue for more information*).

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.

COMMUNITY ENGAGEMENT

As stated in the Oakwood Statement of Philosophy, the school seeks courage; to foster a sense of responsibility and humility, along with a habit of service; and to instill a lifelong commitment to social justice. We intend for the development of their intellect and character to be intertwined, so that their choices are guided by "to nurture students' empathy, imagination, and moral internal controls and sensitivity to the needs of others." These goals are pursued directly through our Community Engagement programs, beginning in seventh grade and continuing throughout the secondary school experience. The habit of service, volunteerism, and a commitment to engaging with the most marginalized members of a community must come from the individual and Oakwood is dedicated to a program that seeks to develop these qualities internally and not based upon an imposed quota of service hours. Students begin with community-based activities in seventh grade and establish their commitment to serve in their eighth grade community engagement and leadership course. Their experiences are then tracked throughout high school with the Director of Experiential Learning.

In our effort to address the charges of our Statement of Philosophy, the Community Engagement program aligns with the United Nations' Sustainable Developments Goals (SDGs or Global Goals). All students and faculty are called to consider these goals as our collective mission and tailor our work to directly engage with the SDGs, regardless of individual focus or discipline. Our work toward achieving the goals extends beyond specific volunteer events. Students and faculty engage in community, take concrete steps toward achieving the goals directly, and thus work toward social, economic, and environmental sustainable development.



THESE GOALS MAY BE ACHIEVED THROUGH A NUMBER OF PROGRAMS THAT FOSTER COMMUNITY ENGAGEMENT AND ACTION:

1. Students are introduced to the SDGs in seventh grade during the grade-level retreat early in the year and ongoing work through advisory and grade- and middle school-wide initiatives. Goals 1, 2, 3 & 10 serve as accessible entry points for understanding the goals and may be connected to a grade-wide theme, such as hunger or homelessness. Students will engage in broad school-sponsored initiatives throughout middle school to begin their work in community engagement.
2. Students will take ownership of the Global Goals for Sustainable Development in their eighth grade Community Engagement and Leadership course and commit to helping to achieve at least one of those goals and develop a sense of purpose around that goal to frame their experience during high school. Community engagement will be directly tied to service to one of the Global Goals. To complete this course, students will
 - Identify and commit to one or more Global Goals
 - Create a plan in service of those Goals to accomplish specific Targets
3. Students are required to participate in community engagement activities through the following options each year:
 - a. Service Learning activities integrated into coursework (e.g. Student Poll Workers Program as part of the US Campaigns and Elections elective)
 - b. Direct participation in an ongoing project or program at or outside of Oakwood School
 - c. Volunteering for at least 4 community events, among the opportunities provided by the school or identi-

fied by the student (approx equivalent to 20-25 hours of service). These may also be activities coordinated through clubs, teams, and other groups integrating community engagement opportunities (Extracurricular clubs, athletics, performing arts groups)

- d. Direct Advocacy: making presentations to legislators, organizations, or making public comments at public community forums (neighborhood council, school board, city council, etc).
- e. Individually-Generated Student Projects, including Senior Projects oriented toward community impact and change-making

To be credited for their participation, students must provide evidence of their work for a project or volunteerism from the sponsoring group or organization:

- Proof of service from sponsoring organization (written or digital verification)
- A reflection on each volunteer experience (can be written, visual, creative)
- Digital platforms adopted by the school to track individual participation and post opportunities for students, clubs, and the community. Oakwood currently uses the Treedom mobile app.

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 process begins in the ninth grade, when students are offered a meeting with a college counselor and advised about a range of topics including high school curriculum, extracurricular involvement, and standardized testing. During tenth and eleventh grades, students are administered a practice PSAT and a mock ACT. 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 and guardians 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 (2016 – 2019):

American University	Harvard College	Texas A&M University
Amherst College	Harvey Mudd College	The College of Wooster
Bard College	Hofstra University	The George Washington University
Barnard College	Holy Names University	The New School - All Divisions
Belmont University	Howard University	The University of Texas, Austin
Bennington College	Indiana University at Bloomington	Tufts University
Berklee College of Music	Johns Hopkins University	Tulane University
Boston Conservatory at Berklee	Kenyon College	University of British Columbia
Boston University	Lehigh University	University of California, Berkeley
Brown University	Lewis & Clark College	University of California, Davis
Butler University	Linfield College	University of California, Los Angeles
California Institute of the Arts	Loyola Marymount University	University of California, Riverside
California State Polytechnic University - Pomona	Marist College	University of California, Santa Barbara
California State University, Chico	Muhlenberg College	University of California, Santa Cruz
California State University, Northridge	New York University	University of Chicago
Carnegie Mellon University	Northeastern University	University of Colorado at Boulder
Chapman University	Northern Arizona University	University of Denver
College of Charleston	Northwestern University	University of Michigan
Colorado College	Oberlin College of Arts and Sciences	University of Oregon
Colorado State University	Occidental College	University of Pennsylvania
Columbia University	Olin College of Engineering	University of Puget Sound
Concordia University - Montreal	Oregon State University	University of Redlands
Cornell University	Pasadena City College	University of San Diego
Davidson College	Pitzer College	University of San Francisco
Deep Springs College	Pratt Institute	University of Southern California
DePaul University	Rhode Island School of Design	University of St Andrews
Drexel University	San Francisco State University	University of Washington
Duke University	Santa Monica College	University of Wisconsin, Madison
Eckerd College	Sarah Lawrence College	Vassar College
Elon University	Savannah College of Art and Design	Washington University in St. Louis
Emerson College	School of Visual Arts	Wesleyan University
Emory University	Scripps College	Western Washington University
Franklin & Marshall College	Skidmore College	Whittier College
Goucher College	Smith College	Williams College
Grinnell College	Stanford University	Worcester Polytechnic Institute
Hampton University	Syracuse University	Yale University

WHERE TO GO WITH QUESTIONS



Oakwood provides an extensive support structure whereby students and parents may find assistance in meeting their needs. Although areas of responsibility inevitably overlap, the Principal and Middle School Director oversee the daily operation of the secondary campus. 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 first. At the secondary campus, parents should refer to the following guidelines, directing their *initial* questions as follows:

Advisors meet regularly with their students 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 meet with their teachers regularly for assistance. If a question arises about a particular class, the teacher of the class should be contacted through the department office by phone, or directly, through email. A parent who has spoken with the teacher and needs further assistance should contact the teacher's **Department Chair**. The **Academic Dean** oversees teaching and learning at the secondary campus, and can be contacted for general curricular or pedagogical concerns.

The **Middle School Dean of Students** oversees day-to-day life in the middle school, and should be contacted for questions regarding:

- Middle School students' personal welfare and grade-level academic and social concerns
- Middle School behavioral expectations and consequences
- Co-curricular Middle School programs including community and school service, outdoor education, and extracurricular opportunities
- Middle School advisory program

The **High School Dean of Students** and the **High School Assistant Dean of Students** oversee students' social and extra-curricular experiences, and should be contacted after the advisor for questions regarding:

- Students' personal welfare and grade-level academic and social concerns
- Behavioral expectations and consequences
- Co-curricular programs including community and school service, outdoor education, and extracurricular opportunities
- 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 Campus Principal**.

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