OJAI VALLEY SCHOOL

CURRICULUM GUIDE

WELCOME TO OVS

Dear Students,

As you navigate your journey through high school, there are various pathways through the Ojai Valley School curriculum and a range of academic options en route to graduation. We walk those pathways with you.

The Curriculum Guide is intended to assist you and your family in understanding the options available when planning a course of study that is challenging, enriching and supportive of your educational goals. We encourage you to take the time to read and understand the information in this guide, which includes graduation requirements and descriptions of courses, including prerequisites and required textbooks.

Along the way we offer a balanced school environment in which students are encouraged to ask questions, solve problems, and discover the complexity of the world around them. The Upper Campus provides an ideal setting for hands-on learning with field study opportunities and dedicated teachers who are passionate about the subjects they teach. Beyond academics, students have the opportunity to participate in athletics, equestrian, clubs, community service activities, outdoor education, and much more.

We hope the Curriculum Guide will be a valuable aid in your educational planning so that your high school experience is enriching, challenging, fun, and rewarding! Please reach out if you have questions.

Warm regards,

Craig Floyd
Interim Head of School
cfloyd@ovs.org

Crystal Davis
Director of High School
cdavis@ovs.org

Laurel Colborn
Director of Academics
lcolborn@ovs.org

On the Cover

William Ramsay and Sully Rothwell collaborate on an AP Physics 2 project in the Littlefield Student Commons. Along with several other APs, their balanced courseloads included classes like Robotics, Video Production and Woodworking. OVS encourages students to pursue a rigorous course of study, while also exploring their passions and developing new ones.

PHILOSOPHY AND MISSION

PHILOSOPHY

Ojai Valley School's philosophy is contained in the words *Integer Vitae*, meaning wholeness of life, symmetry of life, soundness of life, and, therefore, poise and strength of life. To accommodate the school philosophy, every effort is made to create an atmosphere for students and staff that is conducive to learning and growing through the framework of a warm family environment.

Guided by this stated philosophy, Ojai Valley School has as its goals and objectives the development of each student's character through the advantageous use of Ojai's natural surroundings, diverse educational community and a strong, professional staff. More specifically, the goals and objectives for each student are outlined in the school philosophy as follows:

- *WHOLENESS of life:* Ojai Valley School students are presented with a wide variety of experiences through college preparatory studies, campus life, educational field trips, student activities, athletic programs, and outdoor education. These activities allow students to explore the extent of their interests and abilities, to know themselves, and to develop an appreciation and respect for other people on a global scale.

- *SYMMETRY of life:* Ojai Valley School students are exposed to a well-balanced program, both academic and social, with consistent standards set for each discipline and activity.

- *SOUNDNESS of life:* Towards the development of character, Ojai Valley School students are given responsibilities, which relate to their personal lives and to school affairs. Students have an opportunity to learn, perhaps to fail and to try again. With staff support and guidance, students begin to develop the knowledge and strength needed to make sound judgments.

MISSION

By the time Ojai Valley School students are ready to graduate they will have developed the academic strength, the character, and the self-confidence to meet life's future challenges and contribute to an ever-changing world.

ACADEMIC PROGRAM

Academic Program, Grades 9-12

Ojai Valley School offers a rigorous college preparatory curriculum including 26 Advanced Placement (AP) and Honors courses. The school year is divided into two semesters. Students work closely with the Assistant Head of Upper Campus on crafting individual class schedules that support their interests and advance their educational goals. Minimum graduation requirements for college recommendation are 18 units, which include: four English, three Foreign Language, three Math, three Science, three Social Science, one Visual & Performing Arts, and one Land & Climate. Most students go beyond these requirements to take additional courses based on their interests and intended college majors. Course offerings, prerequisites, and textbook information are listed in this guide by academic department. The school also offers 18 interdisciplinary courses that meet the UC requirements as college-prep electives. All courses are academically challenging and develop problem solving, analytical thinking, critical reading and research skills.

Grading System

Ojai Valley School students receive academic and effort grades at the end of each semester. Students also receive quarterly grade evaluations, which are not part of their academic record but are intended to keep parents informed of their student's progress in academic and co-curricular classes. Please note, no grade of "A+", or "D-" exists for any of our graded material or records. AP and Honors grades are weighted with one extra grade point. A minimum of 3 in effort must be earned in order to receive the extra grade point in Honors and AP classes. Students receiving a grade less than B-, or an effort grade less than 3 in Honors or AP classes, may be questioned as to appropriate placement. A minimum of C- is required in sequential courses in order to continue. Grades below C- are not college recommending grades. Students will be placed on academic probation if their Grade Point Average (GPA) falls below 1.67.

Grade	Value
A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
C-	1.67
D+	1.33
D	1.00
F	0.00

Effort Grading Scale

5 Outstanding
4 Good
3 Average
2 Poor
1 Unacceptable

Recognition of Excellence

Each year, the faculty recognizes outstanding students for their contributions to the academic program, resident life, outdoor education, equestrian, and athletics. Top students are also honored with memorial awards based on their leadership and service to the OVS community. Academic honors include the following:

- Honors List: GPA 3.5 to 3.99
- High Honors List: GPA 4.0 or higher
- Head of School's List: GPA 4.0 or higher, and EPA 4.5 or higher
- Effort Honors List: EPA 4.5 or higher

Re-enrollment

Once admitted to Ojai Valley School, students need not re-apply for any grade. Students are offered re-enrollment in February based on their academic performance, behavior, and positive contributions to the school community. We expect students to become active participants in the life of the school and take advantage of the educational experiences provided inside and outside the classroom. Re-enrollment can be withheld if a student has not demonstrated the skills, effort, integrity, or responsible behavior we expect of all OVS students.

PORTRAIT OF A GRADUATE

Ojai Valley School students are encouraged to explore their interests, know themselves, and develop an appreciation and respect for others on a global scale. By the time they graduate, they will have developed the academic strength, the character, and the self-confidence to meet life's future challenges in an ever-changing world.

Specifically, an Ojai Valley School graduate:

• **Exercises Resilience:** Pursues a healthy and balanced lifestyle; Confidently meets life's future challenges; Adapts to evolving learning environments to maintain a lifelong investment in education

• **Thinks Critically:** Resourcefully and creatively solves problems; Explores interests, develops deep core knowledge, and succeeds academically; Appreciates and understands multiple perspectives

• **Embraces Community:** Acts with kindness, empathy and inclusiveness; Honors and advocates for cultural and global diversity; Collaborates in ways that contribute to the greater good

• **Champions the Environment:** Develops a deep appreciation for the outdoors; Works to protect, preserve and restore the natural environment; Applies eco-conscious practices, including "leave no trace" habits

• **Acts with Integrity:** Appreciates and respects others; Values honesty and acts ethically; Takes responsibility and accountability for actions

• **Contributes With Sincerity:** Powerfully and effectively communicates; Serves the community through leadership and shares a joy for learning; Exhibits independent thinking and a commitment to active, constructive citizenship

COLLEGE COUNSELING

Finding the "right fit" college or university

The OVS College Counseling Office provides guidance to students and their families as they navigate the complex landscape of college admissions, starting in the freshman year and leading all the way through senior year as students fill out applications, write essays and ultimately decide where to attend.

We emphasize "right fit" in every step of the college application process. For us, it matters not the "name" of that college of choice. The most important service we can provide is to help our students find the colleges that "fit" them best, to identify and explore those schools that are going to fuel their ambitions, sharpen their talents, and shape their futures.

To that end, it is our duty and privilege to walk alongside students and their families through this process, helping them build their college lists, seek financial aid, prepare for the SAT and ACT, and provide feedback as they write persuasive and personal application essays that reflect who they are as students and contributors to their communities.
College admission and selection can be a stressful endeavor, but it is a rewarding one as well, one strengthened and made better by the teamwork of student, parent, and college counselor. It is a pursuit that engages the heart and mind with hope and anticipation, and one best tackled with investigation, preparation and a healthy dose of good humor.

We're proud of the fact that over the years the vast majority of OVS students, once they make their college choices, end up graduating from those schools they selected as high school seniors. It tells us we're doing something right when it comes to helping them find the "right fit," and that through this process they have discovered colleges that support their interests and passions.

Fred Alvarez, College Counselor
falvarez@ovs.org

COURSE OFFERINGS

8 ENGLISH
English 9
English 10
English 10 Honors
English 11
English 12
AP Language Composition
AP English Literature
AP Seminar
Advanced ESL Reading
Advanced ESL Writing

11 FOREIGN LANGUAGE
French I
French II
French III
Spanish I
Spanish II
Spanish III
Spanish III Honors
Spanish IV
AP Spanish
Online World Languages

12 INTERDISCIPLINARY
AP Research
Computer Science I* and II *
Creative Writing
Environmental History *
Environmental Justice *
Equine Science *
Ethics - The Activist's Voice *
Expository Writing
Film Studies *
History and Science of the Channel Islands *
Journalism
Advanced Journalism
Law & Society *
Literature of the Wilderness *
Robotics
Yearbook

15 LAND & CLIMATE

16 MATHEMATICS
Algebra I
Geometry
Intermediate Algebra
Algebra II
Math IV: Math Analysis
Honors Calculus
AP Calculus AB
AP Calculus BC
AP Statistics
Functions & Statistics
Business Math
AP Computer Science A

18 SCIENCE
Biology
Conceptual Chemistry
Chemistry
Conceptual Physics
Astronomy
Geology
Marine Science
AP Chemistry
AP Environmental Science
AP Biology
AP Physics 1
AP Physics 2
AP Physics C - Magnetism *
AP Physics C - Mechanics and Electricity *
AP Computer Science Principles

21 SOCIAL SCIENCES
Humanities
World History
AP World History
United States History
AP United States History
American Government *
Economics *
AP Psychology
ESL History

23 VISUAL & PERFORMING ARTS
Drawing
Ceramics I
Ceramics II
Foundations of Voice
Introduction to Music-Making: Composition, Mixing, and Production
Music Theory & Composition
Music History
Piano
Guitar
Dance I* and II*
Theater I* and II*
Advanced Studio Art
AP Studio Art: Drawing
AP Studio Art: 2-D Design
AP Studio Art: 2-D Design (Photography)
AP Studio Art: 3-D Design
Photography
Photography II
Media and Digital Design
Video Production I
Video Production II
Woodworking I
Woodworking II

ENGLISH

ENGLISH 9

English 9 is a writing class. Throughout the year students explore a wide range of writing topics beginning with the personal and moving towards the analytical. This workshop approach focuses on drafting, editing, and revising, with an emphasis on developing grammar and punctuation skills. Reading comprehension is a priority. Regular vocabulary assignments and weekly quizzes bolster confidence in the English language. Emphasis is placed on critical thinking skills necessary to understand the structure and content. Students practice time management, organization, memorization, listening, speaking and note taking. By the end of the year, students produce a body of written work that serves as a measure of their personal growth as readers, writers, and thinkers. Students explore a wide range of drama, fiction and poetry. They are asked to assemble reading portfolios that capture important details, quotations, images, elements of style and analytical opinions. These portfolios allow students to prepare for writing tests during the reading process. With an emphasis on paragraph structure, students can write about what is most important to them. They are encouraged to capture their process of discovery. Discussion and in-class readings are a regular occurrence. Reading highlights include *Romeo and Juliet* and *A Raisin in the Sun*. Students learn to bring characters to life and the close connection with the dialogue brings out more personalized and precise prose. We also explore the poetry of Robert Frost, Emily Dickinson and William Carlos Williams. Students are required to annotate, recite, paraphrase and analyze the poems. Music and film study are intertwined into the reading experience to enhance imagery and sound. Many assignments and documents are exchanged through the Moodle portal in an attempt to limit paper use.

Reading List:

- *A Raisin in the Sun*, by Lorraine Hansberry
- *Romeo and Juliet*, by William Shakespeare
- *Cannery Row*, by John Steinbeck
- *The Catcher in the Rye*, by J.D. Salinger
- *Of Mice and Men*, by John Steinbeck

ENGLISH 10

English 10 is a literature-based course that explores the various components that create our understanding of the concept of "humanity." The course is organized through two major themes: Nature and Society. Each major theme will include smaller sub-themes such as love and hate, social commentary, human's relationship to the natural world, identity, family, and creativity. Students will consider these themes while reading a variety of genres assembled from both the classical canon as well as from the more contemporary, including short stories, non-fiction, poetry, drama, graphic novels, as well as several complimentary novels. While reading these texts students will expand their knowledge of literary devices and other technical elements. The goal of these theme-based genre readings is to understand how authors of different genres are able to address similar themes concerned with our human experience while maintaining distinct styles. Students will improve their analytical thinking and writing skills while reading the selected literature, learning to analyze the text in close readings, to compare and contrast, as well as contextualizing the work in both a historical and a contemporary format. Ultimately, the students will be able to apply their reading to their own lives in some fashion and carry their analytical and writing skills into other areas of their academic lives. Skills that were acquired during English 9 will be improved and built upon so as to ready them for the next academic step beyond English 10. In addition to the written work and essays, students will grow their vocabulary, improve their citation skills, and have opportunities to work in groups, utilize multimedia, and participate in class discussions. **Prerequisite**: English 9

Textbooks and Reading List:

- *Dry*, by Neal Shusterman & Jarrod Shusterman
- *No Exit and Three Other Plays*, by Jean-Paul Sartre
- *The Call of the Wild*, by Jack London
- *March: Book One*, by John Lewis
- *The Girl with the Louding Voice: A Novel*, by Abi Dare
- *The Princess Bride,* by William Goldman
- *Vocabulary from Latin and Greek Roots; Book Four*, by Elizabeth Osborne
- *The Norton Introduction to Literature, Portable 12th Edition*, by Kelly J. Mays

ENGLISH 10 HONORS

English 10 Honors, like English 10, is a literature-based course organized through two major themes that explore the various components that create our understanding of the concept of "humanity." The expectations of an Honors student are reflected in the course load and level of literature and analysis. An honors student can expect an increase in the complexity and depth of written work as well as in the amount of reading. Students will consider the major themes of Society and Self and its many possible subdivisions such as class, mortality, love and hate, family, culture, and the imaginative spirit. Readings will at times be the same or similar to the English 10 course, but much of the time will deviate and become more complex and advanced. Texts will be selected from both the classical canon as well as contemporary selections in a variety of genres: short stories, non-fiction, poetry, drama, as well as several challenging novels While reading these texts students will expand their knowledge of literary devices and other technical elements. The goal of these theme-based genre readings is to understand how authors of different genres are able to address similar themes concerned with our human experience while maintaining distinct styles. Students will improve their analytical thinking and writing skills while reading the selected literature, learning to analyze the text in close readings, to compare and contrast, as well as contextualizing the work in both a historical and a contemporary format. Ultimately, the students will be able to apply their reading to their own lives in some fashion and carry their analytical and writing skills into other areas of their academic lives. In addition to the written work and essays, students will grow their vocabulary, improve their citation skills, and have opportunities to work in groups, utilize multimedia, and participate in class discussions. Skills that were acquired during English 9 will be improved and built upon so as to ready students for the next academic step beyond English 10 Honors, most often an AP language or literature course. **Prerequisite**: English 9, plus a letter of recommendation from the English 9 teacher.

Reading List:

- *The Book Thief,* by Markus Zusak
- *The Haunting of Hill House*, by Shirley Jackson
- *The Importance of Being Earnest*, by Oscar Wilde

• *Twelfth Night*, by William Shakespeare
• *Vocabulary from Latin and Greek Roots, Book Four*, by Elizabeth Osborne

ENGLISH 11

English 11 focuses on American literature, the curriculum being aligned to the U.S. History curriculum, literary techniques, and the fundamentals of composition and language usage. Students explore the fundamental themes of American culture through literary and historical readings. The goals of this course are for students to develop critical reading and thinking skills; to improve their writing process techniques; to participate productively in class discussions and activities; to increase their vocabulary; and to improve their study skills. In addition to the all-school required book, students taking English 11 must read one novel from the summer reading list. The list is compiled of American novels, many of which have been awarded the Pulitzer Prize for literature, and all of which have an historical significance. During the spring semester, students prepare a research project. Although there are many subject choices, the aim is to teach students how to find and evaluate information, and how to manage problems of organization and expression in a longer paper whose material has come from many sources. The projects are also presented orally. Course work starts with a study of American short stories, and continues with detailed analysis of *The Crucible* by Arthur Miller, *Narrative of the Life of Frederick Douglass, Huckleberry Finn* by Mark Twain, and *The Great Gatsby* by F. Scott Fitzgerald. These major works are supplemented by the study of poetry and expository prose with emphasis on the works of Thoreau, Emerson, Whitman and many modern poets. Discussion often relates to the environmental issues presented in many of the literary works, especially Thoreau. **Prerequisite**: English 10

Textbooks and Reading List:
• *The Crucible*, by Arthur Miller
• *The Adventures of Huckleberry Finn*, by Mark Twain
• *The Great Gatsby,* by F. Scott Fitzgerald
• *Narrative of the Life of Frederick Douglass*, by Frederick Douglass
• *101 Great American Poems*
• *Research Paper Procedure*, by Amy M. Kleppner & Cynthia Skelton

AP LANGUAGE & COMPOSITION

The AP English Language and Composition class focuses on American literature, the curriculum being aligned to the U.S. History curriculum, literary techniques, and the fundamentals of composition and language usage. The class is designed to prepare students for the spring AP exam while exploring the fundamental themes in American literature through literary and historical readings. The goals of this course are for students to develop critical reading and thinking skills; to improve their writing process techniques; to participate productively in class discussions and activities; to increase their vocabulary; and to improve their study skills. In addition to the all-school required book, students taking this class must read two novels from the summer reading list. The list is compiled of American novels, many of which have been awarded the Pulitzer Prize for literature, and all of which have an historical significance. Students prepare two research projects during the year, one each semester. Although there are many subject choices, the aim is to teach students how to find and evaluate information, and how to manage problems of organization and expression in a longer paper whose material has come from many sources. The projects are also presented orally. Following the spring AP exam, students focus on writing college essays. Course work starts with a study of American short stories, and continues with detailed analysis of a range of literary works, including *The Crucible* by Arthur Miller, *Narrative of the Life of Frederick Douglass, Huckleberry Finn* by Mark Twain, and *The Great Gatsby* by F. Scott Fitzgerald. These works are supplemented by the study of poetry and expository prose with emphasis on the works of Thoreau, Emerson, Whitman and modern poets. Discussion often relates to the environmental issues presented in many of the literary works, especially Thoreau and several of the AP practice tests. **Prerequisites**: English 10 Honors or English 10, plus a letter of recommendation from English 10 teacher. Acceptance based upon department approval.

Textbooks and Reading List:
• *The Crucible*, by Arthur Miller
• *The Adventures of Huckleberry Finn*, by Mark Twain
• *The Great Gatsby*, by F. Scott Fitzgerald
• *Narrative of the Life of Frederick Douglass*, by Frederick Douglass
• *101 Great American Poems*
• *Research Paper Procedure*, by Amy M. Kleppner & Cynthia Skelton

ENGLISH 12

English 12 covers a wide range of literature that prepares students for the college reading and writing experience. The course tackles the serious issues of race, death, family, violence, social pressure, and politics. Students learn to express opinions clearly and back them up with facts, and they concentrate on improving structure and style and utilize the revision process for all written assignments. They also make oral presentations, keep reading journals, master literary terminology, and incorporate technology into the study of language. All students must dig beneath the surface to find not what the author does but how he does it. Students are encouraged to take intellectual risks and to appreciate language. Reading portfolios are used to compile valuable details during the reading experience. Students must independently track their work and submit the materials on test days. This mimics the collegiate setting and helps foster independent management and meeting deadlines. Students also work together in teams to prepare for tests and keep Google docs so they can share information. Collaboration builds spirit and offers students who are not as vocal to share their opinions and information. Throughout the year students also study film and music to sharpen critical thinking skills and test visual literacy skills. Each student must come to class prepared to explore, explain and clarify their experience. We also have creative projects where students bring the literature to life through art and technology. Many discussions gravitate toward real world issues and solutions. It's not about remembering the details of a novel when they turn 30, it's more about learning empathy, compassion and awareness of the human condition. **Prerequisite**: English 11

Reading List:
• *Othello*, by William Shakespeare

ENGLISH

- *Old School*, by Tobias Wolff
- *Waiting for Godot*, by Samuel Beckett
- *Sula*, by Toni Morrison
- *The Road*, by Cormac McCarthy
- *Heart of Darkness*, by Joseph Conrad
- *The Ernest Hemingway Best Collection*

AP ENGLISH LITERATURE

AP English is a college-level, intensive study of literature, emphasizing the terminology and analytical strategies used on the Advanced Placement Literature and Composition test administered in May. Students are required to read deeply with an eye to understanding themes that arise in a work as well as how those themes are developed. Students prepare for multiple choice and essay sections of the Advanced Placement test. They also become adept at expressing their ideas quickly, thoroughly, and concretely in essays of varying lengths, develop confidence in reading and understanding complex texts, and gain competence and facility in placing literary works within their historical and philosophical contexts. The literature studied in the course covers a wide range of time periods, themes, thought-provoking topics, and styles, and includes works by authors of varying gender, ethnicity, and country origin in order to give students a multiple-perspective context for literature. **Prerequisites**: English 11 Honors or English 11, plus a letter of recommendation from English 11 teacher. Acceptance based upon department approval.

Reading List:

- *Things Fall Apart*, by Chinua Achebe
- *Merchant of Venice*, by William Shakespeare
- *Much Ado About Nothing*, by William Shakespeare
- *Heart of Darkness*, by Joseph Conrad

AP SEMINAR

AP Seminar is a year-long course and is the first step in participating in the AP Capstone Program. This foundational course engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational literary and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in research-based written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments. **Prerequisite**: Department approval

ADVANCED ESL READING

Advanced ESL reading drives students to grow and demonstrate their reading comprehension through speaking exercises such as formal and informal speeches, presentations, recitations, debates, and discussion. Readings will arise from traditional literature, current events, relevant non-fiction, and documentary videos and films. The course will also draw on academic content from other subject areas, giving students experience with subject-specific vocabulary as well as reading and speaking strategies that are essential to the classroom. Rounding out their preparation for continued study in mainstream classes, students will practice pronunciation, listening, and articulation as preparation to participate actively in classes and the English-speaking school community with confidence.

Textbooks and Reding List:

- *Engage with Literature and Content – Level A,* by Vista Higher Learning
- *Holes,* by Louis Sachar
- *Island of the Blue Dolphins*, by Scott O'Dell
- *A Single Shard*, by Linda Sue Park

ADVANCED ESL WRITING

Advanced ESL Writing promotes written fluency, precision, and correctness. Most assignments are composed in class and based on specific visual and conceptual prompts so students can get down to the business of writing without spending too much time wondering what to write about. As students write and edit, they work to improve grammatical trouble spots that are typical in ESL writers. Writing skills are directed at academic-themed papers that require students to learn and practice summary, paraphrase, direct quote, and documentation. Students learn the basics of building a thesis, review and practice the foundations of English grammar, and sharpen their research skills through the use of summary, paraphrase, direct quotation, in-text citations, and works cited documentation.

About the AP Capstone Diploma Program

Ojai Valley School is one of approximately 2,000 schools worldwide to implement the AP Capstone Diploma Program, which is an innovative program that allows students to develop the skills that matter most for college success, such as research, collaboration, and communication. The program consists of two yearlong courses taken in sequence: AP Seminar and AP Research. Students who score a 3 or higher in AP Seminar and AP Research, and on four additional AP Exams of their choosing, earn the AP Capstone Diploma. This signifies outstanding academic achievement and attainment of college-level academic and research skills. Students who score a 3 or higher in both AP Seminar and AP Research (and not on four additional AP Exams) earn the AP Seminar and Research Certificate.

FOREIGN LANGUAGE

FRENCH I

This introductory French course will prepare students to communicate with confidence in the present and immediate future tenses. Students who choose to pursue French will embark on a study of the language as well as the rich cultures of the French-speaking world. In this course, students learn the basic grammar, syntax and vocabulary while reading, writing, listening and speaking the language. Themes include home, family, clothing, food, activities and traveling. Students are provided with a wide variety of formats for expression, ranging from class discussions and small group work to the creation of an electronic portfolio and video production. Only French is spoken in class from the very first day. This way, students quickly develop their oral skills. Participation is essential to learn a language, therefore we create a safe environment to explore and take risks together.

Textbooks:

- *D'accord! 1 Textbook, 2019*, by Vista Higher Learning
- *D'accord! 1 Workbook, 2019,* by Vista Higher Learning

FRENCH II

This second French course will prepare students to communicate with confidence in the present, future, imperfect and passé composé tenses. In this course, students learn grammar, syntax and vocabulary while reading, writing, listening and speaking the language. Emphasis is placed on communicating with authenticity and native-like pronunciation. Students read and retell stories, as well as create their own. They read their first novella: Le Petit Prince, and create an electronic portfolio, which helps them self-assess their own learning. Students continue to explore the rich cultures of the French speaking world by reading articles on current events and watching cultural videos. Only French is spoken in class at all times. **Prerequisite**: French I

Textbooks:

- *D'accord! 2 Textbook*, 2019, by Vista Higher Learning
- *D'accord! 2 Workbook*, 2019, by Vista Higher Learning
- *Le Petit Prince, 1st Edition*, by d'Antoine de Saint-Exupery

FRENCH III

French III further solidifies students' understanding of the French language through conversing and writing in the present, past, and future tenses with increasing accuracy. Emphasis is placed on the understanding of more complex language structure using both the present and the past subjunctive, hypothetical phrases, and perfect tenses. While students continue to speak French in every class, they also give frequent oral presentations, take written and oral examinations, and read from a variety of sources and texts. Students continue to expand their cultural viewpoint of the French-speaking world, by creating videos and research projects designed to teach the history and cultural tradition of the French-speaking world. **Prerequisites**: French I, French II

Textbooks:

- *D'accord! 3 Textbook, 2019*, by Vista Higher Learning
- *D'accord! 3 Workbook, 2019*, by Vista Higher Learning

SPANISH I

This introductory Spanish course will prepare students for communicating on a basic level in the target language. Reading, writing, speaking and listening are all emphasized. Students will learn the basics of Spanish grammar, verb conjugation, and build a large vocabulary of Spanish words. Themes include school life, family, sports, and travel. We will also study the cultures of Spanish speaking countries and foster interest in world travel and global connections. Students will consider the theme of sustainability as they present information about people from impoverished countries and discover how difficult it can be to access food and clean water. A variety of popular songs in Spanish will be sampled and interpreted as a means of strengthening understanding of the language. Students will be expected to actively practice the use of Spanish in the classroom.

Textbook:

- *Senderos 1 Supersite Plus (12 Month Access), 2023* by Vista Higher Learning; Purchase online at vistahigherlearning.com

SPANISH II

Spanish II builds on a fundamental knowledge of the Spanish language and the cultures of Spanish-speaking countries. The curriculum emphasizes effective communication skills. Students expand their vocabulary by speaking Spanish in every class, doing short oral presentations, and by taking regular written and oral examinations. Emphasis is placed on conversing, reading, and writing in the simple present as well as past tenses. Students continue to explore cultural viewpoints and history of the Spanish-speaking world by watching videos, doing readings both in and out of the text and having discussions. In addition to the textbook, the instructor introduces many supplemental materials including music, film, and current events. **Prerequisite**: Spanish I

Textbook:

- *Senderos 2 Supersite Plus (12 month access), 2023,* by Vista Higher Learning; Purchase online at vistahigherlearning.com

SPANISH III

Spanish III further solidifies students' understanding of the Spanish language through conversing and writing in the present, past, and future tenses with increasing accuracy. Emphasis is placed on the understanding of more complex language structure using both the present and the past subjunctive, hypothetical phrases, and perfect tenses. While students continue to speak Spanish in every class, they also give frequent oral presentations, take written and oral examinations, and read from a variety of sources and texts. Students continue to expand their cultural viewpoint of the Spanish-speaking world, by creating videos and research projects designed to teach the history and cultural traditions of the Spanish-speaking world. **Prerequisites**: Spanish I, Spanish II

Textbook:

- *Senderos 3 Supersite Plus, 2023* (12-month access, digital access only); by Vista Higher Learning; Purchase online at vistahigherlearning.com

SPANISH III HONORS

Spanish III further solidifies students' understanding of the Spanish language through conversing and writing in the present, past, and future tenses with increasing accuracy. The honors course moves at a faster pace and works to prepare students for

FOREIGN LANGUAGE

AP Spanish. They will read authentic literature and write analytical pieces from both the literature and film. Emphasis is placed on the understanding of more complex language structure using both the present and the past subjunctive, hypothetical phrases, and perfect tenses. While students continue to speak Spanish in every class, they also give frequent oral presentations, take written and oral examinations, and read from a variety of sources and texts. Students continue to expand their cultural viewpoint of the Spanish-speaking world, by creating videos and research projects designed to teach the history and cultural traditions of the Spanish-speaking world. **Prerequisites**: Spanish II and department approval.

Textbook:

• *Senderos 4 Supersite Plus, 2023* (12-month access), by Vista Higher Learning

SPANISH IV

In Spanish IV, students will deepen their interest and love for the acquisition of the Spanish language. The teacher and students speak in Spanish at all times in order to ensure that every opportunity is allowed for students to improve their listening and speaking skills. Focus is placed on vocabulary expansion, mastery of advanced grammar, and reading comprehension through the study of various themes including work, economics, leisure, health, and history. One or more short novels will be read and analyzed in Spanish. Students will also consider the theme of sustainability as they present information about people from impoverished countries and discover how difficult it can be to access food and clean water. Cultural topics presented in the textbook are supplemented with a variety of activities including essay development, songwriting, and food preparation. **Prerequisites**: Spanish I, II, and III

Textbook:

• *Senderos 4 Supersite Plus Code (w/WebSAM) + vText, 2018*, by Vista Higher Learning

AP SPANISH

AP Spanish Language and Culture is an advanced course that emphasizes the use of Spanish for active communication and also prepares students for the Advanced Placement examination in May. The course focuses on the five essential themes of AP Spanish: Global Challenges, Beauty and Aesthetics, Families and Communities, Personal and Public Identities, Contemporary Life, and Science and Technology. Students will explore each theme through written, audio and video resources, acquire new vocabulary, and practice writing and speaking formally and informally. Topics in advanced grammar will also be covered. Students will be expected to make short presentations in Spanish based on themes such as sustainability and travel. Each student completes a major project in lieu of taking a final exam.

Prerequisites: Spanish I, II, III, or IV, and department approval

Textbook:

• *Temas Supersite Plus Code w/E-book (24-month access) 2020,* by Vista Higher Learning

ONLINE WORLD LANGUAGES

Ojai Valley School partners with Laurel Springs School, an accredited online program, to provide high school students the opportunity to take world languages such as Mandarin, German, Italian, and Latin (all through level 2) in a blended learning environment. Students are given independent study time, resources, and academic support during their regular OVS schedule to take world language online classes. Contact Laurel Colborn, Assistant Head of School for Academics Affairs, for additional information. Please be advised there are additional fees associated with these online classes.

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AP RESEARCH

AP Research is a year-long course and is the second step in participating in the AP Capstone Program. In the AP Research course, students design, execute, present, and defend a yearlong research-based investigation on a topic of individual interest. They build on skills developed in AP Seminar by learning how to understand research methodology; employ ethical research practices; and collect, analyze, and synthesize information to contribute to academic research. Like AP Seminar, AP Research is a project-based course. Each student's AP Research score is based on their academic paper, presentation, and oral defense. **Prerequisite**: AP Seminar

COMPUTER SCIENCE I AND II

This yearlong course introduces students to the fundamentals of computer science through two engaging and hands-on semesters. In CS I, students learn the foundations of programming and computational thinking with the goal of designing and building their own original computer game. Along the way, they explore how code can be used as a creative tool for problem-solving and innovation. In CS II, students shift to physical computing by learning how to solder and work with basic electronic components. They apply their coding skills to program a micro-controller (Arduino) and create interactive devices using various inputs (like sensors and buttons) and outputs (like lights and motors). By the end of the year,

students will have developed both digital and physical projects, building a strong foundation in coding, electronics, and creative design.Prerequisites: Students entering Computer Science I must have basic familiarity with computers and software applications, plus a curious spirit and a willingness to experiment and learn. Students entering Computer Science II must have completed Computer Science I, or have teacher approval.

Requirements:

• Students need to bring to every class a computer (Mac or PC, no Chromebooks) that have all the class-utilized applications installed and the personal class work or data associated with it. This requires students to have a prearranged data backup procedure in place and a hardware failure/backup plan to protect and maximize learning in a time of computer failure.

CREATIVE WRITING

Creative Writing is a semester-long writing-based course that explores the various styles and genres of writing. This course is organized into three major genres: Poetry, Non-Fiction, and Fiction. Each major genre will include smaller sub-genres such as song writing, screenwriting, biography, and short narrative. In addition to developing their creative writing skills, students will also read and analyze writings from each genre and participate in workshops where they will critique and edit each other's work. Students will create a portfolio throughout the semester, culminating in a final polished writing sample in the genre of their choosing.

Textbooks and Reading List:

• *Dear Ally, How Do You Write a Book?*, by Ally Carter
• *The Elements of Style*, 2017, by Richard De A'Morelli

ENVIRONMENTAL HISTORY

Environmental History (Semester 1) is a course open to juniors and seniors as a part of Ojai Valley School's new Land and Climate initiative. This course examines the evolution of the relationship between humans and the natural environment in the modern era. This relationship is inherently bi-lateral: just as humans have had a significant and increasing impact on their environments over the last several centuries, the natural world has also played a key role in shaping the trajectory of human civilizations. This course will analyze these developments on a global scale through a series of themes and case studies. Though the course examines global developments, the focus of the course will be on American environmental history, with special attention paid to the American West.

Textbook:

• *Losing Eden: An Environmental History of the American West*, by Sara Dant

ENVIRONMENTAL JUSTICE

Environmental Justice (Semester 2) is a course open to juniors and seniors as a part of Ojai Valley School's new Land and Climate initiative. This course builds off the fall semester course in environmental history, examining the relationship between environmental change and social justice in the contemporary era. Though this course will examine developments around the globe, there will be a strong focus in the second half on issues in the United States, especially in California and the American West. In this course, students will examine a variety of environmental issues, including air and water pollution, drought and wildfires, food waste, agriculture, industrial waste cleanup, and climate change.

EQUINE SCIENCE

The Equine Science course will be based upon understanding horses and their relationship to humans throughout history. The students will study equine psychology and behavior, management skills, maintenance requirements including farrier and veterinary care, and techniques to safely work with horses in various types of activities including competitions. Daily work will include reading and written assignments.

ETHICS, THE ACTIVIST'S VOICE

In the course of human history individuals and groups have often stood against incredible odds to advocate for what they believe to be right, true, and just. The Activist's Voice will look at the ethical positions implied in historic and contemporary movements around the globe. This semester-long applied ethics course will familiarize students with the language and logic of ethics and will train them to identify and explain the moral reasoning behind our actions and inactions. As well as examining the ethical underpinnings of historical activists and movements, students will take a courageous look at the ethical arguments propelling current events. Through directed readings, group discussion, organized debates, collaborative presentations, and public speaking, students will gain skills to guide their meaningful participation in critical matters that face them today and in their futures. In addition to textbooks, the class will use podcasts, academic and popular lectures, and reportage from established and citizen journalists.

Textbooks and Reading List:

• *Thinkers Guide to Fallacies*, by Richard Paul and Linda Elder
• *The Thinkers Guide to Ethical Reasoning*, by Richard Paul and Linda Elder
• *Modern Ethics in 77 Arguments: A Stone Reader*, by Peter Catapano and Simon Critchley

EXPOSITORY WRITING

The goal for the Expository Writing Class is to develop the ability to write correctly in English. Students write on a daily basis in class and for homework with individual attention from the instructor. Work begins with short assignments and progresses to longer expository compositions. Students learn to write essays that inform, persuade, entertain, argue, and document. Essay types include analogy, cause and effect, classification, comparison and contrast, definition, description, narration, process, and analysis. Research papers focus on the use of citations and avoidance of plagiarism as well as the means of finding information. In order to write well, students need to master English language-usage, so they also study grammar, punctuation, and usage concerns as needed.

FILM STUDIES

Film Studies is a semester-long course where students will have the opportunity to study the history, mechanics, and theory of cinema. This course will engage students' curiosity in a medium that includes a mastery of academic principles as well as artistic

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choices. Gaining an understanding of the history of film will allow students to explore the topics of diversity and inclusion in the industry. While studying various visual components of cinema such as mise en scene, cinematography, editing, and even acting, a student will gain a richer appreciation for the art form. Finally, students will grow their analytical skills by approaching a film's narrative structure and script as they would a piece of literature, reading in-depth the literal and figurative choices writers made to craft meaningful work. Students will view and study films of note during this course and be expected to compose weekly written reflections and essays that utilize the analytical and research skills gained in English classes on them. Additionally, they will be engaging in creative and collaborative projects that reflect the experiential learning environment. Throughout the semester the class will view films such as *Citizen Kane, Casablanca, Top Hat,* and *JAWS*. We will also be looking at aspects and styles that were cultivated by significant directors, such as Akira Kurasawa, Alfred Hitchcock, Spike Lee, and Ava DuVernay. Ultimately, by the end of the course, a student will be able to walk away with a deeper appreciation of film.

HISTORY AND SCIENCE OF THE CHANNEL ISLANDS

In this one semester course students will take a deep dive into the geology, biology, and human history of California's Channel Islands, with a special focus on the four islands of the Santa Barbara Channel. Units of study will include: a) geological history of the islands; b) island ecology and biogeography; c) marine life; d) human history; e) modern recreation in Channel Islands National Park. Students will learn about the islands through focused reading selections, films, research based projects, and a field trip to the National Park Headquarters. The course will also offer a camping trip to one or more of the local islands. While visiting the islands, students will have the opportunity to participate in a volunteer conservation project.

JOURNALISM

Journalism students undertake a broad range of media studies that provide a comprehensive understanding of the powers and responsibilities of the press, and its role in maintaining a democratic society. Students explore, from a historical perspective, the role of the press in founding and shaping our nation, and they come to understand how that role has changed as the country has developed. They delve into the practical aspects of the profession, including communication theory, and the ethical, legal and economic issues involved in contemporary American journalism. Students also examine the changing nature of today's media as government watchdog and the expanding role of the Internet in gathering, analyzing and delivering news. Student-journalists are curious about people, cultures and science; about how political and economic systems work and do not work. They are critical thinkers who know how to observe, listen and ask questions. They are skilled writers, editors and visual communicators. To that end, written assignments – which include weekly blogging, stories for the student newspaper and its companion website, and a range of other publications – are geared toward sharpening students' skills in interviewing, writing, organization, and information analysis.

ADVANCED JOURNALISM

Building on skills they learned in the introductory journalism course, students in Advanced Journalism delve deeply into the practical and theoretical aspects of journalism. Students participate in an advanced course of research, writing, and editing for journalistic publications and other media, including websites, blogs and online newspapers. However, the emphasis of this course is to take students well beyond the practice of journalism, immersing them in an in-depth study of the various facets of journalism theory. This 11th- and 12th- grade course is open to students who excelled in the introductory journalism course and who wish to continue to learn about and develop confidence in writing for 21st century journalistic media. The quantity and quality of writing in this course will be commensurate with that expected in upper-division honors English courses; the reflection, peer editing, and revision will be as rigorous, or more rigorous, than what is expected in other language arts class, and the final editing will be dictated by professional production values. Writing for this course seeks to meet the standards of professional publications in accuracy, clarity and proofreading. **Prerequisite**: Journalism

LAW AND SOCIETY

Law and Society is a semester course dedicated to teaching an understanding of the American legal system. At the conclusion of the semester, students will have gained an understanding of the law through interactive methods that focus on legal issues relevant to their lives. The class emphasizes problem-solving skills, oral communication and listening abilities, general research skills, and mock trial and debate experience. Topics covered include: criminal law, civil law, criminal procedure, juvenile justice, family law, Constitutional law and the Bill of Rights, and relevant U.S. Supreme Court case law. Students develop critical thinking and analytical skills through legal writing and research, mock trials, interviews, debates, trial techniques, jury selection and service, case briefs, and short research papers. Public policy related to sustainability and the environment are emphasized through case studies involving toxic torts. Students enjoy hearing from guest speakers ranging from local attorneys to law enforcement and probation officers. A trip to Ventura County Superior Court is a highlight of the class, as well as preparation for and participation in the Mock Trial final exam. **Prerequisites**: One year of U.S. History and one semester of American Government (preferred)

Textbook:

• *Street Law: A Course in Practical Law, 9th Edition*, by Glencoe McGraw Hill (Class set available)

LITERATURE OF THE WILDERNESS

From Moses to Muir this semester-long class will explore the inescapable pull of wilderness on our imaginations. Perpetually captivated and repelled by wilderness, we continue to seek a better understanding of ourselves in the most formidable landscapes. Literature of the Wilderness will look at how encounters with the outdoors produce transformational personal experiences and shape an environmental ethic that drives us to better know and protect the beautiful and brutal fabric of our natural world. Through directed readings, creative journal

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construction, experiential projects, and expeditions, students will discover the influence of the wilderness on some of our greatest thinkers and artists and will chronicle their own encounters with a world untamed. The text for the class will be a wilderness reader that includes Wallace Stegner, Annie Dillard, Lao Tzu, Edward Abbey, Dante, Mary Austin, Everett Ruess, John Muir, Gary Snyder, Robinson Jeffers, Terry Tempest Williams, Lewis and Clark, and others. In addition to course work, students will participate in two multi-day expeditions and three local field trips.

ROBOTICS

This hands-on, team-based course engages students in FIRST Tech Challenge (FTC) robotics, where students design, build, and program robots to compete in an annual international competition. It is open to students in all grades and can be taken every year. The course allows students to take on a variety of roles based on their interests and strengths, including mechanical design, software development, engineering documentation, marketing, outreach, and project management. Beyond the technical skills, students gain lifelong practical experience in collaboration, communication, critical thinking, and creative problem-solving. They learn how to overcome obstacles as a team, manage real-world challenges, and develop leadership and time-management skills in a fast-paced, supportive environment. Students with at least one year of experience may also take Robotics for elective credit, continuing to refine their skills and mentor others.

YEARBOOK

Yearbook is designed to study all aspects of yearbook production, including photography, page layout, and journalism. It establishes the fundamentals of high school yearbook production through the study of photography, image editing, page design, and layout. This course will explore aspects of journalism by considering ethics, news gathering, copy writing, photography, editing, and revision. The culmination of the course is the planning, creation, and distribution of the school yearbook.

LAND AND CLIMATE

Through a range of offerings, from hard science courses like Geology, Marine Science, or AP Environmental Science, to social sciences courses such as Environmental Justice or Literature of the Wilderness, students will be able to pursue topics and fields of interest to them as they examine the field of environmental studies. To meet the Land & Climate graduation requirement, a student can take one approved year-long science course, two approved semester-length social science courses, or seek approval in a specified AP course, such as AP Art, AP Seminar, or AP Research. Some courses may require pre-approval by the Land & Climate Committee, and a presentation at the end of the year. All courses in Land & Climate emphasize an interaction with, and understanding of, the land, and how humans interact with and change the climate and environment. Courses meeting the requirement include:

- Geology
- Marine Science
- AP Environmental Science
- Environmental Justice *
- Environmental History *
- History and Science of the Channel Islands *
- Literature of the Wilderness *

** Indicates semester course*

MATHEMATICS

ALGEBRA 1

This first-year course provides a solid foundation in Algebraic skills and concepts, and lays the groundwork for more advanced math classes in the curriculum. The course emphasizes fundamental properties of real numbers, solving linear equations and inequalities, and multiplying and factoring polynomials. Topics also include systems of equations, absolute values and quadratic functions. Teaching emphasizes concepts that allow students to approach problems in a variety of ways.

Textbook and Materials:

• *Algebra 1: A Common Core Curriculum, 2019,* by Big Ideas Math (Online text, no need to purchase)

• A TI84+CE graphing calculator is also required

GEOMETRY

Geometry is a one-year college prep course that is designed to develop students' understanding of geometric concepts by emphasizing and integrating logical reasoning and spatial visualization skills. It is a course wherein deductive reasoning is the basis of understanding. All instruction is designed to actively engage the students and the course promotes understanding, as opposed to rote memorization. Consequently, class dialogue is an integral part of the teaching and learning process. The geometry course will focus on the following topics: points, lines, planes, and angles, deductive reasoning, parallel lines and planes, congruent triangles, quadrilaterals, similar polygons, right triangles, circles, areas of plane figures, areas and volumes of solids, and coordinates. The goals of the geometry course are to teach students the value of mathematics, to reason mathematically, to think analytically, to be problem solvers, to work independently and also in groups, to practice communication skills, and to prepare for subsequent math courses. **Prerequisite**: Algebra I

Textbook and Materials:

• *Geometry: A Common Core Curriculum, 2019,* by Big Ideas Math (Online text, no need to purchase)

• A TI84+CE graphing calculator is also required

INTERMEDIATE ALGEBRA

Designed for students who have struggled with mathematics, Intermediate Algebra covers the same material as Algebra II but moves at a slower pace. The class enables students to use mathematics as a tool in active learning situations and provides opportunities for exploration, investigation, and reasoning. Some of the topics covered are linear equations and inequalities, graphing, functions, quadratic equations, logarithmic equations, exponential equations, geometry, number patterns, and data analysis. The goals and objectives of the course are to develop a love of math (or at least increase enjoyment!) develop a higher level of confidence and competence in problem solving, solidify understanding of basic algebraic concepts, develop an understanding of more sophisticated algebraic concepts, extend and increase knowledge of geometry, and develop an understanding of basic statistics. Students are encouraged to work collaboratively, demonstrate understanding of mathematical concepts through written and verbal communications, and learn appropriate use of calculator and other technology in mathematical problem solving. **Prerequisite**: Algebra I

Textbook and Materials:

• *Algebra 2: A Common Core Curriculum, 2019,* by Big Ideas Math (Online text, no need to purchase)

• A TI84+CE graphing calculator is also required

ALGEBRA II

This course continues the development of algebraic skills and prepares students for pre-Calculus. The course will focus on extending students' knowledge of Algebra I topics and developing their understanding of new topics including but not limited to linear equations & inequalities, graphing, rational expressions, functions, quadratic equations, logarithmic equations, and exponential equations. The goals and objectives of Algebra II are to develop a higher level of confidence and competence in mathematical problem solving, to extend understanding of sophisticated algebraic concepts, to learn to work collaboratively, to demonstrate understanding of mathematical concepts through written & verbal communications, to learn effective use of advanced algebraic techniques to solve problems and appropriate use of the calculator and other technology in mathematical problem solving. Students will also explore an introduction to trigonometry. **Prerequisite**: Algebra I

Textbook and Materials:

• *Algebra 2: A Common Core Curriculum, 2019,* by Big Ideas Math (Online text, no need to purchase)

• A TI84+CE graphing calculator is also required

MATH IV: MATH ANALYSIS – PRE-CALCULUS

Math IV is a year-long course that bridges Algebra II and Calculus. Many of the topics are familiar, but the presentation tends to be more conceptual and less procedural than is the case with Algebra II. After completing this course, students will be prepared to take AP Calculus or AP Statistics.

We cover traditional topics (polynomial functions, exponential functions, and trigonometric functions) while developing more generalized skills that will apply to any course: the ability to view a complex problem and see the simple structure, the ability to approach new notation and definitions and learn to apply them to new situations, and to learn to use efficient methods given a variety of options. Students will continue to grow in mathematical fluency, precision, perseverance, and reasoning. **Prerequisites**: Algebra I and II

Textbook and Materials:

• *PreCalculus: Graphical, Numerical, Algebraic, Eighth Edition*, by Demana, Waits, Foley, Kennedy

• A TI84+CE graphing calculator is also required

HONORS CALCULUS

Open to students with a strong background in math, who have completed a course covering topics of Math IV (pre-calculus), the Honors Calculus course is a year-long class that covers essentially the same syllabus as Advanced Placement Calculus, but concepts are explored at non-collegiate level pace. The course emphasizes that students be able to explain their work in a variety of ways. Students will learn to express results orally, graphically, numerically, analytically, and verbally and be able to translate easily from one

method to another. Communicating results is one of the most important task students will practice. Students will write solutions to problems in complete sentences, as a complement to showing and explaining work. The main topics covered in Honors Calculus are functions, limits, differentiation, and integration. Each semester students will complete a multi-part comprehensive final, with multiple-choice, short answer, and free response sections. The second semester final will be cumulative, but second semester topics will be more heavily featured. The first semester final will include the topics of limits and derivatives. The second semester final will then include the applications of derivatives, integration, and applications of integration. **Prerequisites**: Algebra 1, Algebra 2, Math IV, and department approval

Textbook and Materials:

• *Calculus: Graphical, Numerical, Algebraic, 5th Edition*, by Finney, Demana, Waits, Kennedy, and Broussard

• A TI84+CE graphing calculator is also required

AP CALCULUS AB

AP Calculus AB is a year-long class that is equivalent to one semester of college calculus. The main topics presented in AP Calculus AB are: limits, continuity, differentiation, the fundamental theorem of calculus, and integration. The course emphasizes communication of the concepts and techniques of calculus in a variety of ways: graphically, numerically, analytically, and verbally; and translation from one method to another. Students will be asked to solve calculus problems analytically, to explore calculus in real world situations, and to justify their reasoning. The course will teach the use of graphing calculators for graphing and calculus-related numerical calculations, as well as the use of computer tools such as Desmos and Geogebra. The class culminates with the AP Calculus AB exam in May; it is expected that all students enrolled in the AP Calculus class will take the AP exam. After the AP exam, students will study further topics in calculus. **Prerequisites**: Algebra I, Algebra II, Math IV, and department approval

Textbook and Materials:

• *Calculus: Graphical, Numerical, Algebraic, 5th Edition*, by Finney, Demana, Waits, and Kennedy (Class set available)

• A TI-83 Plus or TI-84 Plus graphing calculator is also required

AP CALCULUS BC

AP Calculus BC is a year-long class that is equivalent to the second semester of college calculus. The content presented in AP Calculus BC will be a review differentiation and integration, as well as additional BC-specific topics like advance integration techniques, Euler's method, logistic models, parametric/polar/vector functions, and infinite series. The course emphasizes communication of the concepts and techniques of calculus in a variety of ways: graphically, numerically, analytically, and verbally; and translation from one method to another. Students will be asked to solve calculus problems analytically, to explore calculus in real world situations, and to justify their reasoning. The course will teach the use of graphing calculators for graphing and calculus-related numerical calculations, as well as the use of computer tools such as Desmos and Geogebra. The class culminates with the AP Calculus BC exam in May; it is expected that all students enrolled in the AP Calculus class will take the AP exam. After the AP exam, students will complete a calculus research project of their choice. **Prerequisites**: Algebra I, Algebra II, Math IV, and department approval

Textbook and Materials:

• *Calculus: Graphical, Numerical, Algebraic; 5th Edition*, by Finney, Demana, Waits, and Kennedy (Class set available)

• A TI84+CE graphing calculator is also required

AP STATISTICS

This is the high school equivalent of a one semester, introductory college statistics course. This course will prepare students for the advanced placement test in May and will follow the course and exam description from the college board. This course is broken into four categories: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students develop strategies for collecting, organizing, analyzing, and drawing conclusions from data. Next, students are expected to design, administer, and tabulate results from surveys and experiments. Probability and simulations aid the students in constructing models for chance behavior. Finally, sampling distributions provide the logical structure for confidence intervals and hypothesis tests. Students will use an AP Statistics exam approved graphing calculator, Fathom and Minitab statistical software, and Web-based java applets to investigate statistical concepts. To develop effective statistical communication skills, students are required to prepare frequent written and oral analyses of real data, as well as collaborate in groups to discuss statistical data and/or ideas. This is a college-level course and is demanding and rigorous. **Prerequisites**: Math IV: Math Analysis

Textbook and Materials:

• UPDATED version of *The Practice of Statistics for the AP Exam, 6th Edition*, by Starnes and Tabor

• A TI84+CE graphing calculator is also required

FUNCTIONS AND STATISTICS

This course is an introductory first-year college-level statistics course. Students will learn methods of gathering data, decide a statistical model to interpret the data, and present their findings with conclusions supported by mathematical computations. The course will focus on four main themes: exploring data, sampling and experimentation, anticipating statistical models, and statistical inference. This course will also teach students how to use statistical software and graphing calculators to manage the mechanics of statistics, like graphing data in several ways and calculating proportions, means, and distributions found in data. **Prerequisites**: Algebra I and II

Textbook and Materials:

• *Stats in Your World, by Bock & Mariano, Pearson, 1st Edition* (Class set available)

• A TI84+CE graphing calculator is also required

BUSINESS MATH

This course teaches students the mathematical skills they need for success in entry level business jobs, emphasizing mastery of business concepts and scenarios that require a mathematical solution. With a focus on current issues, real companies, and pragmatic business scenarios, the class covers the full spectrum of basic business math, placing every concept in context with relevant examples. The textbook has been significantly revised to

MATHEMATICS

modernize the text, improve discussions, and make the material more meaningful to students. The class is packed with data, examples, graphs, photographs, and case studies that demonstrate the material's relevance as it teaches students to interpret data and information. A global perspective is emphasized through examples and exercises that highlight issues in other countries. Students will get a chance to create business plans and learn about the stock market as we build these useful life skills.

Textbook and Materials:

- *Business Math, 14th Edition*, by Clendenen & Salzman, Pearson
- A TI84+CE graphing calculator is also required

AP COMPUTER SCIENCE A

AP Computer Science A is a year-long introductory course in object-oriented programing using the Java language. The course introduces students to: abstraction through classes and methods, data types, conditional statements, iterations through loops, data structures, and algorithmic thinking and processes like searching, sorting, and recursion. The course emphasizes computational problem-solving using coding solutions. **Prerequisites**: Students should have completed Algebra II with a solid understanding of functions, geometric models and equations, and a good understanding of other number systems besides the base 10 system, like hexadecimal, octal, and binary.

Textbook and Materials:

- *Building Java Programs: A Back to Basics Approach 5th Edition*, by Stuart Reges and Marty Stepp
- Students need to bring a dedicated laptop to every class (Mac or PC, no Chromebooks)
- Students are also required to backup and save all their working files to a cloud directory provided by a cloud service like Dropbox or iCloud storage as examples

SCIENCE

BIOLOGY

Students in this course develop an understanding of organisms and the structures, functions, and processes of the components that make up living things. This includes: cell structure and division, biochemistry, photosynthesis, cellular respiration, genetics, evolution, and human anatomy and physiology. A unit on taxonomy and aquatic ecosystems culminates in a field trip observing large marine mammals and exploring Pacific Ocean tide pools. Cooperative learning is achieved through collaborative group projects, traditional labs, and inquiry-based lab activities. Through each of these activities observational, analytical, and critical thinking skills are developed. Note taking and organization are stressed, and slide presentations, citations of sources, and public speaking are introduced and reinforced.

Textbook:

- *Biology* (e-text), by Kenneth R. Miller and Joseph S. Levine

CONCEPTUAL CHEMISTRY

Conceptual Chemistry introduces students to traditional chemistry topics within the context of societal issues and real-world scenarios. Topics covered include: atomic structure, the periodic table, ionic and covalent bonding, chemical names and formulas, chemical reactions, moles and stoichiometry, properties of gases, and more. Through the design of the course, students will develop critical thinking ability, environmental awareness, and foundational chemistry knowledge and skills. The course serves as a foundation for further studies in chemistry and other sciences. **Prerequisite**: Biology

Textbook:

- *Chemistry: A Study of Matter* (online version available)

CHEMISTRY

Chemistry provides students with a foundation in laboratory science and develops their critical thinking and investigative skills to prepare them for advanced science course work. Students learn basic chemistry concepts with an emphasis on problem solving, experimental design, and applied mathematics. Topics covered include: scientific measurement, atomic structure, electrons in atoms, the periodic table, ionic and metallic bonding, covalent bonding, chemical names and formulas, chemical quantities and chemical reactions, moles and stoichiometry, properties of gases, oxidation and reduction, and more. **Prerequisite**: Algebra I

Textbook:

- *CK-12 Chemistry,* by Pearson (online version available)

GEOLOGY

This course is designed to allow students to grasp the major foundations of geology, learn field study and laboratory techniques, as well as better understand the landscapes around them. A year long course, Geology will focus primarily on the vast geologic processes and variation found in California, but will investigate Earth science on a global and planetary scale. For each major subset of Earth science, students will be tasked to connect classroom study with field excursions. Geologic subsets including but not limited to mineralogy, oceanography, paleontology, hydrology, volcanology and seismology will be introduced throughout the year and provide a launch pad for further study. Laboratory Manuals will be provided in class in addition to the following required textbooks:

Textbooks:

• *Earth Science, California Edition: Geology, the Environment, and the Universe*
• *Teach Yourself Geology: A Complete Introduction*, by David Rothery

ASTRONOMY

The astronomy course looks at the history, tools and astronomical knowledge that has been collected regarding the universe. Students begin the course with an historical overview of astronomy from various cultures, then they will explore the nature of matter and light. Students continue their journey researching and learning about the tools and techniques that astronomers use to observe the universe. The final focus is on our solar system, stars and stellar evolution, and galaxies. The class involves basic principles of physics, mathematics and chemistry, and includes guided and inquiry-based lab work. Participants will have opportunities to attend night-time observations throughout the school year. **Prerequisites**: Biology and Chemistry
Textbook:
• *Astronomy, 2016 Edition*, by Fraknoi, Morrison, and Wolff

CONCEPTUAL PHYSICS

Physics describes the world around us through the study of the relationship between energy and matter. It provides a framework for understanding many things we take for granted, such as why we don't fly off the earth into space, how the molecules that make up our bodies stay together, how we see and hear, and how birds and airplanes can fly through the sky. This physics course provides a basic overview of the study of motion and forces, heat and temperature, sound and light, electricity and magnetism, and modern physics. The course helps students think critically and analyze real-world data using demonstrations and lab activities. It requires a background in algebra and basic statistics, and will teach basic data acquisition and analysis using digital technology. Besides working collaboratively in lab groups, students will individually develop and carry out an 20%-Time project that draws on their science-related interests and uses the inquiry skills learned in this course to investigate a topic of their choice.
Prerequisites: Chemistry and Algebra I
Textbook:
• *Conceptual Physics, 9th Edition*, by Paul G. Hewitt

MARINE SCIENCE

Marine Science, an upper-level science elective, integrates the disciplines of physics, chemistry, biology and technology in a hands-on course that emphasizes field-based studies. Students develop an in-depth knowledge of marine organisms, and explore environmental issues impacting marine ecosystems worldwide. Topics covered include marine advanced technology, anatomical evolution of invertebrates, marine mammal biology, and oceanography, with a special emphasis on the Southern California coast. Considerable time in this class is devoted to lab and field, including whale watching and field trips to local tide pools.
Prerequisites: Biology and Chemistry
Textbook:
• *Deep: Freediving, Renegade Science, and What the Ocean Tells us About Ourselves*, by James Nestor
• *Oceanography: An Invitation to Marine Science*, by Tom Garrison (Class set available)
• *Introduction to Oceanography*, by Paul Webb
• *Ocean Outbreak: Confronting the Rising Tide of Marine Disease*, by Drew Harvell

AP CHEMISTRY

AP Chemistry is a rigorous chemistry course designed to challenge students at an advanced level. A significant amount of work in the laboratory is required. Students will be posing questions, designing experiments, collecting data, analyzing it, and drawing conclusions. They will develop a deep understanding of chemical concepts and will also develop excellent problem solving skills. Students will learn to explain chemical behavior clearly and logically using current scientific theories. The course is designed to be challenging, fun, and relevant. Topics include atomic structure and properties, molecular and ionic compound structure and properties, intermolecular forces, chemical reactions, kinetics, thermodynamics, equilibrium, acids and bases, and applications of thermodynamics. **Prerequisites**: Algebra I and II, Chemistry, and department approval
Textbook:
• *Chemistry LibreTexts* (online version available)

AP ENVIRONMENTAL SCIENCE

AP Environmental Science explores key environmental issues that we face in the 21st Century while preparing students for the AP exam. Emphasis is placed on experiment design and the scientific method. Students in this course study ecosystems, human population, renewable resources, energy, pollution, economics, public policy and sustainable communities. The course strives to illustrate global environmental problems through analysis of local and regional issues. Examples include the removal of the Matilija Dam, dam impacts to beaver and fish populations on the Scott and Klamath rivers, soil and natural gas production in Ventura County, and the use of integrated pest management in local agriculture. Students in this hands-on class examine the economic, social, cultural, and political aspects of environmental issues. Field studies trips are regularly included in the course as students venture outside the classroom to explore current environmental issues facing California and the West. **Prerequisites**: Biology, Chemistry, and department approval
Reading List:
• *Environmental Science for the AP Course, 4th edition*, by Andrew Freidland, Rick Relyea. Students will be granted a subscription to this online platform in the fall and a charge will be billed to the sundry account. No need to purchase ahead of time.

AP BIOLOGY

AP Biology is a fast-paced introductory college-level course in modern biology that prepares students for the AP examination. Students in this course develop an understanding of living organisms and the common characteristics of life on Earth. This course focuses on cell structure, energy production and metabolism, genetics, evolution and ecology. Cooperative learning is achieved through traditional labs, collaborative group

projects, and inquiry-based activities. **Prerequisites**: Biology, Chemistry, and department approval

Textbook and Reading List:

• *Biozone: AP Biology Student Edition*

• *Biology for AP Courses,* by Zedalis and Eggebrecht. Available online for free from OpenStax

AP PHYSICS 1

AP Physics 1 focuses on the big ideas typically included in the first semester of an algebra-based, introductory college-level physics sequence and provides students with enduring understandings to support advanced course work in the sciences. In the course, students explore the following topics: linear, circular and rotational motion, momentum and energy, and simple harmonic motion. Twenty-five percent of instructional time is spent on laboratory work with an emphasis on inquiry-based investigations. Over the course of the year, students solve many physics problems, write qualitative descriptions of physics phenomena, design and analyze experiments, keep a digital lab notebook and write lab reports. The course culminates with the AP Physics 1 exam in May, and finishes with a research-based final project. **Prerequisites**: Algebra II, Chemistry, and department approval

Textbook:

• *OpenStax College Physics for AP Courses, 2015*, by Wolfe, Gasper, Stoke, et al. (Free download)

AP PHYSICS 2

AP Physics 2 focuses on the big ideas typically included in the second semesters of an algebra-based, introductory college-level physics sequence and provides students with enduring understandings to support advanced course work in the sciences. In the course, students will explore the following topics: fluid statics and dynamics, thermodynamics, electrostatics and steady-state RC circuits, magnetism and electromagnetic induction, geometrical and physical optics, and basic quantum, nuclear and atomic physics. Twenty-five percent of instructional time will be spent on laboratory work with an emphasis on inquiry-based investigations. Over the course of the year, students will solve many physics problems, write qualitative descriptions of physics phenomena, design and analyze experiments, keep a lab notebook and write lab reports. The course culminates with the AP Physics 2 exam in May, and finishes with a unit on gender representation in physics. **Prerequisites**: AP Physics 1 or department approval

Textbooks:

• *OpenStax College Physics for AP Courses, 2015*, by Wolfe, Gasper, Stoke, et al. (Free download)

AP PHYSICS C: MECHANICS/ELECTRICITY AND MAGNETISM

AP Physics C is equivalent to a calculus-based first-year college physics course for future scientists and engineers. The course is divided into two semesters of work, with the first semester covering topics from motion: kinematics and Newton's Laws, work and energy, impulse and momentum, circular motion and rotation, oscillations and gravitation; and the second semester covering topics from electricity and magnetism: electrostatics, electric circuits, magnetism, and electromagnetism. Through the course, students will gain an understanding of the basic concepts and mathematical techniques of physics, develop attitudes of scientific curiosity and creativity, and draw connections to other disciplines and social issues like scientific integrity and environmental sustainability. Laboratory work is an integral part of this course, where students will work in small groups to design, carry out and analyze data from experiments covering a wide range of physical phenomena. The course culminates with two AP Physics C exams: AP Physics C Mechanics and AP Physics C Electricity and Magnetism. The course concludes with an engineering unit on a topic specific to the Ojai Valley. **Prerequisites**: AP Calculus AB and department approval

Textbooks:

• *University Physics, Volume 1, 2016*, by Moebs, Ling and Sanny (Free download)

• *University Physics, Volume 2, 2016*, by Ling, Moebs and Sanny (Free download)

AP COMPUTER SCIENCE PRINCIPLES

AP Computer Science Principles complements AP Computer Science A by taking a broader view of computing. Instead of focusing solely on Java programming, it introduces students to how computers and the internet work, examines encryption and privacy concerns, and explores the ways computing innovations affect society, culture, and the economy. Students learn to represent data in different number systems, analyze and visualize large datasets, and develop their own computational artifacts or applications. Throughout the course, they collaborate on problem-solving tasks related to current digital innovations and discuss/write about the potential impacts of those solutions on their communities and beyond. **Prerequisites**: Successful completion of Algebra I (strong grasp of linear functions and the Cartesian coordinate system). No prior computer science experience required.

Requirements:

• A dedicated laptop (Mac or PC; no Chromebooks) with at least 100 MB of free space for class work

• Regular backup of all files to a cloud service (e.g., Dropbox, iCloud)

• No textbook to purchase; all materials will be provided or available online

SOCIAL SCIENCE

HUMANITIES

Literary critic Lionel Trilling remarked that the study of Humanities is built upon the notion that "there is a certain minimum of our intellectual and spiritual tradition which a man must experience and understand if he is to be called educated." Students in this class are asked to examine cultures different from their own, appreciate literature and the arts in written assignments, write persuasively and analytically, and fearlessly participate in class discussions. As part of their investigation, students probe the works of early cultures, classic folktales and fairytales, world mythology, great civilizations, philosophical treaties, and world religions. Their main instrument of exploration is a reading journal, a cumulative work in which they respond to a series of prompts designed to deepen their understanding of the material. They create Facebook pages to profile philosophical and religious leaders, craft their own parables and myths, and read in their entirety the works of such notables as Homer, Plato and Ovid. In the end, this course centers on the idea that historical events and philosophical exploration are located in humankind's need to answer fundamental questions such as where do I come from, how do I lead a good life, and what happens when I am no longer here? This class calls upon students to think, perhaps in ways they never have before, about these and other issues. To that end, an open mind, strong work ethic and curious intellect are keys to success.

Textbook and Reading List:

- *The Odyssey*, by Homer (Class set available)
- *The Odyssey - A Graphic Novel*, by Gareth Hinds
- *The Tao of Pooh*, by Benjamin Hoff (Class set available)
- *Siddhartha*, by Hermann Hesse
- *Ishmael*, by Daniel Quinn

WORLD HISTORY

Who are we and how did we come to be this way? These are the essential questions we set out to answer in World History, a sweeping survey course in which students explore deep historical foundations to answer questions about our world today. Students follow the development of civilizations around the world, with a focus on human-geographic relationships, political and social structures, economics, science and technology, and the arts. They also investigate major religions and belief systems, explore world geography, and study major benchmarks in world history, such as the development of agriculture, the spread of democracy and the rise and fall of great civilizations. Key projects include the creation of Facebook profiles on historical figures, a research paper designed to generate community service projects to combat current problems on the African continent, and PowerPoint presentations examining everything from the roots of religious conflict to the significance of walls, borders and barricades. Collaborative projects are key to our explorations, as students work together on everything from geography quizzes to Jeopardy tournaments aimed at reinforcing their learning. At every turn, this course seeks to relate events of the past to questions that rage in the present-day world about power, conflict, culture and identity. At the end of the day, we want students not just to learn history, but to be historians and to consider the study of the past a critical component of evaluating the present. **Prerequisites**: Humanities or an equivalent grade 9 social science course.

Textbook:

- *World History Project: 1750 to the Present*, free online platform

AP WORLD HISTORY MODERN

AP World History Modern is a fast-paced, college-level course, available to willing and academically prepared students, that covers the span of time from 1200 CE to the present. Students develop a greater understanding of the evolution of global events as well as the nature of changes in international frameworks and their causes and consequences. The course is organized around nine overarching themes: The Global Tapestry, Networks of Exchange, Land-Based Empires, Transoceanic Interconnections, Revolutions, Consequences of Industrialization, Global Conflict, Cold War & Decolonization, and Globalization. These themes serve as unifying threads throughout our studies and help students to relate what is particular about each time period or society to a "big picture" of history. In discussing and assessing these themes, students employ historical thinking skills and utilize historical evidence to craft arguments and assess the significance, cause, and impact of historical events. Key projects includes the creation of posters detailing the importance of the 100 Most Significant Objects in World History, the construction of podcasts exploring the causes and consequences of the Atlantic Revolutions, and the design of propaganda posters aimed at engendering a deeper understanding of the events of World War I. In the end, a goal of this course is to prepare students to take the Advanced Placement World History exam. But that should not be mistaken as a year spent "teaching to the test" or engaging in rote memorization exercises. On the contrary, the aim is to push students to go beyond a simple recitation of history to become true historians, students capable of connecting the dots between historical periods, places and events while developing the requisite reading, writing and critical thinking skills necessary to succeed in higher level history courses. **Prerequisites**: Students must have earned a grade of B+ or better in Humanities (or an equivalent grade 9 social science course), AND earned an effort grade of 4 or 5, plus a teacher recommendations. All must have department approval.

Textbooks:

- *World History Project AP (OER Project),* free online platform

UNITED STATES HISTORY

The United States History class is designed to develop students' understanding of topics and concepts related to the study of history and development of the United States. Taught in conjunction with American literature, students explore the people and events relevant to American history from pre-colonial times to the present day. Course work begins with discussion of the questions, what is history and why study history, and then focuses on how to study history and an analysis of the history textbook. Topics include but are not limited to the following: European exploration and Colonial America, the American Revolution, creating the nation – the Critical Period and the Constitution, the eras of Jefferson and Jackson, slavery and the Civil War, Reconstruction and the rise of industrial America, the eras of Progressivism and Imperialism, World Wars I and II, the Jazz Age and the Depression, the Cold War, civil rights, and the role of the American President. Some of

SOCIAL SCIENCE

the skills students develop include critical thinking and reading comprehension, note taking and study skills, research and writing, group and cooperative learning, discussion and public speaking. In addition to daily reading and discussion, students give several oral presentations, write essays, and take quizzes or tests on each unit. Many tests are "open-note" so that students are encouraged to take good reading and discussion notes for use on the examinations. Videos are available for most units. **Prerequisites**: 9th Grade social science course (Humanities or the equivalent), and 10th grade social science Course (World History) or the equivalent.
Textbook:
• *The American Vision*, McGraw Hill (Class set available)

AP UNITED STATES HISTORY

Students of AP U.S. History explore the people and events relevant to American history from the Pre-Columbian period to the present through the study of nine time periods. The class is taught in accordance with the AP U.S. History curriculum framework, and is designed to prepare students for the AP U.S. History Exam in May. All students work to develop their analytical writing skills, critical thinking skills, reading comprehension, reliable outlining, note-taking, and research skills. In addition, time is spent analyzing current events, working in groups and collaborative learning is emphasized. Students will develop public speaking skills, and specific attention is placed on historical writing and thesis development. In order to prepare for the AP exam, students will decode extensive multiple-choice questions, practice writing short answer and free response essays, as well as strategizing and attacking the document-based question. An understanding of primary source documents, emphasizing the author's point of view, audience, and tone is a priority. Sustainability is particularly emphasized while studying the creation of the National Park System and the conservation efforts of the 1960s. Special projects include the "Decades Project" and the "May Madness Presidential Bracket." **Prerequisites**: Students must have earned a B+ or higher in a 9th grade social science course (Humanities or equivalent). Students must have earned a B+ or higher in a 10th grade social science course, AND earned a 4 or 5 in effort in World History. Students having completed AP World History with a B or higher, and a 4 or 5 in effort, will be given priority into the course. All must have department approval.
Textbooks:
• *America's History, 8th Edition*, by Henretta, Hinderaker, Edwards, and Seif, Bedford St. Martins (Class set available)
• *AP United States History Ultimate Review Packet*, by Steve Heimler (optional)

AMERICAN GOVERNMENT

Students in this semester course will explore the foundations of American government through reading, lecture, and case study analysis. Individually or in collaborative teams, students will learn the introductory concepts of the Legislative, Executive, and Judicial Branches of government, participation in government, public policies, state and local government, and political and economic systems. The goals of this course are for students to develop critical thinking and writing skills, understand the three branches of government, be prepared for college-level government or political science courses, and prepare and present information to a group. An emphasis is placed on persuasive writing, developing an opinion, and providing evidence to support a thesis. Students are expected to read the daily newspaper, review online news headlines, and keep informed about politics, business, and current events. Sustainability and the environment are addressed as relevant to both state and national politics. Key projects include a simulation of the Constitutional Convention, a film review of Mr. Smith Goes to Washington, and Supreme Court case studies. Students who wish to take the AP U.S. Government and Politics exam in May will receive additional enrichment readings and essay prompts. **Prerequisites**: Students should have successfully completed at least one year of U.S. History or equivalent.
Textbook:
• *Government for Everybody, 2nd Edition,* by Steven L. Jantzen

ECONOMICS

Economics is the study of how individuals, businesses and societies make decisions regarding their limited resources and the effects of those choices. This one semester course will introduce students to the fundamentals of Economics. The course emphasizes the philosophy, development, and operation of our American economic system and its important influence upon the individual and society. The course teaches students useful skills to help make wise economic decisions in their own lives. It also includes instruction about the major institutions in both private and public sectors which operate or affect the economy.
Textbook:
• *Economics: Principles in Action (California Edition)*, by O'Sullivan and Sheffrin

AP PSYCHOLOGY

AP Psychology is a beginning course that unpacks the mysterious, common, and disturbing aspects of human behaviors and mental processes. While psychology has a long history and many perspectives, the prevailing viewpoint is grounded in current scientific research. Nonetheless, other perspectives are presented and examined. The nine major topics of psychology, as tested by the Advanced Placement exam, are presented in a scaffolded and spiraled curriculum. Beginning with brain biology and anatomy, students gradually integrate the subjects of sensation, perception, learning, memory, cognition, motivation, emotion, and personality. Students then overlay the concepts of lifespan development, testing, clinical psychology, and social psychology onto their biological foundation of knowledge. Students will learn the skill of problem solving psychological issues through three approaches: biological, psychological, and social. Students will learn to critically analyze psychological research and design, as well as determine the validity of pop psychology. Practical skills, such as active listening, emotional processing, self-reflection, mindfulness and empathic learning are applied to community education, as part of an ongoing, campus-wide effort to promote wellness and destigmatize mental health. Information-processing theory teaches us that we learn best through connecting information from short-term memory to knowledge encoded in the long-term memory. This happens best through active engagement and elaboration strategies. Students regularly provide module presentations and check for understanding through fun, self-created class assessments. Discussions develop communication skills as well as

the ability to take another's perspective. By the end of the course students will have the confidence to take college-level social science courses. Students participate in Harkness- and Socratic-style discussions throughout the year, integrating psychological content and applying the concepts to human behaviors. These discussions help students be active participants as well as facilitators of group discussions. Throughout the course, students are steeped in the material through the analysis of their own behavior and mental processes, the development of quantitative and qualitative research, and the design of their own community-based research project. For example, students explore dreams and meditation as ways to improve empathy and reduce stress; or students lead study groups utilizing cognitive tools from operant learning and information-processing theory. **Prerequisites**: Grade of a B or better in Biology or AP Biology; 9th grade and 10th grade social studies courses, and department approval.

Textbook:

• *Psychology: Themes and Variations, 10th Edition*, by Wayne Weiten

ESL HISTORY

ESL History students gain an overview of the social studies concepts and vocabulary that they will be studying as mainstream students. The goal for these students is for them to go into any one of the mainstream social studies courses with confidence in both the vocabulary and topics presented in World History, U.S. History, Government, and Law and Society. Each quarter ESL History focuses on a different aspect of social studies. In the first semester, students study United States history, including cultural and physical geography. In the second semester, students focus on World History, completing a variety of research projects in conjunction with the Advanced ESL Reading and Writing classes.

Textbook:

• *Power Basics: World History I (Textbook and Workbook),* by J. Weston Walch

• *Power Basics: United States History, (Textbook and Workbook),* by J. Weston Walch

VISUAL & PERFORMING ARTS

DRAWING

This is an introductory course that presents drawing through representation from direct observation. It focuses on the development of observational skills and drawing techniques, employing a wide range of drawing media and subject matter. Drawing is fundamentally about learning to see and transporting that vision onto paper through a variety of mark-making techniques. Students learn to visually perceive, analyze, and interpret visual information through the act of drawing. The course covers contour lines as a conveyor of form, negative and positive space, how to create value using tones and colors, linear perspective, and face and figure proportions. The Elements of Art and Principles of Design serve as a basis for composition and complement each of the subjects covered in class. Through the practical experience of drawing this class helps students build a foundation that allows them to pursue and develop a more advanced interest in the arts. Students are given an opportunity to show their work during the year and during the annual art show.

CERAMICS I

Students learn about ceramics from an historical perspective. They learn different techniques of making pottery, as well as develop their own decorating styles. Included is the importance of safety and health while working in the ceramic classroom. At the beginning of the year students learn the different hand-building techniques. The firing techniques are introduced, beginning with a primitive pit firing. Students are presented with a decorating technique with each new project. Throughout the year terms and vocabulary are introduced which students are tested on at the end of the 1st quarter, at semester, and at the end of the year by written exam. At the beginning of the 2nd quarter each student is introduced to the electric wheel. Because students learn in a variety of ways, the techniques and terms are introduced in a variety of ways, through reading materials, demonstrations, and videos. The students are assigned research projects and are asked to keep a journal with sketches. Lectures are kept to a minimum, but there is always a conversation going on regarding vocabulary while the students are working on their projects.

CERAMICS II

Ceramics II students learn about ceramics from an historical perspective researching well-known artists past and present and comparing the artists' body of work. Students begin the year practicing their skills and improve those skills throughout the year. They also begin to take on responsibilities to maintain the studio and work with first-year students. At the beginning of the year, students practice on the electric wheel, reacquainting themselves with the properties of clay. They learn and practice new decorating techniques, and practice altering skills. As the year progresses, each project becomes more challenging, including handles, sprigging, and original decorations. Because students learn in a variety of ways, the techniques and terms are introduced in a variety of ways, through reading materials, demonstrations, and videos. The students are assigned research projects and are asked to keep a journal with sketches. Lectures are kept to a minimum, but there is always a conversation going on regarding vocabulary while the students are working on their projects. **Prerequisite**: Ceramics I

VISUAL & PERFORMING ARTS

FOUNDATIONS OF VOICE

Foundations of Voice is a junior/senior-level course for students who love to sing, and who demonstrate above average talent. The course provides them with an opportunity to sing in a small group with close harmonies and gives them many solo opportunities. Topics covered in lecture include how singing is produced in the body, breathing, posture, diction, belting, preparing a song, confronting fear, and the fundamentals of playing piano. Basic music theory and composition are stressed. The course culminates in a recital the evening before graduation, which includes each student singing a classical piece in a second language and another solo of his or her choosing. **Prerequisites**: Demonstration of ability and department approval

Textbooks:

- *Singing For Dummies, 2nd edition, 2011*, by Pamelia S. Phillips
- *Essentials of Music Theory, Complete 1st Edition*, by Andrew Surmani, Karen Farnum Surmani, Morton Manus

INTRODUCTION TO MUSIC-MAKING: COMPOSITION, MIXING, AND PRODUCTION

This course will provide students an opportunity to learn the basics of recording, mixing, and producing music. Students will get to work with and develop their skills with the music software Ableton, learning both how to record straight into the software and import media. Individuals and groups will be able to have a space to record, mix, and produce tracks and EPs, with the goal of the class to leave with digital media that the students can be proud to share and keep forever. Although no knowledge of music theory or instrument performance experience is necessary, both an open mind and open ears will. This course meets the University of California requirements as a one-year Visual & Performing Arts course.

MUSIC THEORY & COMPOSITION

Students learn to recognize and understand the basic materials of music – including melody, harmony, rhythm, dynamics, texture and form. Students develop their skills through listening, dictation, sight-singing, harmonic analysis, and composition. Each student learns basic keyboard proficiency including scales, chords and arpeggios. In addition to daily written assignments, sight-singing, and dictation, students complete a series of compositions throughout the year. Students become familiar with a wide variety of music software to aid in learning and composition, including Sibelius, Auralia and a broad range of synthesizers and music recording software.

Textbook:

- *Essentials of Music Theory, Complete 1st Edition*, by Andrew Surmani, Karen Farnum Surmani, and Morton Manus

MUSIC HISTORY

Music History is an overview of western music beginning with Gregorian chant and continuing through contemporary music. Daily listening enhances the lecture/discussion format of the class. Although the main focus of the course is composers and their works, students explore the social, political, literary and artistic figures and works of the time.

Textbook:

- *Music: An Appreciation, 10th Edition*, by Roger Kamien

PIANO

This year-long course will lay down the fundamentals of piano. Students will work

through basic concepts of piano playing, such as posture, hand positioning, scales, and chords. They will work through concepts of music theory, such as basic notation, rhythm, notes on the staff, bass and treble clef, and performance practice. The musical history and context of piano will also be explored, ranging from early harpsichord, pop and contemporary music, and everything in between. The course will end with a recital demonstrating the students' efforts throughout the course of the year.

Workbook:

- *Alfred's Essentials of Music Theory: Book 1,* by Andrew Surmani, Alfred Publishing Company. Students must have a new copy, as this is a workbook.

GUITAR

Guitar is a year-long course for students who are interested in learning how to develop and advance their guitar playing. Students will work individually and in small group settings to reinforce their understanding of the basics of guitar, including chords, scales, strumming, and fingerpicking. The history of the guitar will be explored, as well as listening to guitar music in all genres, classical through rock. Basic music theory will be incorporated throughout the year to enhance the students' musical comprehension. Students will also explore songwriting and recording as a form of self-expression. There will be numerous performing opportunities throughout the year on campus, as well as attending concerts and shows off campus. The main objectives of the class include skill development, increasing reading ability, and life-long love and appreciation of guitar and music in general. The course culminates in a recital at the end of the year, where each student will play in a variety of solo, duo, and ensembles settings. **Prerequisites**: Demonstration of ability and department approval

Textbook:

- *Alfred's Essentials of Music Theory, Complete 1st Edition*, by Andrew Surmani, Karen Farnum Surmani, and Morton Manus

DANCE I AND II

The beginning dance courses are broken down into two semester-long courses in which students will learn vocabulary and fundamental techniques of a variety of dance styles. Students will also explore basic choreography and dance history, with emphasis placed on technique, movement skills, knowledge of history and aesthetics of each dance style. Components related to health, fitness, mental and social-emotional wellness will be explored. This dance class strives to promote a lifelong interest in and appreciation for dance and movement as an art form, and as a lifelong practice of health and wellness, and is open to all grade levels. The first semester focuses on American dance and history, the second semester focuses on dance and culture.

Textbooks:

- *The Dancer Prepares: Modern Dance for Beginners, 5th Edition*,

by Penrod, James and Janice Gudde Plastino
• *Beginning Ballet, 2013,* by Gayle Kassing
• *World Dance Cultures: From Ritual to Spectacle, 2017*, by Patricia Beaman, United Kingdom (Available in library)

THEATER I

Theater 1 will introduce students to the fundamentals of stage drama. The semester will focus on understanding the text, building confidence, and forming an awareness and presence while on stage. Students will be able to practice in a safe environment in preparation for public performances while fostering imagination and creativity. Academic skills such as analytical writing will be utilized as they study plays and they will have the opportunity to create diagrams and sketches for theoretical productions. Student actors will perform in a One-Act mid-semester and there will be a cumulative Monologue and Duet performance at the end of the course. This semester is designed to be both a standalone course as well as provide the foundation of theatre study for those moving on to Theater 2.

THEATER II

The focus of this semester course will be on producing the Spring musical. Theater II will build upon theater skills introduced in Theater I, such as performance techniques and technical theater elements. In Theater 2, students will be introduced to audition techniques, and professional and industrial terminology. Acting and character development, ensemble work, singing and musical technique, movement and dance techniques will be emphasized. All units of study will culminate in a performance of a complete stage production, with full cast and crew, costumes, make-up, lights, sound, and audience. Interested students will be prepared to continue their theater studies at the college level, and/or to go on auditions for professional theatrical productions in the entertainment industry. This course seeks to promote a lifelong interest in and appreciation for acting, music, dance and the theater. **Prerequisite**: Theater I

PHOTOGRAPHY

In this class, students learn the basics of photography: exposure, lighting, focus, depth of field, shutter speed, and more. They will develop digital image processing and manipulation skills on the computer using Adobe Photoshop and Lightroom. Weekly assignments support/reinforce topics covered in class. Students learn how to discuss and view their own, as well as other students' work critically. Students will compile a portfolio of their work and pieces by each of the students will be displayed on campus and online.**Prerequisites**: No prior knowledge of camera, computer, or Adobe Photoshop is necessary. However, each student must own his or her own digital camera.

PHOTOGRAPHY II

Students will build on the skills they learned in Photography I. Students will work on camera techniques to enhance interpretation, lighting evaluation, advanced computer skills for manipulation in Adobe Photoshop, and various output techniques. In addition, students will be exposed to studio lighting, developing their skills in lighting techniques ranging from portraiture, fashion, still life, and product photography. This course will focus students' concentration on seeing photographically, making a good photograph better, and utilizing solid techniques for creating outstanding images. A D-SLR or Mirrorless camera is strongly recommended. **Prerequisite**: Photography I or teacher approval

ADVANCED STUDIO ART

Advanced Studio Art introduces the concepts and processes of studio art through exposure to two and three-dimensional design. Students will explore different materials and techniques in the media of drawing, painting, printmaking, scratchboard, collage/mixed media, and sculpture. The purpose of this course is to teach students how to produce thoughtful artwork through conceptual investigation that has both content and creativity. Visual representation of ideas can be the key to successful comprehension and implementation of plans. Students have the opportunity to express their individual talents by completing a variety of unique and challenging projects. Creativity and work made from direct observation are encouraged. Assignments will emphasize design, craftsmanship, composition, and creativity. The work ethic and focus developed through sustained observation, problem-solving and creativity in this class will serve a student in almost every other area of their life. **Prerequisite**: Drawing

AP DRAWING

The AP Drawing course presents an inquiry-based approach to learning about making and designing art. The course framework is composed of course skills, big ideas, essential questions and enduring understandings, learning objectives, and essential knowledge statements. Students are expected to conduct an in-depth, sustained investigation of materials, processes, and ideas that demonstrates practice, experimentation, and revision guided by questions. At the start of the school year, students decided on the concept, subject, and medium of their sustained investigation. Over the course of the school year, there are due dates that are set every two weeks, and students create a portfolio of work that shows the development of their process and skills within their sustained investigation. Students must produce a minimum of 15 pieces of artwork that directly relates to their sustained investigation with a written explanation for each piece of artwork on the use of medium and process. During the first weeks of May, students submit their portfolio to the College Board and the readers evaluate the portfolio, and a high score on the evaluation may be accepted for college credit, depending on the policies of the specific institution to which they are applying. The course focuses on concepts of skills emphasized within collage art and helps students become inquisitive, thoughtful artists and designers who are able to articulate information about their work. **Prerequisites**: Drawing and department approval

AP 2-D ART AND DESIGN

This course presents an inquiry-based approach to learning about making and designing art. The course framework is composed of course skills, big ideas, essential questions and enduring understandings, learning objectives, and essential knowledge statements. Students are expected to conduct an in-depth,

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sustained investigation of materials, processes, and ideas that demonstrates practice, experimentation, and revision guided by questions. At the start of the school year, students decided on the concept, subject, and medium of their sustained investigation. Over the course of the school year, there are due dates that are set every two weeks, and students create a portfolio of work that shows the development of their process and skills within their sustained investigation. Students must produce a minimum of 15 pieces of artwork that directly relates to their sustained investigation with a written explanation for each piece of artwork on the use of medium and process. During the first weeks of May, students submit their portfolio to the College Board and the readers evaluate the portfolio, and a high score on the evaluation may be accepted for college credit, depending on the policies of the specific institution to which they are applying. The course focuses on concepts of skills emphasized within collage art and helps students become inquisitive, thoughtful artists and designers who are able to articulate information about their work. **Prerequisites**: Drawing 1, Advanced Studio Art, and department approval

AP 2-D ART AND DESIGN (PHOTOGRAPHY)

This AP course is for the serious photography student who is highly self-motivated and committed to improving their skills and building a superior portfolio. This course is a yearlong, college level exploration of the principles of design as expressed through digital photography. AP work demands significantly more time and accomplishment than the typical high school course. AP Photography is not a course based on a written examination; instead students will create a portfolio for submission to the College Board in early May. Students will ultimately demonstrate their skills through a portfolio of photographs that shows the quality and breadth of their work as well as a planned investigation of an idea, known as the "Concentration," of personal interest. The AP Portfolio requires students to show imaginative skill and a broad mastery of visual design concerns and approaches. Students will submit in digital format 15 of their best images, in addition to 5 printed images of their choosing. **Prerequisite**: Photography with grade of B+ or higher and department approval. Each student must own his or her own digital camera.

AP 3-D ART AND DESIGN

The AP 3-D Art and Design course presents an inquiry-based approach to learning about making and designing art. The course framework is composed of course skills, big ideas, essential questions and enduring understandings, learning objectives, and essential knowledge statements. Students are expected to conduct an in-depth, sustained investigation of materials, processes, and ideas that demonstrates practice, experimentation, and revision guided by questions. At the start of the school year, students decided on the concept, subject, and medium of their sustained investigation. Over the course of the school year, there are due dates that are set every two weeks, and students create a portfolio of work that shows the development of their process and skills within their sustained investigation. Students must produce a minimum of 15 pieces of artwork that directly relates to their sustained investigation with a written explanation for each piece of artwork on the use of medium and process. During the first weeks of May, students submit their portfolio to the College Board and the readers evaluate the portfolio, and a high score on the evaluation may be accepted for college credit, depending on the policies of the specific institution to which they are applying. The course focuses on concepts of skills emphasized within collage art and helps students become inquisitive, thoughtful artists and designers who are able to articulate information about their work. **Prerequisites**: Drawing, Advanced Studio Art, and department approval

MEDIA AND DIGITAL DESIGN

Media and Digital Design is a year-long course open to students in grades 9 through 12. The course emphasizes the field of digital studies and graphic design. Using Adobe Creative Cloud, Adobe Photoshop, Adobe InDesign, Adobe Illustrator, iMovie, Garage Band, and Adobe Dreamweaver as a platform for creative communication, students will have the opportunity to create a comprehensive digital portfolio. This will include: Photographic images, page layout and design, video production and editing, animations, graphic art, product branding, and website design. Students gain experience using industry-leading software as an artistic tool to bring their visions to life. Students build skills in pre-production, production, and post-production tasks. Students will also study business-related media and digital design, focusing on graphic design and production. Techniques studied and applied include advertising, business managing, journalistic writing, layout and design, desktop publishing, digital photography, and photo editing skills. In addition to studying design elements and principles, assignments will include responses to historical, philosophical and cultural prompts and allow students to learn to use art vocabulary in verbal and written analysis and in descriptions of their work and the work of their peers. Throughout the course, students will discuss the philosophical, cultural, and historical place of art in society by studying both contemporary and historical graphic artists and their impact on society and the art and business world. Those students interested in pursuing a career in media design will create a usable portfolio, showcasing their work from this course. All students will select and present a piece they created during this course to be displayed at the school's Festival of Talent. The course will be of interest to students hoping to explore Art, Design, Graphic Design, Photography, Film, or Animation.

VIDEO PRODUCTION I

Video Production is a year-long Visual Art course. This course is designed for the study and practice of the introductory elements of video production and broadcast journalism. It will explore film production, theory and history. Lessons begin with video camera equipment and computer editing, building to include storyboarding, script writing, and advanced editing. Opportunities exist in advanced camera work, video mixing of multi-camera field and studio productions, sound production, voice-over work, etc. Students who have their own cameras and laptops will be encouraged to use them for shooting and editing projects. The Adobe software suite will be provided to those interested for editing. This is primarily a project-based course; expect hands-on learning to acquire new skills. Students will work alone and in collaborative teams to produce projects using cameras, while learning the basics of studio and field production, lighting and

sound. Throughout the year, students will create multiple projects to meet course objectives, including, but not limited to: silent films, commercials, public service announcements, news reports, music videos, and short films. This entry-level course assumes no previous film or broadcast experience or training. The emphasis is visual storytelling using current technology. It will motivate learning through a rigorous and engaging curriculum.

Required Materials:

• Samsung Portable SSD 500GB external solid state hard drive, or SanDisk Extreme Portable SSD 500GB external solid state hard drive (for storing video projects)

VIDEO PRODUCTION II

Video Production II is a year-long course designed for students who have completed Video Production I and want to further their skills, knowledge and talents of video production. It will dive deeper into film production, theory and history. Advanced camera work, video mixing of multi-camera field productions, sound production, voice-over work and interviews are explored. Students who have their own cameras and laptops are encouraged to use them for shooting and editing projects. This is primarily a project-based course; expect hands-on learning to further skills. Students will work alone and in collaborative teams to produce projects, while learning more advanced techniques of studio and field production, lighting and sound. Throughout the year, students will create multiple projects to meet course objectives. The focus of this advanced-level course is broadcast journalism and documentary style filmmaking. The emphasis is visual storytelling using current technology. It will motivate learning through a rigorous, fast-paced and engaging curriculum.

Prerequisite: Video Production I

Required Materials:

• Binder/notebook dedicated solely to this class.

• Apple laptop computer with minimum hardware to run Adobe Premiere Pro

• Samsung Portable SSD 500GB external solid state hard drive, or SanDisk Extreme Portable SSD 500GB external solid state hard drive (for storing video projects)

WOODWORKING I

Intro to Woodworking is designed to teach students basic woodworking skills and an appreciation for the art itself. It is an appropriate course for the future hobbyist or professional. It will focus on the use and care of hand tools, selected power tools, identifications and appropriate uses of various types of wood, basic joinery, use of various fasteners, and a basic understanding of working drawings. Safety is an important part of the curriculum, and all students will be expected to abide by the safety rules. Students will not be allowed to operate any equipment until they have demonstrated an understanding of that tool and potential safety issues regarding the use of that tool. They will initially be supervised while using any tool and must always ask permission before using any power tool. At least three required projects will be assigned. Upon completion of these projects, students will work on individual projects, with the instructor's approval. Original design and creativity is highly encouraged.

WOODWORKING II

Woodwork II builds upon the skills and knowledge from Woodworking 1. Students will learn about cabinetmaking, residential carpentry skills, and furniture repair. All students will be expected to abide by the safety rules. Students will not attempt to operate any equipment until they have passed a safety test, demonstrated operation and watched a demonstration of operation by the instructor of each piece of equipment and or hand power tool. Of particular interest, this course will introduce students to the use of a CNC router. Another unique aspect is the "Creative Tree" project where students mill their own wood and ultimately create a finished project from an actual log. Additionally, all students will partake in a community service project. Three required projects will be assigned. Upon completion of these projects, students will work on individual projects, with the instructor's approval. Original design and creativity is highly encouraged. This intermediate course prepares students to confidently engage in home repair tasks and undertake more advanced woodworking projects for hobby purposes, income, or advancement within the industry.

For additional textbook information, including ISBN numbers, visit www.ovs.org/academics/high-school/curriculum

10820 Reeves Road, Ojai, CA 93023 I www.ovs.org
Phone: (805) 646-5593 I Fax: (805) 933-1096 I CEEB Code: 052262

Interim Head of School, Craig Floyd: cfloyd@ovs.org
Director of Academics, Laurel Colborn: lcolborn@ovs.org I Director of High School, Crystal Davis: cdavis@ovs.org
College Counselor, Fred Alvarez: falvarez@ovs.org I Admission Director, Tracy Wilson: twilson@ovs.org

Accreditation: Ojai Valley School is fully accredited by the Western Association of Schools and Colleges and holds membership in the California Association of Independent Schools, the College Board, the National Association of College Admissions Counselors, the National Association of Independent Schools, and The Association of Boarding Schools.