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*The Out-of-Door Academy does not discriminate on the basis of race, creed, color, religion, sex, age, gender, sexuality or national origin.*

*The Out-of-Door Academy is an Equal Opportunity Employer, M/F.*
The Out-of-Door Academy  
**Mission Statement**  
Our mission as an independent, college-preparatory school (PreK-12) is to provide an environment in which students strive to achieve high academic goals and to build character through a balanced program of academics, athletics, and the arts.

**Philosophy**  
Through a program grounded in the liberal arts, our faculty seeks to prepare students for colleges and universities well suited to their abilities and aspirations. Our dedicated and caring faculty offers students individual assistance and guidance. The Out-of-Door Academy is committed to an educationally excellent environment where:

**STUDENTS**
1) become confident, self-sufficient, self-directed learners who develop a love of learning;
2) demonstrate an enthusiasm to learn; and
3) reach high and are encouraged to surpass their own previous standards of performance.

**FACULTY**
1) set high, reasonable standards and then inspire, guide, and lead students to achieve them;
2) offer a developmentally appropriate academically balanced program;
3) present a variety of learning opportunities and cultural experiences in and out of the classroom; and
4) provide for interdisciplinary and multicultural learning by using varied teaching methods and performance appraisals.

**STUDENTS, FACULTY, AND PARENTS**
1) exhibit integrity and respect;
2) set a tone that is serious, challenging, structured, and disciplined;
3) interact with one another to nurture success; and
4) establish a culture of excellence in academics, athletics, and the arts.
Graduation Requirements

The graduation requirements are outlined below. Any student who enters The Out-of-Door Academy after grade nine must provide his or her official transcript from the previous school.

The Out-of-Door Academy reserves the right to have students take courses similar to those that may have been taken elsewhere if deemed necessary or desirable for fulfilling our requirements. The Academic Dean will determine which courses taken at previous schools will satisfy The Out-of-Door Academy’s graduation requirements.

*Please Note: The Out-of-Door Academy diplomas are given only to those students who have successfully fulfilled the graduation requirements and who have passed all of their courses with a college-recommending grade by the end of grade 12.

<table>
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<tr>
<th>SUBJECT</th>
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<tr>
<td>English</td>
<td>Four credits</td>
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<tr>
<td>Math</td>
<td>Four credits (at least through Algebra II)</td>
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<tr>
<td>Science</td>
<td>Three credits (Biology, Chemistry and Physics are required)</td>
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<tr>
<td>Foreign Language</td>
<td>Three/four credits (three credits in one language or two credits in two different languages)</td>
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<tr>
<td>History</td>
<td>Four credits (one credit of World History I, one credit of non-AP or AP US History, and one credit of Issues in Contemporary Society are required)</td>
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<tr>
<td>Visual and Performing Arts</td>
<td>One and one half credits</td>
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<tr>
<td>Life Management Skills</td>
<td>One half credit (grade 9)</td>
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<td>Personal Fitness</td>
<td>One half credit (grade 9)</td>
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<tr>
<td>Electives</td>
<td>Two and one half credits</td>
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<tr>
<td>Community Service</td>
<td>25 hours per year</td>
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*A minimum of six courses per semester is required for grades 9-12.

*Please note that at The Out-of-Door Academy credits are earned for courses taken in grades 9 through 12 only.
Planning a Program of Study

Advising System
The purpose of the advising system is to ensure that each student receives individual attention, support, encouragement, and guidance throughout his or her career at The Out-of-Door Academy. Further, we hope to instill a sense of community within each advisory group, each grade, and ultimately the school at large. The advisor is the first contact when parents wish to inquire about the student’s academic or social progress. The advisor is instrumental in ensuring that each student feels a sense of belonging at the school and is aware of and engaged in the programs offered here. The advisor monitors and guides the student’s involvement in all areas of school life and promotes the student’s growth and development by helping the student find the appropriate balance and breadth of challenges.

Upon enrollment, every Upper School student is assigned a faculty member as his advisor. This faculty member sees his or her advisees throughout the week at assemblies and in formal weekly meetings. The advisor may meet informally with an advisee whenever necessary.

By referring to the graduation requirements outlined on the previous page, students, along with advisors and parents can map out an anticipated academic program over their years at The Out-of-Door Academy. Students are encouraged to discuss their progress and future courses with their advisors, teachers, or head of a department.

Our goal is for each student to be placed in the classes that present the appropriate challenge at that point in his or her educational development. While each year there are required courses to take, there are also electives and some options to consider. In the spring, returning students are given course selection forms along with access to the Curriculum Guide for the following year. The expectation is that students and parents review this information together and consider the courses most appropriate to take for the coming year. The scheduling of courses is done over the summer, and individual student schedules are distributed before the opening of school.

The forms are grade specific and each lists the requirements and prerequisite for each grade and course.

*Please note: Out-of-Door Academy reserves the right to cancel any course due to insufficient enrollment. Some upper-level courses and electives may be offered in alternate years. Students will be notified if they need to make an alternate selection.

Honors Sections and Advanced Placement (AP) Courses
Courses in some subjects may be offered at the regular, honors, or Advanced Placement (AP) level. Each department is most concerned with placing students in courses where they will continue to develop intellectually at a pace that is conducive to honing their individual skill level. The placement process involves careful assessment of each student. Thus, each department will take into consideration the following criteria to determine proper placement:

• Prerequisite classes
• Teacher recommendation
• Previous semester, year, and semester exam grades as determined by department
• A clear display of strong critical faculties and a proficiency in targeted skills
• Work ethic and classroom deportment
• A passion for the subject
• Overall course load
• Responsibility
• Standardized testing scores

*Please note: New students will be required to meet the same standards and provide prerequisites in individual meetings with the Head of the Department or a department member.

The honors section of any given course requires its students to work at a faster pace and exposes them to more difficult material than a regular section of that course. An AP course is a college-level course that follows a curriculum designed by the College Board. Each course culminates in an examination given in
May that provides students with an opportunity to earn college credit. All students who enroll in an AP course are required to take the AP exam for that course. Because of the demanding nature of AP course material and the high level of discipline and commitment required by the student, students must meet the criteria outlined by each department to be enrolled. The placement process involves careful assessment of each student to determine whether these criteria have been met. Student performance, progress, daily attendance, preparedness, and class participation are all considered when making this determination.

At the Out-of-Door Academy, each Advanced Placement instructor is authorized by the College Board to teach a rigorous course that requires students to work at an advanced pace. Thus, in order to complete a specified curriculum, at any point during the year, if in the judgment of the department a student is not doing acceptable work, accumulates an excessive number of absences, or becomes an impediment to the progress of the class, that student will either be asked to withdraw or be placed in a regular section of the course.

While the student is an important part of this process, and the student’s request are carefully considered, placement decisions for all courses are made by teachers, Heads of the Department, and the Academic Dean and are not finalized until after the end of the academic year, once the student’s final grades and reports have been reviewed. Qualified students will not be denied an opportunity to take an honors or AP course, though parents and students are reminded that enrollment in these courses is selective, especially for AP courses, the curricula for which are designed for those students who have demonstrated the ability, motivation, maturity, and self-discipline to work on the college level for the duration of the course.

*Please note: Final acceptance to college is contingent upon proof of high school graduation and receipt of final transcript and senior grades, including AP exam results. AP scores will be sent to the college of choice along with final transcripts.

*Final note: Students may not enroll in more than two Advanced Placement (AP) courses per year without Academic Dean approval.

**Blended Learning**
A blended class is a blend of a traditional “brick and mortar” course and an online course. The class meets less frequently than traditional courses with the expectation that students will be self-motivated and disciplined to complete work on their own in the context of a robust online experience. Regular face-to-face meetings will support independent, online learning with the teacher and other students in the course.

While much of the coursework will be delivered online, learning experiences for the course will also take place in the classroom at least once per week. Some courses may also require attendance on group field trips, independent exploration of course topics, and work with other professionals in the field.

Because of the degree of independent study and self-discipline required for success in classes that meet less frequently, this option is only open to students in grades 10-12 and selection for blended classes will require an approval process. Applications for blended learning course consideration are available along with course registration materials. **Students may only enroll in one blended class per semester.**

The blended learning courses for the 2015-2016 academic year are as follows: Philosophy and Ethics; Global Leadership; Scratching the Surface: The Outsized History of Small Places; British History: Edward III-Elizabeth I; Sub-Saharan Africa: Challenges and Opportunities; Finding Florida: The History of the Sunshine State; US and the Shaping of the Modern Middle East; Perspectives on War; International and Community Development; Mathematical Reasoning; Verbal Reasoning and Analytical Writing; Yearbook; Advanced Composition; and Spanish V.
Philosophy of the English Department
The objective of the Out-of-Door Academy English Department is to foster critical thinking; develop and broaden students’ writing, grammar, vocabulary, and communication skills and promote discernment for literature in various voices, modes and genres. The courses have been designed to encourage students to read widely and consider connections between media and across cultures in order to further understand the human condition, develop an appreciation for the power of the imagination, and discern every type of writing has a position or stance that is dependent upon audience and purpose. The English curriculum provides the students with the foundation and tools necessary to become thoughtful, articulate, and well-read life-long learners.

Graduation Requirements
To graduate from ODA, students must complete and pass four years of English yearlong courses. There are yearlong courses in each grade, Honors courses beginning in 10th grade, and AP courses in 11th and 12th grade. Additionally, there are electives offered each semester.

Honors and Advanced Placement (AP) Courses
The department offers Honors courses beginning in 10th grade, and two AP courses: AP Language and Composition (11th grade), and AP Literature and Composition (12th grade). The Honors and AP English courses are intellectually rigorous. Successful students not only need to be intellectually capable but also demonstrate excellent study habits, work ethic, time management and self-sufficiency. It is for this reason that students can only be admitted into an AP course with the approval of the department. All students entering grades 10, 11 and 12 are welcome to be considered for admission to Honors level courses or AP courses entering grades 11 and 12. To do so, students must express interest to their teacher, and then take a timed writing test that will assess a student’s critical-thinking skills and higher-order thought processes in the spring. Honors courses have a summer reading assignment, and both AP courses have a summer reading and assignment that must be completed prior to the start of the class. Upon admittance to the course, each student will receive the summer assignment from the instructor of the course. Failure to complete the assignment, or not keeping up with the rigor the course during the year is grounds for removal from the course. All students are expected to take the AP exam, in May, at the conclusion of the course.
COURSE DESCRIPTIONS

CORE CLASSES

All students in grade 9 must take World Literature I.

**English 9 – World Literature I**
Full Year Course.....................................................................................................................1 credit

**Prerequisites:** None

This course is an introduction to literary genres and provides students with an exposure to the foundations of English language and literature. In addition to on-going vocabulary and grammar study, students will explore, analyze, and interpret literature written hundreds, even thousands, of years ago. In this literary investigation, students will learn how these works relate to today’s headlines as themes like identity, leadership, relationships, rights and responsibilities, and use and abuse of power are explored. During the year, students obtain a solid understanding and working knowledge of literary elements; critical, rational thinking; public speaking; presentation skills; and clear, intelligent writing. Students are also encouraged through close peer and teacher interaction to approach new situations openly and insightfully and to work congenially, respectfully, and productively with classmates and the ODA community.

All students in grades 10 and 11 must take American Literature or Honors American Literature, or Advanced Placement Language and Composition for qualifying juniors.

**English 10 & English 11 – American Literature**
Full Year Course.....................................................................................................................1 credit

**Prerequisites:** Successful completion of World Literature I (or World Literature II)

This course is designed to complement the course in American history, providing students with a broad, historical survey of American literature. It emphasizes the comprehension, analysis, and interpretation of literature written by a diverse variety of authors over the last 350 years. The study of these authors, and other thinkers and artists, serves as a springboard for seminar-style discussions, reflective and expository writing, and further development of critical and creative thinking skills. Writing instruction focuses mainly on expository and critical compositions; however, some creative writing is included, as well as a research paper. Vocabulary and grammar are emphasized, both for SAT preparation and for understanding words in their literary contexts. This course will have a mix of sophomores and juniors in 2015-16 as American Literature transitions to a sophomore level course in 2016-17.

**English 10 & English 11 – Honors American Literature**
Full Year Course.....................................................................................................................1 credit

**Prerequisites:** Successful completion of World Literature I, World Literature II or Honors World Literature II and recommendation of the department

Honors American Literature is a chronological and cumulative course, which means that we move from oldest to newest on a timeline—from the Puritan period to post-modernism. Honors American Literature extends beyond the traditional curriculum in both breadth and depth of study, as well as provides problem-seeking and problem-solving opportunities for students. Students are expected to devote additional time and effort to honors work and, in turn, have greater opportunities for discovering what makes each text quintessentially American through exploring a variety of genres including novels, dramas, essays, poems and short stories. Honors work affords students the chance to become actively involved in the literature and content, learn about scholarly and creative processes by participating in them, and personalize the learning experience through imagination, critical analysis, and application. The completion of a research paper is also required. This course will have a mix of sophomores and juniors in 2015-16 as American Literature transitions to a sophomore level course in 2016-17.
**English 11 – Advanced Placement Language and Composition**
Full Year Course...........................................................................................................................................1 credit

**Prerequisites:** Grade 11 only, successful completion of World Literature II or Honors World Literature II, and recommendation of the department

According to the College Board, “this course engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer’s purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing. In this course, the students will explore how the novel, compared to the autobiography, offers different possibilities for writers and how classical debate or argument influences in ways that are not the same as those used in consensus building. This course assumes that students already understand and use Standard English grammar; the intense concentrating on language use in this course should enhance their ability to use grammatical conventions both appropriately and with sophistication as well as to develop stylistic maturity in their prose.” The completion of an argumentative research paper is required.

**English 12 – British Literature**
Full Year Course...........................................................................................................................................1 credit

**Prerequisites:** Grade 12 only and successful completion of American Literature

This course focuses on British literature through close study of fiction, drama and poetry that span centuries. From Beowulf to Shakespeare to Huxley, the course will highlight the social, political, and cultural influences of the various literary periods and how each movement is a reaction to its predecessor. Additionally, students continue to hone their critical reading, writing, and analytical skills as they prepare for college. It is designed to help broaden students’ appreciation for various writing styles and ways of thinking that are distinctively British. The completion of an argumentative research paper is required.

**English 12 – Honors British Literature**
Full Year Course...........................................................................................................................................1 credit

**Prerequisites:** Grade 12 only, successful completion of American Literature or Honors American Literature, and recommendation of the department

Honors British Literature is a course that will focus on English Literature of the British Isles. We will analyze literary works in a number of ways: as unique literary structures, as representatives of a particular type of literary genre, as examples of a literary style or movement, and as products of a historical and cultural context. We will study epic, satire, lyric, and fictional narratives. Using fiction and non-fiction, students will integrate critical thinking skills with effective written analysis. Honors British Literature extends beyond the regular curriculum in both breadth and depth of study and students are expected to devote additional time and effort to honors work. The completion of an argumentative research paper is required.

**English 12 – Advanced Placement Literature and Composition**
Full Year Course...........................................................................................................................................1 credit

**Prerequisites:** Grade 12 only, successful completion of American Literature or Honors American Literature, and recommendation of the department

As the College Board suggests, this course engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students should deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students should consider a work’s structure, style, and themes as well as such elements as the use of figurative language, imagery, symbolism and tone. Students will be expected to critically answer questions such as *What is the author’s intended message? How does the author successfully convey his/her message? And Why or for what purpose is this piece written?* This course will cover works from several genres and periods—from the sixteenth century to the twentieth century, stressing that students become very familiar with a few works including *Dubliners, Possession, Invisible Man,* and *Beloved,* among others. Students will be expected to read deliberately and thoroughly, taking time to understand a work’s complexity, to absorb its richness of meaning, and to analyze how that meaning is embodied in literary form. Additionally students are required to consider the work’s literary artistry as well as the social and historical values it reflects and embodies. Completion of a literary research paper is required.
ELECTIVES

Students are encouraged to explore their interests further by taking some of the many English electives offered at The Out-of-Door Academy. Electives are open to any student in any grade who fulfills the set Prerequisite for each course. Electives may be taken in addition to core courses.

Year Long Courses

Yearbook (Blended)
Full Year Course..............................................................................................................1 credit
Prerequisites: None
This yearlong course requires extracurricular time, including any necessary afternoon and weekend sessions. The purpose of the course is to produce the annual The Out-of-Door Academy yearbook. Teamwork, creativity, and dedication are essential in the production of a quality yearbook. The objectives are to evaluate visual aspects of old yearbooks, analyze writing in old yearbooks, discuss the elements of theme as they are covered in Out-of-Door Academy’s high school yearbook, and collect and assemble examples from magazines of graphic elements, type styles and copy writing that could be used in the design of the school yearbook.
*Please note that this elective can count as either an Arts or English elective.

Semester Long Courses

Introduction to Journalism (Online)
One Semester Course – Fall and Spring.................................................................½ credit
Prerequisites: Students in grades 10 through 12
This course is designed to give students a broad understanding about journalistic writing and online publishing. Course content will be delivered online with required weekly check-ins for one-on-one writing instruction and occasional all-staff meetings. Course will cover basics to include interview techniques, writing leads, using sources and quotes in storytelling, and closing an article. Also included will be instruction and discussion about journalistic images, publishing on WordPress, using social media to promote readership, and serving the community’s needs for communications. As a semester-long individual project, students are asked to create one unique new feature that will be developed over the duration of the semester.
*Please note that this elective can count as either an Arts or English elective.

Journalism (online)
One Semester Course – Fall and Spring.................................................................½ credit
Prerequisites: Students in grades 10-12 and Introduction to Journalism
The ODA Online Journalism class is a class designed to provide instruction and practice in telling the news of the ODA student community. Instruction will focus on skill building related to writing and publishing in a live, online paper as well as strategizing about building readership and engaging students in the news of the school. Students will complete required weekly assignments that will include publishing an article, cultivating individual projects, as well as engaging in the maintenance and upkeep of our online site and related social media. While the class can be taken as a semester course, a full-year enrollment or more is recommended.
*Please note that this elective can count as either an Arts or English elective.

The Epic in the Western Canon
One Semester Course – Fall......................................................................................½ credit
Prerequisites: For students in grades 11 & 12 only
This elective is a semester course that examines great epic poems of the Western literary tradition. Through reading, analysis, and discussion of major themes, students will understand the connection these works have not only with their respective cultures, but also with humanity everywhere, irrespective of time or place. Study of these works will enable students to reflect more deeply and thoughtfully on the human condition in all its complexity.
Jane Austen and Her World
One Semester Course – Spring..................................................................................................................½ credit
**Prerequisites:** For students in grades 11 & 12 only
This elective is a semester course that examines Jane Austen’s novels and their role in the Western Canon. Through reading, analysis, and discussion of major themes, students will understand the connection these works have not only with the culture of early 19th century Britain, but also with contemporary Western society--and even with humanity everywhere, irrespective of time or place. Study of these works will enable students to reflect more deeply and thoughtfully on the human condition in all its complexity.

Advanced Composition (Blended)
One Semester Course – Fall and Spring ..................................................................................................½ credit
**Prerequisites:** Grades 10-12 nomination by a teacher and application
This course is designed to support the students who will serve as Student Writing Assistants in the new Writing Center. Students will work to not only improve their own writing, but also learn how to help others improve their writing as well. Additionally, students will work closely with teachers of their choice on campus in a Writing Fellowship, designed to advance the culture of writing at our school. The hands-on experience of learning how to best teach and tutor their peers will be an invaluable endeavor for all students involved. This is a blended class, with one weekly face-to-face meeting that will consist of discussion and role-playing of tutoring best practices. A significant portion of the coursework will be achieved by spending time tutoring students in the Writing Center.

Verbal Reasoning and Analytical Writing (Blended)
One Semester Course – Fall and Spring..................................................................................................½ credit
**Prerequisites:** World Literature I with a B or higher and teacher approval
This course will offer instruction and review of a wide range of topics in high school reading and writing with the specific objective of creating better analytical writers and active readers. The course will cover close reading of fiction and non-fiction, supplemental development of vocabulary, grammar, and usage. Students will be taught the most dynamic and updated strategies and methods for test taking available. Due to the blended style this course, students should be comfortable working independently and possess good time management skills.
HISTORY & SOCIAL SCIENCES

Philosophy of the History & Social Sciences Department
The Department of History & Social Sciences is dedicated to providing a total educational experience by offering students opportunities to enhance their understanding of human behavior, to embrace tolerance and global thinking, and to clarify their own values. The curricula have been designed to provide students with the political, social, cultural, interdisciplinary, and international foundation necessary to become responsible global citizens and life-long learners.

The core courses in grade nine and ten will provide students with the holistic knowledge, social science methodologies and critical thinking skills needed for success in life. Our range of electives and AP courses allow students to pursue areas of passion within history and the social sciences, as well as take the subject area to a higher level.

Graduation Requirements
To graduate from The Out-of-Door Academy, students must complete and pass at least eight semesters (four years) of History & Social Sciences courses. Within those requirements, all students must successfully complete three years of core courses: World History 1 in grade 9, either US History or AP US History in grade 10, and Issues in Contemporary Society in grade 12. Students are then free to choose their remaining courses from the list of electives and AP courses on offer below, subject to the individual prerequisite of each course.

Advanced Placement (AP) Courses
The department offers five AP courses: US History, European History, Economics (combining Micro- and Macro-economics) and US Government. All the AP courses on offer are highly intellectually rigorous. Successful students not only need to be intellectually capable but also demonstrate excellent study habits, work ethic, time management and self-sufficiency. It is for this reason that students can only be admitted into an AP course with the approval of the department. To do so, students must fill out an application and may be required to take a subject-specific test that will assess a student’s critical-thinking skills and higher-order thought processes. Both the application and the testing dates will be available in March. Every AP course has a summer assignment that must be completed prior to the start of the class. Upon admittance to the course, each student will receive the summer assignment from the instructor of the course. Failure to complete the assignment is grounds for removal from the course. All students are expected to take the AP exam, in May, at the conclusion of the course.
## COURSES OVERVIEW

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<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
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<tbody>
<tr>
<td><strong>Core Courses</strong></td>
<td>-World History I</td>
<td>-US History or -AP US History</td>
<td>-AP Economics</td>
<td>-Issues in Contemporary Society</td>
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<tr>
<td><strong>Year Long Courses</strong></td>
<td>-AP Economics</td>
<td>-AP European History</td>
<td>-AP Economics</td>
<td>-AP Economics</td>
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<td>-AP European History</td>
<td>-War &amp; Conflict C20th</td>
<td>-AP European History</td>
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<td></td>
<td>-Issues in Contemporary Society</td>
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<td><strong>Semester Long Courses</strong></td>
<td>-International Relations</td>
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<td>-Finding Florida</td>
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<td>-Introduction to US Government</td>
<td>-International Relations</td>
<td>-Global Leadership</td>
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<td>-Investing in the Global Economy</td>
<td>-British History</td>
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<td>-China &amp; Japan: Rise &amp; Fall</td>
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<td>-Perspectives on War</td>
<td>-Investing in the Global Economy</td>
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<td>-Perspectives on War</td>
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12
COURSE DESCRIPTIONS

CORE COURSES

All students in grade 9 must take World History I

**World History I**
Full Year Course to be taken in grade 9 ................................................................. 1 credit

**Prerequisites:** None

World History is a course that will introduce students to the major themes in world history as well as the various skills needed to conduct historical research. The course explores the ancient, medieval, and early modern periods of world history. Students will take a case study approach to the different civilizations within each of these periods, analyzing the patterns of development within the studied societies. Case studies may include pre-history, ancient China, India, Greece, Mesopotamia, the Mayan civilization, Rome, medieval Europe, medieval Japan, the Renaissance, Reformation, absolutism, the Enlightenment, and the French Revolution. Additionally, as the units progress, students will learn new skills while building on skills mastered in the previous unit. A few of the key skills taught will include reading primary source documents, comparing historical eras, developing a thesis, understanding the diverse genres of historical documents, and building skills in the digital humanities to effectively convey an historical argument.

All students in grade 10 must take either US History or AP US History

**US History (non-AP)**
Full Year Course ........................................................................................................ 1 credit

**Prerequisites:** Successful completion of World History I

US History will explore the history of the US from the first settlers crossing the Bering Strait roughly 15,000 years ago to the present issues facing America and projecting the nation’s future. While the course has significant breadth in terms of material, there will be specific areas of focus such as the Constitution, the Civil War, the plight of Native Americans and World War II. Over the course of the year, students will gain an understanding of how historical events have shaped their lives today. In addition, they will further develop reading, writing, analytical and verbal communication skills.

**AP US History**
Full Year Course ........................................................................................................ 1 credit

**Prerequisites:** Successful completion of World History and recommendation of department

This course will include all topics located on the official AP US History syllabus as published by The College Board. The course is designed to help students develop the analytic skills and factual knowledge necessary to deal critically with the issues and events in United States history from approximately 1491 to the present. Students will learn to assess historical materials and to weigh the evidence and interpretations presented in historical scholarship. Students will be required to complete extensive reading assignments and to write critical essays about their texts in preparation for the AP exam.

All students in grade 12 must take Issues in Contemporary Society

**Issues in Contemporary Society**
Full Year Course ........................................................................................................ 1 credit

**Prerequisites:** Grade 12 only

ICS is a full-year leadership course designed to create a dialogic space where seniors can take active roles in learning. It is a space designed like a larger lecture style class, comparable to what most will experience next year, where they can not only reflect critically on the cultural forces at work in their lives but also lay claim to their own roles in shaping that culture. In this course students are not treated as passive participants, they are expected to examine or reexamine new and familiar issues, memes and practices so that they can identify, analyze and respond to how they are connected to larger cultural forces. Through reading, discussion, and research students will raise questions, uncover, and develop personal responses. Further, students will continue to hone their critical faculties in reading, writing, listening and speaking.
Assignments are thoughtful and innovative, encouraging critical thinking. Students will work in groups, pairs, and alone, depending on the subject matter. The course begins with a global or international perspective and like a camera lens zooms into national, local, school, family and personal perspectives. Second semester will begin with public speaking. They will learn about various types of speeches, choose a style, write their own and deliver them to their peers. To support the transition from high school to university, students will have seminars in conflict resolution, personal finance, and panel discussions with professionals designed for career exploration and preparation. The final portion of the course will be an internship during the month of May.

**ELECTIVES AND AP COURSES**

Students are encouraged to explore their interests further by taking some of the many history and social science electives offered at the Out-of-Door Academy. Electives are open to any student in any grade who fulfills the set Prerequisite for each course. Electives may be taken in addition to core courses. AP courses are not on offer to grade 9 students.

**Year Long and AP Courses**

**AP Economics (combining AP Microeconomics & AP Macroeconomics)**
Full Year Course..............................................................................................................................................1 credit

**Prerequisites:** Successful completion of World History and recommendation of department
This AP course is split into two parts: Microeconomics and Macroeconomics. In Microeconomics students will study how consumers and producers come together in markets to determine the price and quantity at which a good or service is sold. It places primary emphasis on the nature and functions of product markets and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy. In Macroeconomics students will examine how economies work as a whole, placing particular attention on the major macroeconomic goals of a government (economics growth, low inflation, low unemployment and steady balance of payments) as well as how a government can use fiscal, monetary and supply-side policies to achieve these goals. Particular attention is also paid to the role financial sector as well as international trade.

**AP European History**
Full Year Course..................................................................................................................................................1 credit

**Prerequisites:** Successful completion of World History and recommendation of department
This course introduces students to the major themes in modern European history. The syllabus is divided into four parts. The first focuses on the history of the European Renaissance and Protestant Reformation. The second portion explores the era of the Enlightenment, French Revolution, and Napoleon. The third portion includes the events of the “long 19th century”: the political search for stability, the Industrial Revolution, the revolutions of 1848, nationalism, the New Imperialism, and the Second Scientific Revolution. The fourth and final section includes the histories of World War I, the interwar era, World War II, decolonization, the Cold War, and the establishment of the European Union. In addition to an understanding of the historical content, students will develop critical skills in chronological reasoning, historical comparison and contextualization, and how to craft historical arguments from evidence. This course is available to qualified students who are willing and able to meet the requirements of a fast-paced, writing- and reading-intensive course, and who are motivated to excel on the AP exam.

**War and Conflict in the Twentieth Century**
Full Year Course..................................................................................................................................................1 credit

**Prerequisites:** Grade 11 & 12 only
This class will approach the momentous events of the twentieth century through a study of its three major global conflicts: World War I, World War II, and the Cold War. Some emphasis will be placed on the conduct of wars themselves, including their causes, but a major focus will be on the consequences of the wars in terms of shaping political, social, and cultural realities of the world today. There will be an emphasis on student-driven, project-based learning, with students regularly assigned to rotating “regional teams” with research and presentation responsibilities.
Semester Long and AP Courses

**Finding Florida: The History of the Sunshine State** (Blended)
One Semester Course – Fall ...........................................................................................................½ credit
**Prerequisites:** US or AP US History, and instructor approval as this is a blended course
This class will take students through the history of Florida, from the first human settlements 12,000 years ago, through the discovery by Europeans in 1513, becoming a state in 1845 and up to its modern day importance. The first few weeks of the course will use recent media to understand the unique and telling characteristics of the Sunshine State today (economic, social, political, geographic). The course will then use T.D. Allman’s *Finding Florida* as the main text for exploring state history. This will then be supplemented with local media (i.e.- “Florida 500” which deals with the legacy of Spanish colonization) and other articles that will connect the past with the present. In terms of local history, students will find information on their own communities to map local issues of their choosing to create a case study as a final project.

**Global Leadership** (Blended)
One Semester Course – Fall ...........................................................................................................½ credit
**Prerequisites:** Grade 10, 11 & 12 only, and instructor approval as this is a blended course
The course will provide students with an academic grounding in leadership theory and practice in a local and global context. Students should leave the course with an understanding of their own leadership style and how others from various backgrounds charted their own paths to leadership, as well as some confidence on how they can be better leaders through the rest of high school and beyond. This truly global class offers the opportunity to study leadership with peers at international schools in diverse locales from Brasilia to Bombay, Kenya to the Caymans. The course will coalesce around an online nexus of material to be supplemented from member schools. Students will work with ODA teachers, on their own, and collaboratively in online social and academic exchanges with students around the world.

**International Relations & Global Affairs**
One Semester Course – Fall ...........................................................................................................½ credit
**Prerequisites:** None
This class will explore global current events, placing an emphasis on the interaction of the world’s nations. We will begin by looking at several theories of how best to understand international relations, and then move on to examine some of the more important examples of conflict and cooperation in the world today. In addition to understanding the current state of global international relations, significant attention will be given to learning “best practices” in navigating the ocean of relevant media and scholarship from around the world. Students will be able to have a say in what specific topics are covered in class, and there will be several self-directed and group projects.

**Introduction to US Government**
One Semester Course – Fall ...........................................................................................................½ credit
**Prerequisites:** None
This course will focus on the structure of the US Government, utilizing the Constitution as guide. Students will spend their time studying Articles I, II and III and the Amendments to the US Constitution, with a focus on Civil Liberties and Civil Rights. Students will gain a better understanding of how the US Government works, as well as its ever-evolving relationship with the American people. Time will be spent studying landmark Supreme Court cases and how these cases have defined American Civil Liberties and Civil Rights.

**Italian History: Nationalism, Fascism, Cinema, and Immigration**
One Semester Course – Fall ...........................................................................................................½ credit
**Prerequisites:** Grade 10, 11 & 12 only
This course focuses on the history of Italy from the 19th century to the present. Students will examine the major political, social, and cultural changes that transformed modern Italy: the creation of the modern nation-state, the era of emigration and the “southern question,” the Italian colonies, the rise of Fascism, the role of the Roman Catholic Church, the growing role of cinema, immigration to Italy, fashion, and current economic and political struggles. Today, Italy remains a culturally diverse country with many different
traditions and regional languages. Thus, the question of Italian identity will be the theme of the course as
this question plays a role in every era of Italian history from Ancient Rome to the present. Likewise, Italy's
contested relationship with the EU, its internal struggles, and its diverse and ever-changing population are
echoes of this identity crisis.

**Philosophy & Ethics** (Blended)
One Semester Course – **Fall**

**Prerequisites:** Grade 11 & 12 only, and instructor approval as this is a blended course

What is justice? What are love and friendship? What is the best form of government? What is human
excellence? What are the deepest human desires? Is there such a thing as good and evil? Philosophy, as
originally conceived by the Greeks over two thousand years ago, is the attempt to answer these and other
important questions using human reason, as opposed to myth, tradition or religion. In our quest for
wisdom, we will explore the investigations of leading philosophers of the past and present, and look for
“philosophic” echoes of their ideas in such unexpected pop-culture products as *Star Trek* and *Lost.*

**Sub-Saharan Africa: Challenges & Opportunities** (Blended)
One Semester Course – **Fall**

**Prerequisites:** Grade 10, 11 & 12 only, and instructor approval as this is a blended course.

Sub-Saharan Africa is a region that has always mystified the Western World. In this one-semester course,
students will first study the history of the region, with a focus on the impact of the slave trade and Western
Imperialism. The class focus will then shift to case studies in the region that look at the current challenges
created by post-colonialism as well as the opportunities that the future holds for these societies. Case
studies may include, but are not limited, to Rwanda, Sierra Leone, South Africa, Nigeria and Kenya.

**US and the Shaping of the Modern Middle East** (Blended)
One Semester Course – **Fall**

**Prerequisites:** Grade 10, 11 & 12 only, and instructor approval as this is a blended course.

The objective of this course is to tackle the foundations of US Foreign Policy and action in the Middle East
so that we can better understand the relevance of our presence there today. We will do this by focusing on
US perceptions of the Middle East, US relations with Israel, US reliance on oil, US political; presence and
goals in the Middle East and finally US military intervention in this region. In addition, the course will
help students’ knowledge of globalization, and the importance of identifying and relating to different
cultures. Further, students will develop critical and rational thinking, which will be enhanced by clear,
persuasive writing.

**AP US Government and Politics**
One Semester Course – **Spring**

**Prerequisites:** Grade 10, 11 & 12 only, and recommendation of department

This is a one-semester course designed to give students an analytical perspective on government and
politics in the United States. Students will study the constitutional basis of government in the US, as well
as the institutions, groups, beliefs and ideas that constitute US government and politics. This course is
ideal for those who have a keen interest in politics and who pay close attention to current affairs.

**British History: Edward III - Elizabeth I** (Blended)
One Semester Course – **Spring**

**Prerequisites:** Grade 10, 11 & 12 only, and instructor approval as this is a blended course.

Edward III ruled England for 50 years. He was a warrior king who started the Hundred Years’ War against
France, transforming England into a dominant power in Europe. Married to Philippa of Hainault from the
time she was approximately 14, they had 13 children. This prolific family and the longevity of Edward’s
reign would set up the succession conflict that became the War of the Roses. This war and the rise and
ruling of the Tudor dynasty will be the focus of the class.
China and Japan: The Rise and Fall
One Semester Course – Spring ½ credit
Prerequisites: None
This one-semester course will spend time looking at the history of East Asian Relations, starting with the impact of imperialism on the region and moving forward into the 20th century. The conversation begins around Western Imperialism, the weakening of the Qing Dynasty in China and the Meiji Restoration in Japan. From there, the course will discuss the major turning points in the relation among the nations including the Sino-Japanese War, the Russo Japanese War, the collapse of the Qing Dynasty, the rise of the Japanese Empire, the Second Sino-Japanese War, World War 2, the Korean War and the move toward modern relations in the region. The course will conclude with a look at current relations among the region’s members.

International and Community Development (Blended)
One Semester Course – Spring ½ credit
Prerequisites: Grade 10, 11 & 12 only, and instructor approval as this is a blended course
Community and International Development will focus on raising awareness of challenges facing both our local and global communities. Through case studies and empirical experience, students will then identify the various stakeholders and approaches to meeting these challenges. Students will then search for an issue of personal interest and author a case study of their own. Finally, students will take on a parallel initiative identifying local non-profits for a local foundation’s pilot project. This will ultimately allow them to play a role in crafting and evaluating grant applications.

Introduction to Psychology
One Semester Course – Spring ½ credit
Prerequisites: Successful completion of Biology. For students in grades 11 & 12 only.
This elective will focus on introducing students to the systematic and scientific study of human behavior and mental processes. Emphases will be placed on biology and behavior, cognitive processes, human development, personality, motivation, emotion, psychological disorders, and social psychology.
*Please note that this elective can count as either a History & Social Science elective or Science elective.

Investing in the Global Economy
One Semester Course – Spring ½ credit
Prerequisites: None
Investors of the twenty first century have unprecedented access to investment opportunities. With a single click of a mouse, one can become an owner of an Indian software company, a Brazilian government bond, the five hundred largest companies in the United States, Swiss francs, or even uranium. What is an investor to do? This class will attempt to answer that question by a “start from the beginning” introduction to investing and the global capital markets. Topics will include: basic types of investments (stocks, bonds, mutual funds and ETFs), how the markets in which they are traded operate, and basic investment strategies.

Perspectives on War (Blended)
One Semester Course – Spring ½ credit
Prerequisites: Grade 10, 11 & 12 only, and instructor approval as this is a blended course
Students will study the evolution of war by observing war through a series of themes, including the pattern of war, the history of war, and perspectives on war through the eyes of the soldier and society. These themes will be examined and analyzed by addressing a number of questions: What is the purpose of war? What constitutes a “just war”? Is war supported by all of its participants? The course will also examine how war is expressed through cinema and film, displaying how pop culture portrays the joys and horrors of war, the fascination of war, war and the state and the past and future of war. Primary sources for the course will be: “The History of Warfare: and “The Face of Battle”, both by John Keegan.

Scratching the Surface: The Outsized History of Small Places (Blended)
One Semester Course – Spring ½ credit
Prerequisites: Grade 10, 11 & 12 only, and instructor approval as this is a blended course
This course will assess larger trends in the world by exploring their impact on smaller, lesser-known locales. Specifically, the course will look at topics and locations such as global warming in the Maldives,
the independence movement in Greenland, the creation of a Gross National Happiness metric in Bhutan, conservation and overfishing in Samoa and the small protest in a public market in Tunis that sparked the Arab Spring. The primary background readings for the course will draw from academic journals and periodicals and be enhanced by current articles. Each unit will also include a look to the future for these targeted locations and provide an opportunity for students to think creatively about solutions.

**The Sociology of Gender**

One Semester Course – Spring

Prerequisites: Grade 10, 11 & 12 only

While it is something most people take for granted, gender affects our lives in myriad ways. This course will explore the past and present world through the lens of gender. The first half of the course will focus on theory. Students will study social constructionism and biological determination, inter-sectionality, and various theories of media analysis. Recently, sociologists, anthropologists, historians, political scientists, and neurologists have revived debate about the question of gender as a social construction or as a biologically essential category. So this conundrum will be the focus of this section; students will grapple with contradictory evidence to arrive at their own conclusions about the realities of gender, race, and class. The second half of the course will focus on practice: students will complete case studies that may include examining patriarchy, racism, sexism, homophobia, examinations of various manifestations of hierarchy and power, relationships between colony and metropole, gender roles and the double standard, constructions of marriage and divorce across time and space, the dynamics of rights movements, analyses of class relations, and the sociology of labor.
MATHEMATICS

Philosophy of the Mathematics Department
Mathematics at the Out-of-Door Academy is a four-year requirement. In each student’s math sequence, he/she will develop numerical, graphical and analytical acumen. Through a carefully chosen curriculum, each student masters concepts and applications, developing strong problem solving skills. The focus of each class and level is to develop higher order thinking skills through the understanding and application of mathematics. Strong mathematical abilities translate across the curriculum. The study of Mathematics can be demanding, exciting, and rewarding. While many topics are as ancient as Pythagoras, others are new and dynamic. Like anything in life, practice, flexibility, and a good work ethic result in success. Completion of homework assignments and perseverance when the answer is not immediately evident are the building blocks of strong problem solving skills that the 21st century learner will need.

The mathematics department at the Out-of-Door Academy strives to place students in courses where they will continue to develop intellectually at a pace that is conducive to honing their individual skill levels. Successful completion of four years of mathematics is a graduation requirement. Honors level classes are offered for students who have demonstrated that they are developmentally capable of succeeding at a more rigorous level. Elective courses allow students the opportunity to study a subject in depth while furthering the development of their mathematical skills. Advanced placement (AP) courses offer students the opportunity to study a scientific discipline at the level of a college freshman. This is the most advanced level of study at The Out-of-Door Academy. AP courses delve deeply into the theoretical principles of each subject and focus on unifying these principles into an overall big picture.

Graduation Requirements
To graduate from ODA, students must complete and pass at least four years of mathematics courses, including the successful completion of Algebra II. Beyond this requirement, students are free to choose their remaining courses from the list of offered electives and AP courses.

Honors and Advanced Placement (AP) Courses
The department offers three AP courses: AP Calculus AB, AP Calculus BC and AP Statistics. AP Statistics is a semester long course taken in semester two, whereas the two AP Calculus courses are year long courses. In addition, the department offers a number of honors courses. All the honors and AP courses on offer are highly intellectually rigorous. Successful students not only need to be intellectually capable but also demonstrate excellent study habits, work ethic, time management and self-sufficiency. It is for this reason that students can only be admitted into an honors or AP course with the approval of the department.
COURSE DESCRIPTIONS

CORE COURSES

The Out-of-Door Academy Math Department’s core courses are taught in alignment with the National Council of Teachers of Math (NCTM) and the vertical Advanced Placement curriculum of the College Board.

**Algebra I**
Full Year Course…………………………………………………………………………………………….1 credit
**Prerequisites:** for 9th graders - 8th grade Pre-Algebra with teacher recommendation and approval of Department Head or Division Head.
**Prerequisites:** for new students - Pre-Algebra or equivalent and approval of the Department Head and division head.
Students must supply a scientific calculator
This course is a traditional Algebra I course. Topics include the real numbers, linear equations, linear inequalities, functions, systems of equations, polynomials, factoring, rational expressions, rational equations, quadratic equations, irrational numbers, the Pythagorean theorem, the quadratic formula, and the graphing calculator.

**Geometry**
Full Year Course…………………………………………………………………………………………….1 credit
**Prerequisites:** Algebra I
Students must supply a scientific calculator
This course combines a traditional geometry syllabus with transformational approaches. Topics include logic, definitions vs. theorems vs. postulates, lines, planes, space, angles, parallel lines, triangle congruence, triangle similarity, isosceles triangles, quadrilaterals, other polygons, the Pythagorean Theorem, right triangle trigonometry, circles and arcs, constructions, area, volume, nets of solids, coordinate geometry, vectors, translations, reflections, rotations, dilations, and symmetry. The development of proofs is an important ingredient of this course.

**Geometry Honors**
Full Year Course…………………………………………………………………………………………….1 credit
**Prerequisites:** Algebra I and approval of Department Head
Students must supply a scientific calculator
This course includes all the topics from Geometry. It includes a much greater emphasis on proof, on three-dimensional problems, and on other very challenging problems.

**Algebra II**
Full Year Course…………………………………………………………………………………………….1 credit
**Prerequisites:** Geometry and Algebra I with approval of Department Head
Students must supply a TI-84 calculator
This is a traditional Algebra II course. Topics include: linear and quadratic functions, slope, variation, parent graphs with translations and scale changes, systems of two equations, systems of three equations, quadratic inequalities, rational expressions, matrices, radicals, the quadratic formula, imaginary numbers, quadratic functions, and roots of polynomial functions.

**Algebra II Honors**
Full Year Course…………………………………………………………………………………………….1 credit
**Prerequisites:** Geometry Honors and approval of Department Head
Students must supply a TI-89 calculator
This course includes all of the topics from Algebra II plus others including probability, sequences and series, further study of matrices, and conic sections. It includes a much greater emphasis on proof and on very challenging problems.
Algebra III (Topics in Mathematics)
Full Year Course..................................................................................................................1 credit

Prerequisites: Algebra II, and for students in grades 11 and 12
Students must supply a TI-84 calculator
This high-level algebra class emphasizes problem-solving skills. Topics include algebra and its applications, logic, number theory, combinations and permutations, and probability and statistics. Emphasis on real-life applications will lead to hands-on projects and student presentations.

Pre-Calculus
Full Year Course..................................................................................................................1 credit

Prerequisites: Algebra II
Students must supply a TI-84 calculator
This course involves serious analysis of high-level mathematics. It includes the study of functions and their graphs, including polynomial, rational, trigonometric, exponential, and logarithmic functions. Other topics include complex numbers, matrices, determinants, sequences and series, conic sections, and trigonometric identities.

Pre-Calculus Honors
Full Year Course..................................................................................................................1 credit

Prerequisites: Algebra II Honors and approval of Department Head
Students must supply a TI-89 calculator
This course includes all of the topics of the pre-calculus course. It will also include analytic geometry, polar coordinates, parametric equations, probability, vectors, and limits.

Calculus
Full Year Course..................................................................................................................1 credit

Prerequisites: Pre-calculus
Students must supply a TI-84 calculator
This is a traditional Calculus course. It includes a thorough review of functions and graphs, trigonometry, and algebraic problem solving. Emphasis is placed on understanding and applications of topics including limits and continuity, derivatives and their applications, anti-derivatives and their applications, the definite integral, and methods of integration.

AP Calculus AB
Full Year Course..................................................................................................................1 credit

Prerequisites: Honors Pre-calculus, teacher recommendation, and Department Head approval
Students must supply a TI-89 calculator
This extremely rigorous course will include all topics included on the official AP Calculus AB syllabus as published by The College Board. These topics include functions and graphs, limits and continuity, derivative and their applications, anti-derivatives and their applications, the definite integral, and methods of integration. Students will prepare to take the AP exam.

AP Calculus BC
Full Year Course..................................................................................................................1 credit

Prerequisites: Honors Pre-calculus, teacher recommendation, and Department Head approval
Students must supply a TI-89 calculator
This extremely rigorous course will include all topics included on the official AP Calculus BC syllabus as published by The College Board. These topics include functions and graphs, limits and continuity, derivative and their applications, anti-derivatives and their applications, the definite integral, methods of integration, sequences, L'Hôpital's Rule, improper integrals, infinite series, and parametric, vector, and polar functions. Students will prepare to take the AP exam.
Advanced Topics in Mathematics
Full Year Course.............................................................................................................1 credit

**Prerequisites:** AP Calculus BC, teacher recommendation, and Department Head approval
This is a rigorous upper-level course that exposes students to concepts beyond AP Calculus BC. Students will learn concepts that typically span across college-level content areas; theoretical proof, abstract problem solving, and three-dimensional reasoning will be discussed. Content covered may include topics from: multivariable calculus, number theory, linear algebra, abstract algebra, and non-Euclidean geometry. Successful completion of this course will prepare students for the rigor of both quantitative and qualitative reasoning beyond high school.

**ELECTIVES**

Students may enroll in electives after completing Algebra II. These courses may be taken to meet the mathematics requirements or in conjunction with advanced core courses.

**Probability and Statistics**
One Semester Course – Fall.................................................................½ credit

**Prerequisites:** Algebra II
Students must supply a TI-84 or TI 89 calculator
This course is designed to be a short exploration into the field of statistics. It will expose students to the rudimentary content areas of statistics such as types of data, ways to display information, the normal distribution, linear regression, survey and experimental design, and probability. Students who complete this course will be considered for acceptance into the AP Statistics course.

**AP Probability and Statistics**
One Semester Course – Spring .................................................................½ credit

**Prerequisites:** Probability and Statistics, entrance test, and teacher recommendation
Students must supply a TI-84 or TI 89 calculator
The purpose of this course is to further each student’s knowledge of statistics. This course begins with a rigorous study of randomness, chance, sample spaces and probability. Statistical topics to be studied include univariate and bivariate data, plots, graphs, measures, correlation, data collection, samples, normal distributions, confidence intervals, and statistical inference. This course will include the topics on the official AP Statistics syllabus as published by the College Board and will prepare each student to take the AP Statistics examination in May.

**College Algebra**
One Semester Course – Fall.................................................................½ credit

**Prerequisites:** Algebra II
The purpose of this course is to gain a deeper insight into mathematics. Concepts include polynomials, sequences and sums, many types of functions. The course will emphasize graphing and solving techniques. As students practice these skills, they will improve their higher order thinking skills. The goal is for students to put together mathematical models to find good quality solutions to many real world situations. The course will also prepare students for pre-calculus, calculus and college level courses.

**Discrete Mathematics**
One Semester Course – Spring.................................................................½ credit

**Prerequisites:** Algebra II
The purpose of this course is to make each student a better thinker and problem solver. This one semester course introduces the concepts including propositional logic, sets, functions, sequences, sums, matrices, modular arithmetic, counting principles and probability. Through discussion, group work, lecture and projects the students will apply these mathematical constructs to previously learned material and real-life situations.
Mathematical Reasoning and Problem Solving (Blended)
Semester Course - Fall and Spring

Prerequisites: One semester of Algebra II with a B or higher and teacher approval
This course will offer instruction and review of a wide range of topics in high school math with the specific objective of creating better problem solvers. The course will cover topics from Algebra I, Geometry, Algebra II and Statistics. This is a great course for students who want to boost their test scores. Due to the blended style of this course (online and classroom), students should be a comfortable working independently and possess good time management skills.

*This course is not considered a math credit. The ½ credit will count towards general elective credit. This blended course will include an online component as well as classroom instruction.*
SCIENCE

Philosophy of the Science Department
The Science Department believes that science education is central to the lives of all. The 21st century learner will need to develop analytical techniques to probe and explore problems, to think critically and work productively as a team member, and to effectively communicate research findings to others. The course offerings in the science department are specifically designed to augment these skills.

The science department understands that learning can take place in the classroom, in the laboratory and in the field. As such, it is not uncommon for classes to head outdoors to study the local ecosystems, and to collect and process original data. Students meet science professionals through the avenues of guest speakers, lectures at local institutions, and field trips. The use of technology and exposure to computer science and engineering are also vital pieces towards the goals of becoming lifelong learners and functioning in a global environment. As such, the science department offers courses that allow students to demonstrate effective oral and written communication, creativity in problem solving and critical thinking, and proficiency in computational and research skills.

Graduation Requirements
To graduate from ODA, students must complete and pass at least three years of science courses, including the successful completion of Biology, Chemistry and Physics. Beyond these requirements, students are free to choose their courses from the list of offered electives and AP courses.

Honors and Advanced Placement (AP) Courses
The department offers a number of honors and AP courses, all of which require a higher level of sophistication, responsibility, and depth of study beyond that of the core courses in each discipline. This especially applies to AP courses, which are college-level. To be admitted into an honors or AP course, students must apply, take a subject-specific test that will assess a student’s critical-thinking skills and higher-order thought processes, as well as receive the approval of the science department. The department carefully considers the intellectual promise, independence, and maturity of each applicant. Students in honors science courses are not tracked to other honors courses. Every AP science course has a summer assignment that must be completed prior to the start of the class. Failure to complete the assignment is grounds for removal from the course. All students are expected to take the AP exam, in May, at the conclusion of the course.
COURSE DESCRIPTIONS

CORE COURSES

The Out-of-Door Academy Science Department’s core courses are taught in alignment with the Next Generation Science Standards. Each of the core courses is designed to emphasize depth of content rather than breadth of content. As well, each content item is covered in conjunction with the seven science practices outlined by the College Board. This is to improve our student’s ability to not only know science, but to think like a scientist, and apply this thinking to their everyday challenges.

**Biology**
Full Year Course .................................................................................................................................. 1 credit
**Prerequisites:** None
This course, which includes both lecture and laboratory, is designed as an introduction to the many complexities of biology. The major goal of this course is to provide the student with a basic knowledge of biology, while preparing him/her for more specific life science courses in college. Specific topics include introduction to chemistry & biochemistry, the cell, genetics, evolution, life forms, and ecology.

**Chemistry**
Full Year Course .................................................................................................................................. 1 credit
**Prerequisites:** Successful completion of Algebra I
This course will provide an introduction to the basic concepts of chemistry starting with the atomic theory and ending with acids and bases. Through lectures, discussions, experiments, and hands-on activities, students will be introduced to new material and learn how the chemistry involved is applicable to everyday life. The laboratory component of the course acquaints students with the techniques, skills, and technology used by chemists. The course works to further develop the critical-thinking abilities of students with an emphasis on how to make scientific decisions based on the evidence available.

**Physics**
Full Year Course .................................................................................................................................. 1 credit
**Prerequisites:** Concurrently taking, or completion of, Algebra II or Algebra II Honors
This course focuses on the basic concepts of physics principles as they apply to everyday life. These concepts are developed through reading assignments, lectures, demonstrations, videos, software, and computer based labs. Although a “concepts-before calculations” approach is taken in this course, math proficiency at the Algebra II level is required for basic, straightforward problem solving. The topics covered in the class include Newtonian mechanics and dynamics, gravitation, energy, special relativity, sound, light, electricity and magnetism, and nuclear physics.

HONORS COURSES

**Honors Biology**
Full Year Course .................................................................................................................................. 1 credit
**Prerequisites:** None
This introductory biology course, designed for the self-motivated science student, is an in-depth introduction to the many complexities of biology. The scope and depth of this honors level course is greater than that of the core biology course. The topics covered in the class include an introduction to chemistry & biochemistry, the cell, genetics, evolution, life forms, and ecology.

**Honors Chemistry**
Full Year Course .................................................................................................................................. 1 credit
**Prerequisites:** Concurrently taking (or completion of) Algebra II or Algebra II Honors
This introductory course is designed to develop the basic ideas of chemistry using a more mathematical approach than that of the core chemistry course. Calculation-based critical thinking and problem solving are emphasized. Laboratory experiments, many open-ended and inquiry-based, reinforce the concepts
learned in the classroom. The topics covered in the course include properties of matter, atomic structure, bonding, stoichiometry, solutions, acids and bases, and nuclear chemistry.

**Honors Physics**
See AP Physics 1

**ELECTIVES**

**Anatomy and Physiology I & II**
One Semester Courses...........................................................................................................................................½ credit
**Prerequisites:** Successful completion of Biology and Chemistry
In layman’s terms anatomy is the physical structure of an organism, and physiology is the study of how the physical structure functions. To fully appreciate one, you need to understand the other. Their scientific definitions can get fairly complex; however, the course will keep their basic definitions as its main focus. The beginning of the course will focus on defining what will be covered in the course, and the terminology that will be used. Some basic biology and chemistry will be reviewed. Organ systems will be covered separately and how they integrate with other systems. No other course can show the importance of science to our everyday lives more than Anatomy and Physiology.

*Each course is one semester and can be taken independently of the other. However, it is recommended to take Anatomy I first.

**Introduction to Computer Programming (Online)**
One Semester Course – Fall and Spring...........................................................................................................½ credit
**Prerequisites:** For Grades 10-12, with instructor approval
This course, taught online by an ODA instructor, is intended to be a first course in programming for students regardless of programming experience. This is an opportunity for students to learn about algorithms and logical thinking. Students will utilize different software packages and environments to work individually as well as collaboratively on programming projects of increasing complexity. Students taking this course will need a computer and Internet access (iPad alone will not be sufficient), as students will be required to download and work in development environments. Students will be expected to work independently by following tutorials prepared by the instructor and doing lessons and assignments at a logical pace. In addition to the periodically scheduled meetings, students have access to the instructor throughout the semester by appointment.

**Introduction to Psychology**
One Semester Course – Spring...........................................................................................................½ credit
**Prerequisites:** Successful completion of Biology. For students in grades 11 & 12 only.
This elective will focus on introducing students to the systematic and scientific study of human behavior and mental processes. Emphases will be placed on biology and behavior, cognitive processes, human development, personality, motivation, emotion, psychological disorders, and social psychology.

*Please note that this elective can count as either a History/Social Science or Science elective.

**Marine Science I & II**
One Semester Courses...........................................................................................................................................½ credit
**Prerequisites:** Successful completion of Biology, concurrently taking (or completion of) Chemistry
These courses, which include both lecture and laboratory, emphasize the study of the ocean and its environment above and below the surface. Using a global perspective and current events, students get a sense of the “big picture” of our watery world. Engaging in our local marine ecosystem, students go on field trips to collect data and observe marine organisms. Professionals serve as guest speakers and mentors for a culminating project where each student can pursue a specific topic in depth.

*Each course is one semester and can be taken independently of the other. However, it is recommended to take Marine Science I first.
**Robotics**

One Semester Course - Fall and Spring .................................................................½ credit

**Prerequisites:** Successful completion of Algebra II, Concurrently taking (or completion of) Physics

This is an introductory course in building, programming, and debugging robots to accomplish basic tasks. The course incorporates elements of engineering, computer programming, and physics. The students will construct individualized robots in order to solve novel problems. All assessments are results based, as this is a course that heavily depends on the student's ability to design, program, build, and refine their ideas in order to accomplish a given list of tasks. Curiosity, independence, and dedication are definite requirements for this course.

**Seminar in Nuclear Science**

One Semester Course – Fall ...........................................................................½ credit

**Prerequisites:** None

This course is designed to provide a student with the collaborative and cross-disciplinary experiences that are reflective of 21st century science. The students will explore a range of topics in nuclear science from the fields of chemistry, physics, computer science, engineering, and history. ODA faculty members who have expertise in these areas will act as moderators for a particular unit. The content to be studied will be determined, to a large extent, by the interests of the students. Topics to explore may include nuclear energy, fission, fusion, nuclear reactors, radioactive waste, nuclear medicine, the Manhattan project, and Chernobyl.

**Science Research**

One Semester Course ...........................................................................½ credit

**Prerequisites:** Permission of the Science Department Chair and the Academic Dean

An independent study may be an option for a student wishing to do an in-depth science research project. The project can be done either here on campus or at an approved research facility if ODA doesn’t have the necessary equipment or materials to complete the project. Students who pursue this option must be self-motivated and high-achieving students with a demonstrated record of maturity and responsibility. Students with an idea of what they’d like to accomplish should schedule a meeting with the Science Department Chair to discuss their academic plan before signing up for this course.

*For projects of longer length, a second semester of credit may be available.*

**ADVANCED PLACEMENT COURSES**

**AP Biology**

Full Year Course ........................................................................................................1 credit

**Prerequisites:** Successful completion of Biology and Chemistry (one of which must be at the Honors level)

This course serves two purposes. The first is to expand on the information that was introduced in core biology and chemistry courses. The second is to prepare the student for the Advanced Placement exam in the spring, which can earn the student college credits. The basics learned in biology will be quickly reviewed and expanded to include considerably more detail. Throughout the year the guidelines set by the College Board will be used to determine to what extent each topic is covered. This course is geared toward the serious science student who either has a passion for the sciences and/or is thinking of majoring in a science field. This is a great opportunity for students to be exposed to true college-level learning.

**AP Chemistry**

Full Year Course ........................................................................................................1 credit

**Prerequisites:** Successful completion of Algebra II and Honors Chemistry

This course is the equivalent of a first-year college course in chemistry. The basics learned in honors chemistry will be quickly reviewed. The students will then work to deepen their understanding of these foundational topics while at the same time exploring the interconnectivity of these topics into overall big ideas. Laboratory experiments introduce students to advanced glassware, equipment, and procedures and reinforce theoretical concepts learned in the classroom. Stoichiometry is the foundation of this course.
Students must have a strong grasp of mathematics and chemical processes to enter this fast-paced and extremely rewarding class.

**AP Computer Science**
Full Year Course........................................................................................................................................1 credit  
**Prerequisites:** Successful completion of Introduction to Computer Programming  
This course delves deeply into the world of computer programming. Because the development of computer programs to solve problems is a skill fundamental to the study of computer science, a large part of the course is built around the development of computer programs or parts of programs that correctly solve a given problem. At the same time, the development of useful computer programs and program modules is used as a context for introducing other important concepts in computer science. These topics include the development and analysis of algorithms, the development and use of fundamental data structures, and the study of standard algorithms and typical applications. Students will expand their knowledge of the Java programming language throughout the course.

**AP Environmental Science**
Full Year Course........................................................................................................................................1 credit  
**Prerequisites:** Successful completion of Biology and Chemistry  
The goal of this course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. Students will identify and analyze environmental problems, both natural and human-made, as well as evaluate the relative risks associated with these problems and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study.

**AP Physics 1**
Full Year Course........................................................................................................................................1 credit  
**Prerequisites:** Successful completion of Algebra II or Algebra II Honors  
This introductory physics course expands the content of the core physics course to include derivation of physics formulas and problem solving of a more rigorous nature. Labs are also more detailed and complex. Students are expected to work in a more independent, self-motivated manner while completing the requirements of this course. Concepts are developed through reading assignments, lectures, demonstrations, videos, software, and computer based labs. Topics include Newtonian mechanics and dynamics, gravitation, work, energy, power, sound, light, and an introduction to electric circuits.

**AP Physics 2**
Full Year Course........................................................................................................................................1 credit  
**Prerequisites:** Successful completion of AP Physics 1, successful completion of (or concurrently taking) Pre-Calculus  
This course expands on the foundations of physics principles covered in AP Physics 1. Critical thinking and problem solving are the cornerstones of this course. Students will be expected to obtain solutions to complex problems involving several physics principles by use of physical intuition, experimental investigation, and formal logic. Students should be self-motivated and capable of independent effort as labs, many computer-based, will be mainly open investigation with minimal direction. Topics will include thermodynamics, fluids, electricity and magnetism, waves and optics, and nuclear physics.
Philosophy of the Visual and Performing Arts Department
Participation in the arts should be enjoyable. Thus, the program promotes success in a nurturing environment that helps students develop self-esteem, gives them freedom to learn from artistic risks and encourages them to take pride in their accomplishments. Students have many opportunities to share their art with others through public concerts, plays, dance concerts and art exhibits. These and other vehicles of expression give students a sense of pride and ownership in the program and give the community an opportunity to share in the arts curriculum.
The department believes that the best way to learn artistic values is to create art. While the study of aesthetics, technique and history plays a vital part in most facets of the fine arts curriculum, the most relevant way to achieve departmental goals in the classroom is to create the product. By doing so, the student is able to appreciate the process of art making, to work analytically to solve problems, to respect others' forms of expression and to interact in group efforts. Our range of electives and AP courses allow students to pursue areas of passion within the visual and performing arts, as well as take the subject area to a higher level.

Graduation requirements
To graduate from ODA, students must complete and pass at least three semesters (one and one half years) of visual and performing arts courses. Students are then free to choose their remaining courses from list of semester-long electives offered. Pre-AP and AP courses are available with departmental permission.

Advanced Placement (AP) Courses
The department offers pre-AP and prerequisite courses for AP Studio Art and AP Music Theory respectively. Students demonstrating passion and interest in either area will be encouraged to pursue the AP path. All the AP courses on offer are highly intellectually rigorous. Successful students not only need to be intellectually capable but also demonstrate excellent study habits, work ethic, time management and self-sufficiency. It is for this reason that students can only be admitted into an AP course with the approval of the department. All students entering grades 10, 11 and 12 are welcome to be considered for admission.
COURSE DESCRIPTIONS

Drawing 1
One semester course – Fall………………………………………………………………………….½ credit
Prerequisites: None
This course teaches basic skills and techniques in drawing from direct observation. Direct observation for this course is defined as drawing from still life, landscape and architecture. Students will explore measurement and perspective, the representation of form and space, value, volume, light and shadow. Verbal skills are developed through critique and class discussion.

Painting 1
One semester course – Spring………………………………………………………………………….½ credit
Prerequisites: None
The goal of this course is to provide beginning students with a solid understanding of painting techniques that can be used to create artworks. This class introduces fundamental painting principles, methods and the use of materials. Students will develop perceptual abilities, sensitivity to color, and compositional ideas within the context of still life and landscape subject matter. Composition, color, and brushstroke will be consistently explored and analyzed. Discussion will focus upon a number of complex issues, such as the relationship between technical skill and personal sensibility; rational decision making vs. intuitive response; and conscious vs. unconscious art making.

Advanced Drawing and Painting
One semester course – Spring………………………………………………………………………….½ credit
Prerequisites: Drawing, Painting, and/or instructor approval
This course is designed for those students wanting to further improve their painting and drawing skills. The student will continue to explore various techniques through different mediums and subject matter. Students will study foreshortening, perspective, light sources and shadows, along with various ways to mix and use color. Students may choose their own focus of drawing or painting, or can pursue both subjects.

Self-Exploration Through Drawing and Painting
One semester course – Spring………………………………………………………………………….½ credit
Prerequisites: Advanced Drawing and Painting, and instructor approval
This course is a self-directed, self-paced class (instructors approval) in which the student pursues drawing, painting, or both skills into their own personal vision. A student may focus on a specific artist or time period, a specific technique or style, or may want to create a concentrated series of works. This class is for students focused and self-motivated.

Art Foundation
One semester course – Fall and Spring……………………………………………………………….½ credit
Prerequisites: None
This course offers a foundation for all students interested in a general creative experience. In this course, you learn to recognize and use the elements of art; line, form, space, texture, color, and light, while experimenting with a variety of materials and techniques.

Art Expanded
One semester course – Fall and Spring……………………………………………………………….½ credit
Prerequisites: None
Art Expanded is a continuation of the exploration of visual art through the Elements and Principals of art. This course will provide opportunities to further develop the skills and techniques learned in Art Foundation. The class will experiment in many different mediums such as but not limited to collage, video, painting, and 3-d installations. Students will also continue to develop skills needed to analyze and interpret the social and cultural influences in art as well as the expressive, technical and formal properties of art.
Computer Graphics
One semester course – Fall.................................................................½ credit
Prerequisites: None
This class explores art used to communicate ideas by combining images and text. Students join together the knowledge of design elements with typography, technology and image. Class projects range from traditional hand-made designs to computer generated visuals using Adobe Photoshop and Illustrator.

Advanced Computer Graphics
One semester course – Fall and Spring..............................................½ credit
Prerequisites: Computer Graphics
This class continues to explore art used to communicate ideas by combining images and text. Students will examine packaging and production of real world situations, and will also explore Roto-scoping: an animation technique in which animators trace over footage, frame by frame, for use in live-action films and commercials.

Photography I
One semester course – Fall and Spring.............................................½ credit
Prerequisites: Teacher and parent approval
Students supply their own 35 MM manual or digital 35MM camera and photo printing paper
This course aims to introduce students to photographic practices and techniques within a creative studio environment. The primary objective of the course is to provide students with intensive hands-on technical experience with B&W photography while also familiarizing them with the critical and theoretical debates surrounding photography in general. The students are given an introduction to the tools, procedures, concepts and application of photographic imaging. Students will use cameras, meters and digital editing to meet the requirements of a series of assignments. These assignments are designed to develop specific skills, competencies and points of view and to stimulate the students’ creative capacities for personal expression, communication and self-understanding.

Photography II
One semester Course – Fall and Spring.............................................½ credit
Prerequisites: Photography I and teacher and parent approval
Students supply their own 35 MM manual or digital 35MM camera and photo printing paper
This course provides an introduction to advanced techniques, tools, procedures and concepts of photographic imaging, with an emphasis on using more advanced techniques. Several "alternative" techniques and processes will be discussed and demonstrated. Students will make images for a series of conceptually advanced, project/series-oriented assignments to stimulate the student's creative capacities for personal expression, communication and self-understanding.

Photography III
One semester course – Fall and Spring.............................................½ credit
Prerequisites: Photography I & II, teacher and parent approval
Students supply their own 35 MM manual or digital 35MM camera and photo printing paper
This course is a continuance of advanced techniques, tools, procedures and concepts of photographic imaging, with an emphasis on photography as a fine art. Students will be required to create images for a series of conceptually advanced project/series-oriented assignments. The objective of this course is to stimulate the student's creative capacities for personal expression, communication and self-understanding.

Introduction to Printmaking
One semester course – Spring..........................................................½ credit
Prerequisites: None
This course is an overview of a wide range of printmaking techniques with a closer introduction to four: Monotype, Woodblock Printing and Linocut, Embossing. The emphasis of the course is on learning the principles and developing and mastering basic techniques, with attention to the design of the composition. The approach includes working both from objective reality and subjective imagination.
Ceramics I
One semester course – Fall and Spring. .................................................................½ credit
Prerequisites: None
Ceramics I is a class designed for students who have an interest in working with clay, and gives students experiences in making functional as well as sculptural pieces, using a variety of techniques. This course will exercise the students’ knowledge of the basic formal elements of 3D composition. Ceramics I will stretch the students’ minds and encourage them to connect form with function and concept with craftsmanship, tools, and materials.

Advanced Ceramics
One semester course – Fall and Spring. .................................................................½ credit
Prerequisites: Ceramics I
Working with ceramics requires very specific skill sets and techniques that need to be learned step-by-step through demonstration, trial, error and repeated practice. An advanced ceramics course would explore complex techniques of constructing ceramic works beyond the basic methods covered in the introductory course such as slab, coil, slump and hump molding, and throwing pottery on the wheel. More focused and independent exploration of the infinite possibilities of decorative styles using glazes, under glazes, dry carving and other techniques would also be encouraged. Along with more challenging studio production, academic exploration of past and contemporary practices in ceramics from a variety of cultural approaches would take place through research, art historical writing, a class presentation and coinciding group critique.

Pre-AP Studio Art
One semester course – Spring. ................................................................................½ credit
Prerequisites: Teacher portfolio review and parent approval. For students in grades 10-12
Pre-AP Studio Art is about solving visual problems in color study, composition, and design. Students become aware of the AP Portfolio exams. Students are encouraged from the beginning of the class to formulate ideas for their Quality / Breadth / Concentrations and, where allowable, to start working on those ideas. Students are required to complete 12 pieces that are Breadth portfolio submission in preparation for taking an AP Studio Art course during the following year. The prerequisite for Pre AP Studio Art consists of a portfolio review, teacher recommendation, and parental permission.

AP Studio Art
Full Year Course ........................................................................................................½ credit
Prerequisites: Teacher portfolio Review and parent approval
AP Studio Art is created to show the strength and proficiency of the art student. This class and curriculum is designed for the serious art student. Students in this class should be considering a major or minor in the visual arts. The AP Studio Art class is taught as a first year college studio arts class. The final portfolio will be a representation of the student’s knowledge, application and exploration of different artistic techniques, media and concepts. Also, the ability to express a personal vision, investigation and growth will be established in this portfolio.

The Visual Narrative
One Semester Course – Fall. ......................................................................................½ credit
Pre-requisite: For students in grades 10 through 12
This interdisciplinary course will give students the opportunity to develop both their visual art and creative writing abilities as they explore the power in combining image and text in works of art and literature. We will move through projects such as creating imaginary movie posters, advertisements, ‘memes’, comic book, illustrated short stories as well as conceptual artwork incorporating text. We will also spend some time learning about the history and influence of combining image and text in our culture and society.

Installation Art
One Semester Course – Fall. ......................................................................................½ credit
Pre-requisite: For students in grades 10 through 12
Installation Art is an approach to art making unlike any other. Instead of creating objects and images, installation artists create entire environments that surround their viewers. This course will introduce students to arguably the most significant art form in the contemporary art world. We will move through the
process of developing a creative concept and plan of action for transforming a specific location on campus into a work of experiential art using a wide array of materials, fabrication techniques and technology. Students will have an incredible amount of artistic freedom in an attempt to realize their vision for releasing their art from the walls of the art building and into the campus for the entire ODA community to experience.

**Sculpture**

One Semester Course – Spring

Pre-requisite: None

Sculpture has come to encompass an enormous array of artistic practice. In this course, we will focus on the more conventional approaches to creating form of aesthetic and conceptual quality using traditional carving and other techniques with materials such as plaster, wax, wood and even stone. After learning about the rich history of sculpture around the world, students will learn how to turn blocks of material into anything their imagination, skill and patience will allow from human and animal forms to abstract geometrical compositions.

**History of 20th Century Popular Music**

One Semester Course – Spring

Pre-requisite: None

In this class, we will focus primarily on the progression of popular music from the Rock ‘N’ Roll of the 1950’s to the present day hits. We will cover many styles of music including Rock, Jazz, Blues, Country, Hip Hop, Funk, Disco, Punk, Grunge and everything in between. Other topics will include the impact of the recording industry, music publishing, radio and social issues. The students will gain a better understanding of how the music of today is connected to the music of the past.

**Electronic Field Production**

One Semester Course – Fall and Spring

Pre-requisite: None

This course will review the unique aspects of non-studio video production styles, techniques, and formats. Students will present on-camera interviews, create music videos, produce documentary style storytelling, and design promotions and commercials for the school community. Essentially, this course is broadly field video production as opposed to studio video production. Students will predominantly work in teams (depending/varying on class size) and will be responsible for completing unique projects as they are assigned.

**Introduction to Film**

One Semester Course – Fall

Pre-requisite: None

This course will explore filmmaking from an introductory standpoint. Students will develop the basic skills in filmmaking through a series of screenings, lectures, discussions, and hands-on activities. Students will learn the basic skills used in cinematography, video editing, and screenwriting as they apply to filmmaking.

**Elements of Film**

One Semester Course – Spring

Pre-requisite: For students in grades 11 through 12

This theory-based course will provide students an opportunity to study classic examples of filmmaking. Through analysis of contemporary and historic films from different countries and genres, students will gain an understanding of the principles of film language, theory, and history.

**Keyboard I**

One Semester Course – Fall

Pre-requisites: None

The keyboard elective is designed for beginning music students who would like to learn basic keyboard skills. The goal is to awaken musicianship by offering fundamental tools on the keyboard that can be developed in a Keyboard II class (offered second semester), or that can be used to enhance a student’s understanding of basic musicianship. The class is for students who “have always wanted to play the
piano”, or who “love to sing” and just need some chords to go along with their vocals, or who “want to start a band.” The class is also for the serious music student who already plays another instrument but whose keyboard skills need to be developed. The class size is limited to eight students.

**Keyboard II**
One Semester Course – **Spring**
Prerequisites: Keyboard I
This class will continue to develop the skills learned from Keyboard I. We will explore different styles of music including classical, pop, and jazz. This class will expand on the different types of keyboard playing including note reading, chart reading, and improvisation. The class size is limited to eight students.

**Introduction to Journalism** (Online)
One Semester Course – **Fall** and **Spring**
Prerequisites: For students in grades 10-12
This course is designed to give students a broad understanding about journalistic writing and online publishing. Course content will be delivered online with required weekly check-ins for one-on-one writing instruction and occasional all-staff meetings. Course will cover basics to include interview techniques, writing leads, using sources and quotes in story telling, and closing an article. Also included will be instruction and discussion about journalistic images, publishing on Word Press, using social media to promote readership, and serving the community’s needs for communications. As a semester-long individual project, students are asked to create one unique new feature that will be developed over the duration of the semester.
*Please note that this elective can count as either an Arts or English elective.

**Journalism** (Online)
One Semester Course – **Fall** and **Spring**
Prerequisites: Introduction to Journalism, and students in grades 10-12
The ODA Online Journalism class is a class designed to provide instruction and practice in telling the news of the ODA student community. Instruction will focus on skill building related to writing and publishing in a live, online paper as well as strategizing about building readership and engaging students in the news of the school. Students will complete required weekly assignments that will include publishing an article, cultivating individual projects, as well as engaging in the maintenance and upkeep of our online site and related social media. While the class can be taken as a semester course, a full-year enrollment or more is recommended.
*Please note that this elective can count as either an Arts or English elective.

**Year Long Courses**

**Advanced Chorus**
Full Year Course
Prerequisites: None
Students entering Advanced Chorus have already been successful at singing in three-part harmony. They will be familiar with basic note values and the movable do-re-mi solfeggio system in C, G, D, and F major. They will be able to read choral music and follow the music director. In Advanced Chorus, standard literature in four-part harmony from classical western repertoire will be studied. Students will continue to develop their sight-singing skills, using the movable do solfeggio system as well as identifying note names. Intervallic identification will be taught. Students will perform in concerts by memory. Intonation, dynamics, articulation, rhythmic accuracy, and balance are emphasized.

**Advanced String Ensemble**
Full Year Course
Prerequisites: None
Students entering Advanced String Ensemble will have a solid command of their instrument, be able to play several major scales, and have been introduced to minor scales. They will be able to read level three music without difficulty. Students in Advanced String Ensemble will study standard literature from the
classical Western repertoire. Students will refine their knowledge of major scales and arpeggios, and continue to develop knowledge of minor scales. Concert performances will feature pieces rehearsed through the school year. Intonation, dynamics, articulation, and rhythmic accuracy will be emphasized. At this level, an independent practice habit has already been established.

**Upper School Band**

Full Year Course…………………………………………………………………………………………………………………………….1 credit

*Prerequisites:* None

This course offers students the opportunity to participate in both the Jazz Ensemble and the Wind Ensemble during the same scheduled block. The Jazz Ensemble will introduce the students to the American music style known as jazz. The performers will learn styles including, but not limited to, blues, swing, Latin, fusion, funk, be-bop. The students will also study the theory, history and musicians that have made this style of music popular. The Wind Ensemble will be designed around a classically based repertoire of music. The instruments involved are all brass, woodwind and percussion. This ensemble will study the theory, history, composers and performers over the past 400 years. Students enrolled in this class may also participate as members of the Pep Band, Drum Line, Pit Orchestra and Jazz Combo. Musicians should have at least 2 years of Middle School Band experience.

**AP Music Theory and Composition**

Full Year Course…………………………………………………………………………………………………………………………….1 credit

*Prerequisites:* Music Reading and recommendation of department

Students taking AP Music Theory must be familiar with basic notation in treble and bass clefs, major and minor scale forms, the circle of fifths, intervals, and triads. Students will be expected to have some related aural skills and be willing to sing. In AP Music theory, topics covered will include notation, rhythm, and meter, scales, intervals (particularly aural recognition), triads and seventh chords, cadences, non-harmonic tones, melody, texture, voice leading, modulation, small forms and score analysis. In addition, students will work on listening skills in order to aurally identify and notate rhythmic patterns, melodic dictation, and harmonic dictation. Students will also learn to realize a figured bass, realize a Roman numeral chord progression in four parts, and compose a bass line and chord progression for a chorale-type melody.

**Yearbook (Blended)**

Full Year Course…………………………………………………………………………………………………………………………….1 credit

*Prerequisites:* None

This yearlong course requires extracurricular time, including any necessary afternoon and weekend sessions. The purpose of the course is to produce the annual The Out-of-Door Academy yearbook. Teamwork, creativity, and dedication are essential in the production of a quality yearbook. The objectives are to evaluate visual aspects of old yearbooks, analyze writing in old yearbooks, discuss the elements of theme as they are covered in The Out-of-Door Academy’s high school yearbook, and collect and assemble examples from magazines of graphic elements, type styles and copy writing that could be used in the design of the school yearbook.

*Please note that this elective can count as either an Arts or English elective.*
WORLD LANGUAGES

Philosophy of the World Languages Department
The vision of our Department has been to offer quality programs that encourage richness and depth of communication, knowledge and understanding of other cultures, and openness to diverse ideas and perspectives. As reflected in the opening statement of the Standards for Foreign Language Learning in the 21st Century, “Language and communication are at the heart of the human experience”. In order to best prepare our students for the global environment in which they will live and work, our programs focus on the goals of communication, cultures, connections, comparisons, and communities. We encourage an extended sequence of language learning that builds skills from one level to another, as well as the study of multiple languages. We seek and provide opportunities for our students to use language beyond the confines of the classroom; to understand the connection between disciplines, and how languages and culture are inextricably intertwined.

Graduation Requirements
The Department strongly encourages students to take world languages throughout their high school years. In order to fulfill the ODA graduation requirement, students must pass at least six semesters (three years) of one language. Another option that also fulfills the graduation requirement is a minimum of four semesters (two years) of one language and four semesters (two years) of another language.

Honors and Advanced Placement (AP) Courses
The World Languages Department offers honors courses in Spanish, and AP courses in Latin, and Spanish. AP courses follow the guidelines of the AP College Board and are rigorous courses of study. Students considering admission need to demonstrate high levels of proficiency, motivation and work ethic. For this reason, students can only be admitted into an AP language course with the approval of the Department. Upon admittance, each student will receive a summer assignment from the instructor of the course. All students are expected to take the AP exam(s) in May.
COURSE DESCRIPTIONS

Latin I
Full Year Course .............................................................................................................. 1 credit
Prerequisites: Recommendation of department
In Latin I, students will develop their listening, reading, writing, and translating skills at the beginning level. Acquisition of vocabulary and new grammar will be achieved through contextual and cultural Latin texts, and through a variety of teaching methods. By learning Latin, students will strengthen their language skills in English and other foreign languages. Emphasis will also be placed on the relevance and importance of Classical Greek and Roman culture and history. Through studying Classical culture, students will gain a better understanding of contemporary issues. Students will also acquire the tools necessary to move into Latin II.

Latin II
Full Year Course .............................................................................................................. 1 credit
Prerequisites: Recommendation of department
The Latin II course will continue to build upon the student's study of Latin. In this course, students will continue to acquire vocabulary, learn more advanced grammar, and improve the speed and accuracy of their reading and translation. In addition, the culture of the Romans and of the ancient world will be woven into each lesson. Students will continue to explore how the culture and history of Ancient Rome offer significant tools to understand some of today’s social, political, and economic issues.

Latin III
Full Year Course .............................................................................................................. 1 credit
Prerequisites: Recommendation of department
Students in Latin III will begin to prepare for the reading, translation, and comprehension of authentic Latin literature. Latin III students will study more advanced grammar and an increased amount of vocabulary. Students will also be encouraged to critically discuss the literature and ideas presented to them, and will work to refine analytic skills throughout the year. In addition, they will continue to explore different areas of Roman culture and the time period of late Republican Rome.

Latin IV
Full Year Course .............................................................................................................. 1 credit
Prerequisites: Recommendation of department
In Latin IV, students will enter into the final stages of advanced Latin grammar, and will begin to read and translate authentic Latin literature during second semester. Students will be introduced to various poets such as Catullus, Horace, and Vergil. Latin IV also begins the transition from intermediate Latin into the Latin V or AP Latin courses. Students will also be expected to start developing critical writing skills related to the literature read in class. In addition, students will study the history of the time period just after the death of Caesar through the rise of Augustus.

Latin V
Full Year Course .............................................................................................................. 1 credit
Prerequisites: Latin IV and recommendation of previous year’s teacher.
This course focuses on Latin literature, and is intended for those students who wish to continue their study of Latin at an advanced level. Students will spend the year studying excerpts from Vergil’s great epic, The Aeneid, and will work to master understanding of the author’s poetic style, his rhetorical devices, and the overall significance of the work to Roman history and world literature. Grammar study will be mostly limited to structures exclusive to the author. In addition to the Latin text, students will read the entire poem in English to put the Latin excerpts in a meaningful context. Students will continue to strengthen their language skills in Latin, but will also refine their analysis of literature and their writing skills in English.
AP Latin
Full Year Course……………………………………………………………………………………………………1 credit
**Prerequisites:** Recommendation of previous year’s teacher and approval of the Head of Department. The student must sign an AP contract.
This course is intended for those who have demonstrated excellence at levels three and four and who wish to prepare to take the Advanced Placement Latin Examination. Students will spend first semester studying excerpts from Caesar’s Gallic War, and second semester studying excerpts from Vergil’s *The Aeneid*. Within these texts, students will encounter some of the important people, events, and literary genres of Roman times, focusing on the core periods of the late Republic and the early Principate. Students will engage with issues of war and peace, empire, ethnicity, leadership, and the roles and purposes of historiography. In addition to the Latin text, English readings from both authors are included to put the Latin excerpts in a significant context. Students can also expect regular critical writing assignments in preparation for the exam in the spring.

Mandarin Chinese I
Full Year Course……………………………………………………………………………………………………1 credit
**Prerequisites:** Recommendation of department
This introductory course focuses on developing the skills of listening, speaking, reading, and writing in modern standard Chinese, using pinyin and simplified characters. Students will master the technique of typing Chinese in order to improve their understanding of Chinese characters and Chinese texts at large. Students will also be exposed to Chinese culture through a variety of readings, projects, class activities and multimedia presentations.

Mandarin Chinese II
Full Year Course……………………………………………………………………………………………………1 credit
**Prerequisites:** Recommendation of department
In this Mandarin II course, students will continue to acquire vocabulary and grammar. Language function and communication are emphasized through natural, colloquial usage. Students will continue to write in Chinese as they work to complete short essays. As keys to studying the Chinese language, this course also covers culture, customs, philosophy, and history.

Mandarin Chinese III
Full Year Course……………………………………………………………………………………………………1 credit
**Prerequisites:** Recommendation of department
This course builds on language skills developed in Chinese I and II. There is a complete review of basic grammar and key sentence patterns, practice in the appropriate use of idiomatic expressions, and further development in reading and writing Chinese characters. Extensive conversation in Chinese is encouraged, as students build their vocabulary through expanded readings. Additional topics of Chinese culture and history are covered in this level III course.

Mandarin Chinese IV
Full Year Course……………………………………………………………………………………………………1 credit
**Prerequisites:** Recommendation of department
This course provides an opportunity for students to acquire better speaking and listening skills in Chinese. Students will be able to engage in conversation with native speakers at the intermediate level. New vocabulary and idiomatic phrases will be emphasized, and the student will hold conversations in Mandarin during each class.

Mandarin Chinese V
Full Year Course……………………………………………………………………………………………………1 credit
**Prerequisites:** Recommendation of department
In Mandarin Chinese V students will continue to strengthen their skills of speaking, writing, listening, and reading through different authentic texts, media, and cultural studies. Students will also improve their ability to communicate effectively and appropriately in real life social situations.
Spanish I
Full Year Course.................................................................1 credit
Prerequisites: Recommendation of department
This course is designed for students who are beginning their study of the Spanish language. The primary focus is on developing strong foundation skills in the target language. Students learn vocabulary in thematic units and participate in a variety of classroom activities that enable them to use their new vocabulary and grammar structures. The goal of the course is to help students attain a beginning level proficiency in listening, speaking, reading, and writing.

Spanish II
Full Year Course.................................................................1 credit
Prerequisites: Recommendation of department
This course is designed to help students develop proficiency in the language skills of listening, speaking, reading, and writing. Although emphasis is placed on conversational skills, vocabulary and grammar continue to be stressed as students move from controlled to creative responses within the context of a particular theme, idea, or situation.

Spanish II Advanced
Full Year Course.................................................................1 credit
Prerequisites: Recommendation of department
This course follows the topics and building of skills required for a second year course but adds readings, essays, and communicative projects. A deliberate attempt will be made to balance all skills so that a student, who already demonstrates high proficiency in one or two areas, will also be challenged to develop skills in the other areas. Although not the only criteria, a grade of A or A- in the previous level Spanish class is required as well as a strong work ethic, and recommendation of the Department.

Spanish III
Full Year Course.................................................................1 credit
Prerequisites: Recommendation of department
The geographical and cultural aspects of Central American countries, Mexico, and the United States are examined and discussed in both individual and collaborative projects. Emphasis is placed on vocabulary and complex grammatical concepts. Writing skills are further developed as students respond to prompts, and produce short compositions. Students are encouraged to use the target language exclusively in class.

Spanish III Honors
Full Year Course.................................................................1 credit
Prerequisites: Recommendation of department
This Spanish III Honors course goes beyond the goals and performance outcomes of Spanish III in terms of depth and extent of content. The Department carefully considers each candidate’s solid performance in previous Spanish classes, work ethic and motivation, and present communication skills. A formal assessment will be given as part of the application for admissions into this course. Although not the only criteria, a grade of A or A- in the previous level Spanish class is required. Oral communication in the target language is stressed as students explore the complexities of Spanish language and culture through a variety of media and material.

Spanish IV
Full Year Course.................................................................1 credit
Prerequisites: Recommendation of department
Spanish IV builds upon previous courses with specific goals to develop better reading skills in a variety of text types including modern short stories; to increase general vocabulary in order to develop spontaneous participation in any conversational situation; to review and complete grammar topics with an emphasis on advanced structures; and to practice writings in a variety of formats. The geographical and cultural aspects of many Spanish-speaking countries are examined and highlighted in both individual and collaborative projects. Classroom participation is a major component of this course.
Spanish IV Honors
Full Year Course.................................................................1 credit
Prerequisites: Recommendation of department
Careful consideration is given to each student enrolling in this course, as the Department assesses each candidate’s solid performance in previous Spanish classes, work ethic and motivation, and present communication skills. Students must demonstrate a high level of proficiency as well as the motivation and commitment to engage in extra readings and projects as assigned by the professor. Speaking, reading, listening and writing skills are refined as students move towards an advanced level of Spanish. The interactive communicative approach in this class is designed to provoke cultural comparisons and connections, analysis, and expression of ideas.

Spanish V (Blended)
Full Year Course.................................................................1 credit
Prerequisites: Recommendation of department
In this course, aimed at developing communicative competency, students will understand and interpret written and spoken Spanish on a variety of topics. They will present information to an audience of listeners. They will recognize distinctive viewpoints and learn about the culture of many Spanish-speaking countries. Classroom participation, in the target language, is a major component of this course.

Spanish V Honors
Full Year Course.................................................................1 credit
Prerequisites: Recommendation of department
Speaking and writing are vital components of this course. Students will read short stories, poetry, and excerpts from novels. Current events will be explored and discussed in class. Students will continue to expand their vocabulary base, and grammar will be strongly reinforced through readings. Presentations, both oral and written, will provide opportunities to synthesize various sources of information. Cultural perspectives of the Spanish-speaking world are continually explored as we broaden and expand our knowledge of Spanish culture and language.

Spanish AP Language and Culture
Full Year Course.................................................................1 credit
Prerequisites: Recommendation of department
This rigorous course of study follows the guidelines of the College Board AP Spanish Language and Culture Course and provides opportunities for students to demonstrate their proficiency in the target language in the Intermediate to Pre-Advanced range across the three modes of communication: Interpretive, Interpersonal, and Presentational. The course focuses on the integration of authentic resources including online print, audio, and audiovisual resources, as well as traditional print resources that include literature, essays, and magazine and newspaper articles. The goal is to provide a rich, diverse learning experience as students communicate, strengthen their command of Spanish, and broaden their knowledge of the various cultures of the Spanish-speaking world through the thematic approach of this AP Spanish Language and Culture course.
ADDITIONAL COURSES AND INFORMATION

Upper School Physical Education
The Out-of-Door Academy has a wellness initiative, which impacts the daily lives of all students enrolled. As part of the institutional goal and commitment to life-long learning, ninth grade students are required to take a physical education course for one semester or play one full season of a varsity, junior varsity, or club sport. We recognize that some students are engaged in physical activities that are not directly connected to The Out-of-Door Academy. As a result, we offer an opportunity for students to submit a proposal that will serve as a request for exemption from our physical education/sports requirement. The request should be a letter on official stationary from a director or professional instructor, which should include:

- an explanation/description of the activity;
- number of days weekly the student is obligated to attend;
- Number of minutes/hours each meeting; and the
- Duration of the participation (must be at least nine weeks).

The letter should be presented to Ms. Evans (Academic Dean). Ms. Evans and Ms. Stone (Wellness Director) will review the information. If the student is exempt from the physical education/athletic requirement, Ms. Evans will notify him/her as soon as possible.

Life Management Skills
One Semester Course ..............................................................................................................\( \frac{1}{2} \) credit
Life Management Skills is designed to give the students information and help them find reliable sources for information on health related issues and enhance their decision-making skills. Topics include, but are not limited to, emotional health, social health, drug use and abuse, alcohol, disease prevention, AIDS and other STD’s, cancer, tobacco, pairing and commitment, sexual behavior, pregnancy prevention, aging, first aid, CPR, and consumer health issues.

Independent Study
Independent study is a form of education offered by The Out-of-Door Academy to high achieving students who have essentially exhausted the given curriculum in a particular subject area. Studies are designed for students with very strong academic records. Students who wish to pursue independent studies must demonstrate maturity and responsibility. Additionally, a course may be taken as an independent study when a student is unable to take the regular course because of scheduling conflicts or when a student wishes to pursue a topic outside the normal course offerings. The student must first find a teacher who agrees to supervise the student’s work, and then together they plan what materials they will use, what assignments or projects the student will complete, how often they will meet, and how assessment will be handled. The student uses this information to complete the Independent Study Program Form, acquired from the Academic Dean, which then serves as the student’s application. The appropriate department chair, Director of College Counseling, and the Academic Dean must approve the application.