



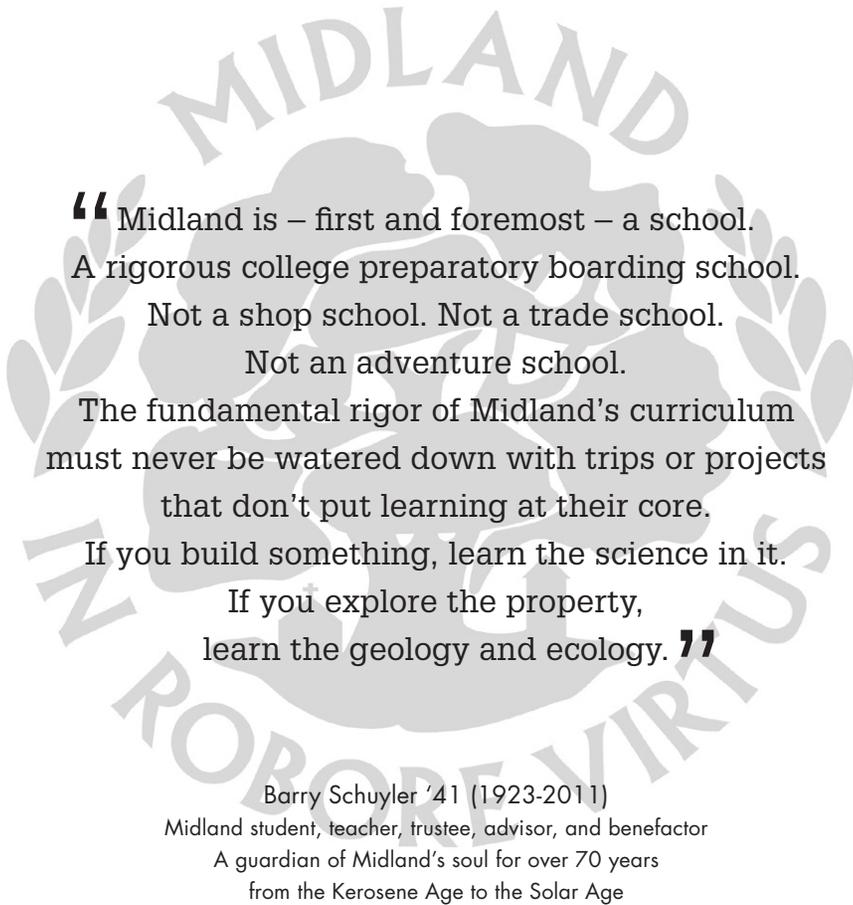
**MIDLAND SCHOOL**  
LIVE YOUR EDUCATION



**MIDLAND SCHOOL**  
**CURRICULUM GUIDE**  
2016-2017

# MIDLAND CURRICULUM GUIDE

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“Midland is – first and foremost – a school.  
A rigorous college preparatory boarding school.  
Not a shop school. Not a trade school.  
Not an adventure school.  
The fundamental rigor of Midland’s curriculum  
must never be watered down with trips or projects  
that don’t put learning at their core.  
If you build something, learn the science in it.  
If you explore the property,  
learn the geology and ecology.”

Barry Schuyler '41 (1923-2011)  
Midland student, teacher, trustee, advisor, and benefactor  
A guardian of Midland’s soul for over 70 years  
from the Kerosene Age to the Solar Age

# MIDLAND SCHOOL

## MISSION

Midland School provides a unique college preparatory boarding school experience to a diverse student body. Through study and work it teaches the value of a lifetime of learning, self-reliance, simplicity, responsibility to community and the environment, and love for the outdoors.

## PHILOSOPHY

Midland School is a community of students, teachers, and families in pursuit of academic excellence and moral lives. We are guided by the following principles:

- The essential ingredients of learning are a student, a teacher, and an idea.
- A high quality college preparatory education should be accessible to families of all economic means.
- A simple, self-reliant lifestyle, close to nature, teaches us to develop our inner resources, to distinguish between needs and wants, and to appreciate life’s fundamental joys and challenges.
- A school community entrusting students with authentic leadership roles, emphasizing individual and collective responsibility, and relying on its own work to meet its basic needs, prepares students to take care of themselves and to serve others.
- Connection to the environment, through academic education and everyday example, teaches students to be good stewards of the earth.

# HUMANITIES

Through the study of English, history, and social sciences, the Humanities Department seeks to develop students who effectively participate in the world of ideas with excellent skills as readers, thinkers, and writers.

Our goals are to:

- Train students to become effective writers
- Compel students to develop arguments based on analysis of evidence
- Expose students to a world rich with diverse perspectives on the human experience – and cultivate ethical citizens who understand and evaluate those perspectives using the data available
- Establish norms for intellectual conversations requiring listening and participating in group discussions and activities, thereby building mutual trust and respect among students and teachers
- Model and encourage curiosity so that students ask and pursue answers to their own questions
- Teach students how to learn independently – by asking for guidance and feedback rather than waiting to be taught

The Humanities program nurtures lifelong engagement in the work of making meaning for oneself by decoding the products of human culture.

We support Midland's mission by empowering students to become curious, self-reliant learners devoted to responsible participation in human communities.

## ESSENTIAL SKILLS:

Through daily interaction with published texts, their own written work, classmates, and teachers, our students cultivate skills in five critical areas:

### RESEARCH:

- Students learn to develop appropriate questions; identify, locate, evaluate, and document a variety of sources; synthesize research; and cite sources using approved formatting conventions.

### READING:

- Students learn to survey, annotate, summarize, and interpret texts; distinguish among types of documents (i.e., primary and secondary); and make meaningful connections between reading material and their personal and academic experiences.

### THINKING:

- Students learn to analyze, evaluate, classify, group, doubt, and hypothesize.

### WRITING AND COMMUNICATION:

- Students learn to develop and support a thesis using appropriate evidence and extended analysis; develop complexity in an argument; organize written and oral presentations; write sentences using effective diction and syntax; participate effectively in group discussions, projects, and debate; write creatively in various forms; listen well; and speak cogently in public.

### SELF-ASSESSMENT:

- Students develop methods for determining what they know and need to know; they critically read and revise their own work.

# HUMANITIES

**UC** means approved for high school credit by the University of California.

## CORE

### **English 9** (1 credit) **UC**

In the context of Midland's place-based curriculum, English 9 investigates the relationship between humankind and the natural world with special emphasis on personal growth during adolescence. Students read literature of various genres – novels, epic poetry, Shakespearean drama, and non-fiction – while learning critical reading skills and analytical terminology. Writing assignments include essays, poems, letters, instructions, speeches, journal reflections, and a research paper. Grammar instruction and vocabulary development parallel expectations for essential reading and writing skills.

### **Midland 101: Ecosystems and Natural History** (0.5 credits in Humanities) **UC**

Midland 101 teaches authentic place-based physical science and cultural history on Midland's 2,860 acres; the property is the textbook for Midland 101. History topics and skills include land use and development practices in relation to fire prone coastal sage scrub and chaparral landscapes, the evolution of federal land management agencies including the neighboring Los Padres National Forest, Spanish and Mexican governance of California, and Chumash life. The course culminates with a research paper that develops research and writing skills.

### **World Studies: History** (1 credit) **UC**

World History is organized both chronologically and thematically, encouraging critical thinking. The first semester covers ancient and medieval global worldviews and the development of complex human societies from pre-history to the 1500s. During the second semester, students explore the modern era through the themes of Cultural Collisions and Colonization, 20th Century War and Peace Studies, and Revolutions. Each unit is based on a set of essential questions that require students to apply their historical knowledge to contemporary and ethical issues, creating connections to students' lives. The entire curriculum is closely coordinated with the literature course, with some assessments counting toward both.

### **World Studies: Literature** (1 credit) **UC**

Works of literature are chosen to complement the themes explored in the World Studies: History course. Students read early sacred texts, Greek drama, mythology, memoirs, poetry, plays, narratives, and novels by both Western and non-Western authors set in a wide variety of historical time

periods and places (including Africa, Asia, and Latin America). Students continue to develop critical reading and writing skills, while widening their knowledge of vocabulary and complex grammar. Assignments include two joint research projects with World History, analytical essays, creative literary responses, speeches, letters, and narratives with special emphasis on developing an argument based on a thesis.

### **American Studies: History** (1 credit) **UC**

Through this course, students gain a working knowledge of American History and develop the ability to analyze past and current events. To achieve this end, the major units are organized both chronologically and thematically. Within each unit, students examine the foundational era then trace the major themes forward to the present, exploring history in terms of ideas, issues, and time periods. For example, the course begins with the American Native and Colonization unit, which focuses on the cultures of first civilizations and the changes and conflict resulting from European colonization. To conclude the thematic section, students explore the lives of modern Native Americans. The other units include The American Idea, The Fight for Equality, The American Dream, and America on the World Stage. Advancing their historical thinking skills, students debate issues, analyze secondary and primary source documents, write persuasive and creative papers, and complete research projects.

### **American Studies: History Honors** (1 credit) **UC**

History students earn honors credit by completing additional reading, document analysis, and timed essay-writing beyond that assigned to American Studies in order to prepare for the AP Examination in U.S. History. Much of this work is independent, and the course involves additional meetings outside the normal class time. The Honors section is truly designed for the self-motivated, passionate history student.

### **American Studies: Literature** (1 credit) **UC**

In this course, students read works of American Literature related to the historical periods covered in American Studies: History. Over the course of each unit, students read short stories, plays, novels, poetry, and essays that explore and help define the American experience. Students develop critical and analytical vocabulary for writing about literature through journal assignments, discussion, and formative written assessments. As they consider multiple perspectives of America through literary analysis, students reflect on themes in American culture as they relate to the conflict between individual freedom and societal restriction. Students write in a variety of forms in order to strengthen their range of writing. The final component of the course is vocabulary instruction in preparation for the SAT and lifelong, college-level reading.

## **English 12** (1 credit) *UC*

Students explore the history of the English language and literature by reading works from the Middle Ages up through the modern era. Readings include Old English epic poetry, Renaissance drama, Romantic poetry, and novels from the modern era. Students develop an understanding of how literature reflects and attempts to criticize a wide variety of individual, social, and political issues through tragedy and satire. Through the use of journals and outside research, students write to demonstrate connections between the past and present and explore universal themes. Students explore a wide variety of writing genres including satire and short fiction as they continue to develop as college-level writers through the study of vocabulary, grammar, and writing format.

## **English 12 Honors** (1 credit) *UC*

Similar in scope to English 12, Honors students move at a faster pace on an expanded range of topics, including the historical background reflected in the literature. To help broaden their knowledge of literary forms and genres, the Honors course includes additional and more technically challenging works not covered in the regular section. Students will write more deeply analytical essays and be trained in technical aspects of literature similar to those measured by the AP tests in language and literature.

## *ELECTIVES*

### **Writing and a Sense of Place** (0.5 credits) *UC*

This portfolio-based class expects students to write and rewrite at least every other day. By semester's end, they will have at least 20 pieces of writing, and each piece will in some way reflect the student's sense of place – often that place will be Midland. Each student, in consultation with the instructor, will select certain pieces from their portfolios to share with the class and refine until the writing is polished enough to be published in the *Midland Mirror*, a school publication sent to an audience of 2,000. Examples of the kinds of articles students write include a profile, an editorial, a sports article, historical reflections, a travel piece, personal essays, news items, and reflections on the campus and their experience as Midland students. To complement each major assignment, students will read selected chapters from *Models for Writers* and *On Writing Well* and deconstruct various pieces written by professional journalists.

### **Current Global Issues** (0.5 credits)

This course is designed as a project-based senior seminar where students lead discussions on current social, humanitarian, economic, and political issues they find engaging and relevant. Potential topics to explore include

geopolitical concerns such as conflicts in the Middle East, terrorism, and American intervention in foreign countries; globalization of culture and the economy; and humanitarian issues such as poverty, women's rights, racism, and the impact of environmental degradation. During the course, students complete sophisticated readings, evaluate media sources, conduct research, lead discussions, and create their own clear position papers on current issues. Additionally, participants will take a leadership role in educating the rest of the student body about current affairs.

### **Graphic Novels** (0.5 credits)

Through academic study and active participation, each student explores all the steps and creates finished artwork for an original graphic novel. Steps include the study of story structure, character development, research, creating a plot outline, creating storyboards, drawing, and inking several pages of artwork and text. Students become familiar with the vocabulary of visual storytelling by studying graphic novels, reading academic articles about elements of comics and graphic novels, and incorporating this vocabulary into their own work. Students also gain an understanding of self-publishing and book design as they collaborate to create a class anthology.

### **Water: California's Liquid Gold** (0.5 credits) *UC*, Midland Honors (offered every other year)

The topic of water use in California has always been, and always will be, controversial. Historically, agriculture has used 80% of available water supplies, but within the last few decades the West's population boom and rising concerns for environmental preservation have challenged the traditional approach for allocating and dividing up water resources. This course will focus on local and regional water issues as they apply to demands from the environmental, agricultural, domestic, and industrial sectors. Understanding the state's intricate plumbing system – the Central Valley Project, the State Water Project, the Los Angeles Aqueduct, the Colorado River Aqueduct, and thousands of miles of canals and ditches – is crucial to comprehending the big picture of water use in California.

### **Introduction to Cultural Anthropology** (0.5 credits) *UC*, Midland Honors (offered in some years)

This course provides an introduction to cultural anthropology. After exploring basic concepts – culture, social structure, and participant observation – we look at classification, kinship, gender, ethnicity, ritual, and religion in cross-cultural perspective. We then turn to resources, colonialism, and political economy. The class ends by examining distinct social processes, cultural politics, and new trends in anthropology.

# MATH

The Math Department develops comfort in working with numbers and fluency in the language, motivation, and application of math. Our core courses are sequentially linked, requiring the mastery and assimilation of skills as students advance through our curriculum. While we practice the application of mathematical skills to our daily lives, we also cultivate the important habits of mental discipline and organization in order to structure our minds for rigor.

Our overall goals are that students:

- Understand the motives for learning particular mathematical concepts
- Develop organized and rigorous patterns of thinking and problem-solving
- Take academic risks through trial and error
- Intelligently use technology to solve real-world problems
- Gather and analyze data to model real-world phenomena
- Develop the ability to neatly and clearly present written work

In providing a foundation for advanced study and the practice of math in college and beyond, we impart skills that lead to disciplined, organized habits of mind. We focus our teaching strategies towards how to think, not just what to think, by constantly reinforcing that organized written expression reflects organized thought.

The math program supports Midland's mission by providing tools and habits of mind that allow students to be informed, responsible citizens.

## ESSENTIAL SKILLS:

Through classroom and inquiry-based teaching in small classes, we develop the following skills:

### ORGANIZED, ACCURATE THOUGHT PROCESSES AND REASONING:

- Writing out steps in equation solving to demonstrate reasoning process
- Defending answers, not just giving them

### COMPLEX PROBLEM SOLVING WITH APPLICATION TO THE REAL WORLD:

- Translating word problems into mathematical equations and functions
- Unit conversion

### BUILDING A STRONG FOUNDATION FOR ADVANCED STUDY IN HIGHER MATHEMATICS:

- Mastery of a wide spectrum of operations, functions, and relations used in college mathematics
- Understanding how the different fields of mathematics at the high school level – algebra, geometry, calculus – are interrelated and support one another in problem-solving

# MATH

## CORE

### **Algebra 1** (1 credit) *UC*

This course is our gateway to higher mathematics, laying the foundation for all other courses to follow. Beginning with describing what numbers mean and the language of mathematics, we journey into solving expressions and equations with and without variables; working with exponents and radicals; building, graphing, and solving linear equations; learning functional notation and the language of functions; and translating real-world questions and word problems into mathematical expressions and equations. Mastery of Algebra 1 is essential for success in every math class taken thereafter.

### **Geometry** (1 credit) *UC*

This course guides students to logically develop the structure of Euclidean geometry and apply the resulting definitions, theorems, proofs, and formulas to meaningful problems. We use experimentation, inductive reasoning, and tools including compass and straightedge to construct geometric concepts, discover geometric relationships, and formulate conjectures. Students employ deductive logic to construct formal logical arguments and proofs. Students apply mathematical skills and organizational techniques to make meaningful connections to life's experiences. In the Spring, students apply geometrical concepts to build structures – including bike racks, geometric sculptures, folding benches, a geodesic dome, and scooters – using Midland's land and natural materials.

### **Algebra 2** (1 credit) *UC*

This course builds on algebraic and geometric concepts. It helps students develop and refine algebra skills learned in Algebra 1 – including advanced systems of equations;  $n$ th degree polynomials; inequalities; imaginary and complex numbers; quadratic, logarithmic, and exponential functions; and begins the study of trigonometric functions – to prepare them for Precalculus. The course also explores matrices and their properties. Continued emphasis is placed on organizational methods in both written expression and the cumulative organization of their class work.

### **Algebra 2 Accelerated** (1 credit) *UC*

This course covers all the same material as Algebra 2 but adds an additional chapter on trigonometric applications to better support the transition into Precalculus. Due to the additional material on vectors, polar coordinates, complex numbers, and trigonometric equations, the course moves at a faster pace and is a prerequisite for Precalculus and the Calculus series.

## ELECTIVES

### **Statistics** (1 credit) *UC*

This course is designed to acquaint students with the theory and practice of statistics, with a primary emphasis on concepts over calculation. Students explore how data is produced, organized, and presented as well as basic probability theory and how to draw inferences of a population from a sample. At the end of the course, students are better able to appreciate the omnipresent nature of statistics in our world, and more importantly, to evaluate statistical claims. The course lays the groundwork for future study at a more advanced level.

### **Precalculus** (1 credit) *UC*

This course is designed to deepen and expand on material from previous math classes while directly preparing students for a variety of future courses. An emphasis is placed on problem-solving strategies with regard to logarithmic and trigonometric functions. In addition, we focus on how to interpret material presented graphically and verbally. The course encourages students to make connections between mathematics and the world with real-world examples to which they apply their developing techniques and skill set.

### **Calculus 1** (1 credit) *UC*

This course is designed to develop students' knowledge and understanding of the concepts of calculus by providing a strong foundation of basic skills as well as diverse applications of its methods. Calculus arose from an attempt to develop mathematical techniques that could more aptly describe and predict a physical world filled with constant change. The course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. This course is self-paced and utilizes online material in order to develop the skills of an independent, lifelong learner.

### **Honors Calculus 1** (1 credit) *UC*

This course covers all the material of Calculus 1 but moves at a faster pace. The AP Calculus AB exam is a goal for every student in Honors Calculus. This course is self-paced and utilizes online material in order to develop the skills of an independent, lifelong learner.

### **Calculus 2** (1 credit) *UC*, Midland Honors

This course is designed to strengthen students' understanding of calculus with advanced calculus problem-solving skills. In particular, students learn new methods to integrate and apply these techniques. Students develop a better understanding of limits, sequences and series, and differential equations. Calculus 2 encourages self-discovery of advanced concepts through application as well as fluency in the terminology, which allow students to apply the material independently to problems at hand. Students in Calculus 2 prepare for the AP Calculus BC exam at the end of the year through example problems and practice exams. This course is self-paced and utilizes online material in order to develop the skills of an independent, lifelong learner.

# SCIENCE

The Science Department develops fluency in the bodies of knowledge associated with each scientific discipline and in the process of scientific inquiry using objective questioning. Our courses are linked by a strong connection to our incredible land resource.

Our overarching goals and outcomes for students are:

- Conscientious observation of the natural world and phenomena underneath, around, and above us
- Curiosity about how things are related – physically, evolutionarily, and through cause-and-effect relationships
- The ability to locate ourselves geographically and to understand how our immediate landscape transitions to other landscapes
- Curiosity about the quality of the resources upon which our lives depend – water, energy, minerals, soil, food, and ecosystems
- A discerning eye towards data, propaganda, and news about resources, which will allow our students to be informed citizens and voters

While our science courses train our students to be better observers, fluent in the landscapes surrounding Midland School, our ultimate goal is in the transference of this skill. Our hands-on, place-based science training at Midland is not mainly to know Midland, but to develop the practice of paying attention wherever one is and to appreciate how science helps explain the world around us.

Utilizing the natural world as a classroom, the science program supports Midland's mission of self-reliance, responsibility to community and environment, and love of the outdoors.

## ESSENTIAL SKILLS:

Through classroom, laboratory, and inquiry-based teaching strategies that culminate in scientific and technical writing and speaking, we develop the following skills:

### OBJECTIVE QUESTIONING:

- Objective questioning is at the core of the scientific method: observation, generating questions, gathering data, analyzing and interpreting data, assessing possible explanations, and drawing conclusions. We develop this powerful skill set for exploring cause-and-effect relationships.

### MASTERY OF THE TASK UNDERLYING THE TECHNOLOGY:

- Supporting Midland's mission of self-reliance, we believe that technology is no substitute for mastery of a task. For example, before using a GPS unit that effortlessly generates a number in mapping exercises, we work towards thorough understanding of contour lines and topography to locate one's position, as well as an appreciation for why this is important.

### APPLICATION OF SCIENCE TO GLOBAL ISSUES AND SOLUTIONS:

- Our experiential projects – for example, the annual installation of solar arrays – apply science to global issues and compel students towards solution-minded problem solving.

# SCIENCE

## CORE

### **Midland 101: Ecosystems and Natural History**

(0.5 credits in Science) *UC*

Midland 101 teaches authentic place-based physical science and cultural history on Midland's 2,860 acres; the property is the text book for Midland 101. Science topics and skills include: topographic map interpretation, geology and hydrology, ecology, ecological thematic mapping, data collecting, and field notation.

### **Investigations with the Scientific Method** (0.5 credits)

In this class, second semester 9th grade students can work on science literacy by applying introductory statistics to conceptual physics. The class aims to develop familiarity and aptitude with scientific notation, measurements, and graphing. In addition, students will develop computer skills involved in analyzing data. By running several short studies and doing in-class experiments, students will learn how to develop conceptual models for physics topics such as energy and circuits.

### **Chemistry** (1 credit) *UC*

Grounded in a solid understanding of the periodic table, students explore chemical principles in applications involving the nature, use, conservation, and pollution of Earth's water, mineral, and atmospheric resources. Students take part in two projects that make use of Midland's natural resources and philosophy – a field study of the water quality of our local creek and the installation of a photovoltaic system on campus, both of which culminate in scientific writing and promote scientific literacy in the globally important issues of water quality, energy, pollution, and climate change.

### **Biology** (1 credit) *UC*

The complexity, diversity, and interconnectedness of life on earth are taught through a variety of modalities including: observing and interacting with life forms from the physical property, investigative labs, case studies, class lectures, and discussion. Students learn how a cell processes energy and nutrients, how living things reproduce and pass on genes, what organ systems are needed and how they work, how populations evolve, and how organisms interact ecologically. A major focus of the course is the development of scientific inquiry skills. Students design and carry out long and short-term investigations using principles of the scientific method and report their findings in proper scientific formats.

### **Biology Honors** (1 credit) *UC*

Honors Biology coursework is rigorous and includes a more intensive investigation of the core concepts at a faster pace. Students also gain experience interpreting and analyzing current peer reviewed research and ultimately choose a biology topic of interest to explore thoroughly, culminating in a final position paper.

## ELECTIVES

### **Physics** (1 credit) *UC*

Students learn traditional fundamentals of physics through laboratory experimentation and projects involving self-discovery of physics concepts. Formal physics lectures covering concepts and equations are augmented by demonstrations and labs that provide a hands-on approach to understanding the concepts beyond the merely conceptual level. In addition, Physics provides students with practical skills and knowledge to show how physics fits in our everyday lives.

### **Honors Physics** (1 credit) *UC*

Honors Physics – similar to Physics in its experimental approach – is designed to follow an introductory college physics course in both scope and difficulty. The course covers Newtonian mechanics and electricity/magnetism with basic applications of Calculus.

### **Anatomy and Physiology** (1 credit)

This course provides students with an understanding of the intricate relationships between the form, function, and regulation of the human body. Through labs, lectures, and projects students explore the anatomy and physiology of body systems with a focus on the maintenance of homeostasis. We discuss the impact of the environment on health and explore chronic diseases. Students learn about nutrition, motor development, exercise physiology, and biomechanics.

### **Marine Biology** (0.5 credits) *UC*, Midland Honors

Marine Biology introduces students to the ocean and its inhabitants with a field studies component that takes advantage of Midland's proximity to the Pacific Coast. Through readings, discussion, laboratory exercises, examination of live material (often aided by microscopes), field trips to a rich variety of ecosystems (sandy beaches, rocky intertidal, mudflats), student research projects, and lectures by experts at UCSB, students explore oceanography, invertebrate and vertebrate zoology, ecology, and human-ocean issues.

### **Ecological Field Research** (0.25 credits; Pass/No Pass)

Students can participate in a study sponsored by the National Science Foundation of the Santa Barbara Jewelflower, a rare annual plant adapted and restricted to serpentine outcrops. Students will collect data on key phenological events (germination, growth, flowering, seed set, and dehiscence), paired with seasonal data from the Midland weather station on Serpentine Mountain. The class will also investigate interactions of insects with the population. To accommodate ecological monitoring and data collection at the hike-in site, the class will meet during half-holiday afternoons outside of the regular academic day.

# SPANISH

The Spanish Department develops language proficiency as well as historical and cultural knowledge about the Spanish-speaking world. Our courses are sequentially linked, emphasizing the assimilation of increasingly complex grammatical structures and vocabulary, paired with rising awareness and appreciation of the social worlds of Latin America and Spain, and of Spanish-speakers in the United States. Classes are taught primarily in Spanish by teachers who bring their own experiences in the Spanish-speaking world into the classroom.

Our goals are for students to acquire:

- Proficiency in speaking, listening, reading, and writing Spanish and in interpreting increasingly complex tasks and texts (prose, poetry, film, plays, and music)
- Awareness of the great linguistic and cultural diversity found within the Spanish-speaking world (accents, dialects, vocabulary, slang)
- Knowledge about the history, culture, politics, and current events of Latin America and Spain, as well as of Spanish-speakers in California and the United States as a whole

While teaching students linguistic fluency by the time they graduate, we also expect them to gain insight into the lives of people in the Spanish-speaking world. We strongly believe this will enhance students' lives and serve them in college and their careers as they negotiate the diverse societies within which we live.

The Spanish program supports Midland's mission of responsibility to community, an appreciation of cultural and social diversity, and lifelong learning of language and culture.

## ESSENTIAL SKILLS:

Through classroom and cultural immersion, students develop two mutually reinforcing skills:

### FLUENCY IN SPANISH:

- Receiving language (listening and reading)
- Producing language (speaking and writing)

### CULTURAL AWARENESS AND APPRECIATION OF DIVERSITY:

- Cultural, historical, and political information about the Spanish-speaking world
- A critical awareness of social and cultural differences, an appreciation of the diversity that exists in the Spanish-speaking world, and attention to issues of social justice

*In keeping with our place-based education, Spanish is the only language taught at Midland. Our property was originally part of a Mexican land grant, and Spanish was spoken in the area long before English. Our graduates leave Midland with a strong sense of their surroundings and of the importance of Spanish in California, past and present, where more than one-third of the current population speaks Spanish.*

# SPANISH

## CORE

### **Spanish I** (1 credit) *UC*

The first-year language course introduces students to the Spanish language and demonstrates how students are already interconnected with it simply by living in California. Students learn the language necessary to speak about oneself, family, daily activities, and likes and dislikes. This class introduces the present tense, commands, gender of nouns and adjectives, object pronouns, reflexive verbs, the gerund, the simple future, and the preterit. Cultural elements representative of the Spanish-speaking world are incorporated throughout the curriculum. The ultimate goal is that students find their own voices in Spanish.

### **Spanish II** (1 credit) *UC*

Second-year students acquire skills that allow them to discuss their opinions about topics as well as to express them in written compositions. They learn the preterit, past and present progressive, imperfect, and past and present perfect verb tenses, as well as the subjunctive and command forms. They are introduced to the future and conditional tenses. Students keep a journal and develop the ability to write short essays and discuss different Spanish texts, including songs, films, and stories. In so doing, they become more familiar with the culture, history, and traditions of the Spanish-speaking world, especially in Peru and South America.

### **Spanish III** (1 credit) *UC*

The third-year language course is designed to further develop students' language skills and their knowledge of the culture and history of Latin America, Spain, and Spanish-speaking people in the United States. Building on the grammatical structures learned in Spanish I and II, emphasis is given to developing students' writing and speaking skills through a diversity of techniques, including written work, skits, and other interactive activities. Students read, interpret, and analyze different texts, including short stories, poems, songs, and films. Students keep a journal, write essays based on original research, and give oral presentations to class. The main goal of the course is to attain proficiency in reading, writing, listening, and conversing in Spanish.

## ELECTIVES

### **Spanish IV** (1 credit) *UC*

This advanced course is an introduction to Hispanic and Latin American Literature. It exposes students to a diverse array of authors and genres from the Spanish-speaking world and develops the necessary language structures and skills to conduct literary analysis in Spanish. Students read and analyze narrative texts, short stories, poetry, drama, and essays from the early twentieth century to the present, with an emphasis on women writers. We also view, interpret, and discuss films relevant to the readings. Students write a series of essays, critiques, and personal memoirs. Through this course, students will gain considerable fluency and develop comfort expressing their opinions and ideas in written and spoken Spanish.

### **Spanish IV Honors** (1 credit) *UC*

Spanish IV students earn honors credit by completing an in-depth study of a literary movement of their choice within the scope of the class. While students are not required to take the Spanish Language AP Exam, they are encouraged to do so.

### **Spanish V: Latin American Literature** (1 credit)

This class is designed as an independent study for advanced students who seek to experience a college-level literature course. Students select two texts within Latin American or Hispanic literature. They familiarize themselves with the authors and contextualize their work according to the genres and literary movements to which they belong. Students select four research topics, dealing with sociopolitical or environmental issues of their choice, and write reports of 5-7 pages on each. Upon completing each project, students present their findings in a formal class setting with the instructor and invited guests. While this is not an AP literature class, students are encouraged to take the AP Spanish Literature exam in May.

# VISUAL ARTS

The Visual Arts Department cultivates active engagement between students and the natural and man-made world surrounding them. We help students develop a way of observing the world, a language to describe it, and means for expressing it through the visual elements and principles of design.

We encourage creative problem-solving and critical thinking in the following areas:

- Creation of artworks
- Interpretation and judgment of artworks
- Development of personal themes in artworks

It is our hope that intentional, constant practice in creative problem-solving and critical thinking in the visual arts promotes a culture of practicing these habits in all areas of students' lives at Midland. We see the participatory trial-and-error approach in art as a metaphor for developing skill and comfort in the lifelong processes of expressing ourselves and trying things out, learning from experiments that don't work, and honing our skills towards things that do work.

Our advanced classes elaborate and expand upon these skills, placing heavier emphasis on student independence and the development of personal themes in artwork.

Midland's art program, which draws materials and inspiration from the natural world, embodies the idea that the essential ingredients of learning are a student and teacher working together to cultivate a sense of aesthetic and personal expression.

## ESSENTIAL SKILLS:

Through studio-based teaching strategies, portfolio-based assessment, and our use of Midland's incredible property, which provides both physical resources and inspiration for student art, we develop the following skills in each of our students:

### CREATION:

- Manipulation of media in a manner that expresses understanding of the visual elements and principles of design and the technical issues related to the media being used
- Solving visual and conceptual problems related to specific assignments
- Applying a high level of craftsmanship and exerting a strong effort in the creation of artworks

### INTERPRETATION AND CRITICAL THINKING:

We analyze and talk about:

- artworks in a manner that reflects understanding of the visual elements and principles of design and the media being used
- artist intention
- cultural and historical context

### PERSONAL DEVELOPMENT:

- Recognizing strengths and preferences in regard to certain techniques and media and applying them to works of art
- Identifying themes, design skills, images, and symbols that are personally relevant and applying them to works of art

# VISUAL ARTS

## CORE

### **Foundations of Visual Art** (1 credit) *UC*

This year-long course is designed to introduce students to beginning 2D and 3D art techniques and to build confidence in their abilities to express themselves visually. Upon completion of this course, students will be familiar with the basic art elements, principles of design, and a variety of media and technical skills. Studio assignments are supplemented with readings, art history, and images of artwork by a variety of artists from many cultures.

## ELECTIVES

### **Representational Drawing** (0.5 credits) *UC* (offered every other year)

This semester-long course is designed to impart the fundamental components of representational drawing, or drawing from life. Students explore line, value, and scale and apply these and other design principles to create compositions in a variety of media, including graphite, charcoal, pen and ink, and watercolor. Lessons are supplemented with works from historical and contemporary art. Aesthetics and criticism are stressed through regular class critiques of artworks.

### **Introduction to Painting** (0.5 credits) (offered every other year)

Focusing primarily on observation, this semester-long course introduces fundamental painting techniques and methods using watercolor, acrylics, and oils. Through technical projects, students learn to control paints and mediums, strengthen their ability to understand color and texture, and translate their perception of a subject into a compelling composition. Skills to be mastered include building frames, stretching canvas, preparing surfaces, and properly and safely managing the medium in a studio context. Student ideas develop not only through the projects assigned – but through the practice of consistently recording personal observations in a sketchbook.

### **Metals** (0.5 or 1 credit) *UC*

Metals can be taken as a one-semester or a year-long course. Students may not, however, begin the course during the second semester. Students are introduced to the fabrication and casting of jewelry and sculpture and to the process of welding. Steel, silver, bronze, nickel, and copper are utilized. In addition to principles of 3D design such as form and volume, safety issues and technical expertise are stressed. Studio work is supplemented with images from other artists, the history of metal work, and visits to local galleries and museums.

### **Beginning Ceramics** (0.5 or 1 credit) *UC*

Beginning Ceramics can be taken as a one-semester course or as a year-long course. Students may not, however, begin the course during the second semester. This course is an introduction to basic studio techniques and 3D design within the medium of ceramics. Upon completion of this course, students will be familiar with the methods and materials necessary for hand-building and use of the potter's wheel. In addition to work in class, students are expected to complete assignments outside class. Studio work is supplemented with images of work from other ceramic artists, library research, and visiting artists.

### **Advanced Ceramics** (1 credit)

This course offers an opportunity for the serious ceramic artist to build upon skills acquired in Beginning Ceramics. Students expand upon the 3D design principles of volume and form, and they incorporate more personal themes into their work. Studio work consists of both sculptural and wheel work, and each student has choices in regard to personal preference. More challenging projects are introduced and more emphasis placed on aesthetics. Studio work is supplemented with images, library research, and visits to local galleries and museums.

### **Honors Art** (1 credit) *UC*

*(offered every other year; alternates with Drawing and Painting)*

This year-long course is designed to provide the serious art student exposure to, and hands-on experience with, a variety of 2D and 3D techniques and media to further one's personal artistic development. Students engage in exercises – such as perspective drawing – to strengthen general art skills. Basic design principles are reviewed and utilized to solve compositional problems. Studio work is supplemented with readings, images, and visits to local galleries and museums. Contemporary, historical, and philosophical issues within the art world are explored in depth. Attention is also given to developing a vocabulary for understanding and critiquing artwork. Outside studio work, reading assignments, and a sketchbook or journal are required. Utilization of Midland's natural resources is an integral component of this course.

*Advanced students wishing to build a body of work and to present it in a portfolio for admission to art school will be supported in this process.*

# PERFORMING ARTS

Midland's Performing Arts Department seeks to engage students both musically and dramatically. Currently, credit offerings include Chorus and Theater, while non-credit opportunities abound. Both with and without faculty guidance, students perform at assemblies, in Chapel, at coffee house events on campus, and during Alumni/ae and Parent weekends, Thanksgiving, and graduation.

Our goal is to practice and cultivate creative self-expression, through which self-confidence and community involvement grow. The Performing Arts Department emphasizes organic creative processes that rely on voices, instruments, words, and messages, which can only be communicated through performance.

Aligned with Midland's mission and using the simplest of resources, students are encouraged to direct and generate their own ideas for performance in addition to taking part in faculty-led presentations. The act of preparing for and enacting a performance enhances creative thinking and problem-solving skills essential to success in all areas of life at Midland.

## ESSENTIAL SKILLS

- CREATIVE SELF-EXPRESSION
- CONFIDENCE BUILDING OUTSIDE THE CLASSROOM
- EFFECTIVE TEAMWORK
- ACTIVE LISTENING
- ALTERNATIVE COMMUNICATION METHODS

### **Chorus** (0.5 credits; Pass/No Pass)

Midland Chorus is a one-semester elective offered during the Fall. There are no auditions and singers of all levels are welcome. Students are given a broad musical education within the context of daily singing. Topics covered include music theory and history, sight-singing, vocal health and breath support, and musical listening skills. Students will learn general musical vocabulary with special emphasis on choral terms. The Midland Chorus performs regularly in Chapel, during Alumni/ae and Parent weekends, and on Thanksgiving.

### **Theater** (0.5 credits; Pass/No Pass)

Midland's Theater elective is offered for one semester each year in partial conjunction with the year's primary play production. Students in the class engage in a wide variety of theatrical activities including improvisation, script reading and analysis, directing, elementary light design, prop preparation, and scene practice. While enrollment in the Theater class is not required to take part in the Midland play production, those in the elective are expected to play significant supporting roles both on the stage and behind the scenes.

# EXPERIENTIAL LEARNING

*Education is not preparation for life; education is life itself.*

- John Dewey

Achieving meaningful experiential learning is a sought-after goal of schools throughout the world. At Midland, integrated experiential learning – learning by doing, seeing, leading, and experiencing – is a focused part of what we do every day.

Our goal is that students make deep connections between:

- Individual action and real consequences, other than grades; *for example, either the shower water is hot enough, or it isn't.*
- Community work and the development of character, self-reliance, and self-confidence
- Immersion in the natural world and stewardship

Linking actions to tasks with consequences immediately in front of us helps us see ourselves as integral to the cycle of life and materials. For example: We compost horse manure to amend soils in the garden. We plant and then harvest carrots, parsley, and peaches. We wheel student-grown foods to the kitchen in carts. We prepare meals and then clean the sinks, dishes, and floors. We collect all food scraps and then haul them to the garden to feed our pigs, who help to make rich soil for the garden by turning over the compost, hay, and kitchen scraps. We witness and understand this tight nutrient cycling while we help build soil fertility in our organic garden.

Experiential learning embodies all of Midland's mission and philosophy, particularly the following tenets, which take hold here and continue to develop throughout life:

- A simple, self-reliant lifestyle, close to nature, teaches us to develop our inner resources, to distinguish between needs and wants, and to appreciate life's fundamental joys and challenges.
- A school community entrusting students with authentic leadership roles, emphasizing individual and collective responsibility, and relying on its own work to meet its

basic needs, prepares students to take care of themselves and to serve others.

- Connection to the environment, through academic education and everyday example, teaches students to be good stewards of the earth.

## INTEGRATION AND ESSENTIAL HABITS:

By design, each of Midland's experiential learning components interweaves with the other, sometimes in obvious and purposeful ways, and other times as more subtle parts of the larger whole. Making dinner, repairing a showerhead, maintaining trails, feeding the herd, and repairing the fences are among the many things we work on together to keep Midland running on a daily basis.

We don't invent case studies to explore; we simply do the work that needs to be done. With the completion of each task, the obvious and immediate benefit is to the community, but ultimately the long-term benefit is to the individual student, who grows in strength, self-confidence, and character.

The essential habits we hone are:

## RESPONSIBILITY AND ACCOUNTABILITY:

- Developing our inner resources also strengthens community. It all begins with personal responsibility.

## SELF-RELIANCE AND SELF-CONFIDENCE:

- Self-reliance comes from finding one's strength within. Students feel good about themselves because they have mastered something. Midland provides real opportunities to achieve competence in developmentally appropriate tasks.

## COMMUNITY-BUILDING:

- Students learn that what we do matters to those around us.
- We promote service, inclusion, and active engagement.

# EXPERIENTIAL LEARNING

## CLASSES

### **Ninth Grade Seminar** (0.5 credits)

Offered during the first semester, the Seminar is a required class for all 9th graders. Initially we focus on building skills and knowledge to help students transition into high school. In particular, the course aims to build a solid foundation for the unique attributes of living in the Midland community – organizational and time management strategies, having a roommate, understanding the systems of the farm, developing wilderness skills, and providing service for the school. After an orientation to life on campus, the focus turns more inward as students gain a deeper understanding of themselves and the rite of passage of adolescence during a holistic unit of health and wellness.

### **Midland 101 Plus** (0.5 credits)

Offered during the first semester, 101+ is required for all new 10th and 11th graders. The course pulls from key components of the Ninth Grade Seminar and Midland 101, distilled down to a semester-long course. Through readings, lecture, and discussion we prepare for weekly trips into the field, exploring and orienting students first to the immediate campus and school culture, followed by the farm, and eventually the greater 2,860-acre property. Throughout the course, students develop a foundational place-based knowledge, such that they may deepen their Midland experience over time.

### **Junior Leadership Seminar: moving from “me to we”**

(not for credit)

*“There is no school in the county that asks and expects more of the senior class than Midland School.”*

-Will Graham, Head of School (2006-2016)

During the second semester, the junior class meets once each week with the Head of School to begin the transition to the senior year. The group explores the aspects of leadership that lay at the heart of any Midland endeavor: *Kindness, Dependability, Initiative, Fairness, and Leadership*. Students discuss time management, responsibility, the college application process, and the daily demands of the Prefect system and Jobs program. Each member of the junior class reflects on their collective strengths and the responsibilities and challenges before them. They consider their legacy and the impact they may have on the younger students and the life of the school. After the annual Junior Leadership Retreat in May, the class prepares

to run the Jobs program and supervise the living yards during exam week. Finally, the Student Contract and Guidelines for Prefects are reviewed, and juniors apply for a Prefect position by writing a letter to the Head of School followed by an interview, which ultimately, with input from the faculty and the ninth and tenth graders, results in Prefect assignments in the senior year.

### **Mindfulness, the Freedom to Excel** (0.25 credits)

The Mindfulness course introduces students to mindfulness practices, scientific research, essays, and poetry as they consider the benefits of intentionally experiencing present moment awareness – non-judgmentally – with openness to the unfolding of one’s life experiences. We explore the basic anatomy and physiology of the brain, as well as the anatomy of stress and its effect on the systems of the body. Students are encouraged to develop a personal practice and to apply mindful awareness to all areas of their lives – cultivating emotional intelligence, creating a greater sense of inner balance, and promoting general health and wellness.

### **Wilderness First Aid** (0.5 credits) *(offered every other year)*

Midland’s Wilderness First Aid class is modeled after the eighty-hour Wilderness First Responder Certification Courses. Topics covered include but are not limited to: the Patient Assessment System, muscular-skeletal injuries, wound management, environmental injuries, shock, head injuries, spinal injuries, evacuation protocols, bites and stings, and medical issues. The course uses a combination of readings, lectures, and question/answer sessions combined with hands-on scenarios. It includes a back-country trip where students practice preventative medicine skills and scenarios involving treatment/evacuation plans, long term patient care, and documentation. This course has immediate practical applications as students travel and lead trips on Midland’s 2,860 acre property.

### **Farm Internship** (0.25 credits; Pass/No Pass)

Students can be involved in the activities on Midland’s Farm during their academic day, three 45-minute periods per week. Students take part in whatever work needs to be done, including weeding, planting, picking, washing, and coordinating with the kitchen for needed produce. The activities are similar to those during the Farm afternoon Sports alternative, but can be done while still participating in three competitive sports seasons.

### **Kitchen Internship** (0.25 credits; Pass/No Pass)

Students can help in food preparation and learn their way around the kitchen as a chef’s apprentice during their academic day, three 45-minute periods per week. The activities are similar to those during the Kitchen afternoon Sports alternative, but can be done while still participating in three competitive sports seasons.

## REQUIRED DAILY ACTIVITY

### **Jobs Program**

The jobs program at Midland is remarkably efficient in developing self-reliance, leadership, and responsibility in our students. Daily jobs contribute not only to the operations of the school, but to students' sense of belonging and ownership of their community. Every aspect of Midland's daily operation is supported by our students, from washing dishes to picking produce in our garden. New students are generally assigned jobs in the dining hall as waiters or dishwashers, while older students generally work more independently in other areas of campus. Seniors step into leadership roles as job heads, guiding and mentoring underclassmen in their work. Throughout the Midland experience, students internalize the benefits of working as a team, knowing that we're all in this together, as well as the responsibilities of mastering real tasks as an individual.

## *AFTERNOON SPORTS AND ALTERNATIVES – FALL, WINTER, SPRING*

### **Athletics**

All Midland students participate in competitive interscholastic sports – cross-country, soccer, volleyball, basketball, or softball (girls) – during at least two of the three seasons. Our program provides an opportunity for all students to play the game while fostering leadership, sportsmanship, self-discovery, and physical fitness. Students discover their own talents and determination, while experiencing the value of disciplined practice. All Midland teams are coached by faculty members who mentor students in other capacities, so the field, court, and trails are extensions of Midland's learning environment – in particular, cultivating authentic student leadership. In Midland athletics, no child is left inside; even our gym is open to the outdoors.

### **Farm**

The Midland Farm is 10 acres, and while tractors are used to work the fields, much of the work is done by hand, or by many hands. Students dig, sift, winnow, seed, mulch, pull weeds, and save seeds. They plant, cultivate, harvest, wash, and deliver organic produce to the kitchen, learning what it takes to grow their own food by tracing their hard work from the farm to the table. Vegetable scraps are wheeled back and layered into the compost pile, and leftovers are hauled by wagon to the pigs. It is a closed loop, an example of how to provide healthy food within a local food system while also building soil health. Over four years, students' awareness of the cyclical nature of raising food grows as they work and eat through seasonal menus on the farm. The scale of the farm allows a balance between education and production.

### **Horses**

Caring for horses is good, hard work, requiring regular handling, grooming, exercise, stimulation, creativity (to save schooling horses from becoming bored), and elbow grease – from bucking hay to managing manure. Using horses in work and in play instills values of simplicity, self-reliance, responsibility to the animals and community, and a meaningful work ethic. Participants in the horse-riding classes learn balanced and thoughtful riding techniques. We cover preventative veterinary care, nutrition, pasture management, horse behavior, and the science and ecology of horses. Advanced students help to school new horses to the riding string, and further develop their skills in areas such as collection and extension, lateral movements, and competitive show patterns. All students get out and ride on Midland's 25 miles of trails. Several horse camping trips occur during the school year.

### **Outdoor Leadership**

Outdoor Leadership is offered in the Fall. Students learn, practice, and work towards mastery of skills associated with safe, fun, and engaging travel within the natural world including hiking, trip planning, packing, knots, trail work, slacklining, stand up paddle boarding, and camp craft. The group takes two trips of 3-4 days in length, one in the local San Rafael Wilderness and the other in the Sierra Nevada Mountains, Joshua Tree, Big Sur, or the Channel Islands. Throughout this program, students become more involved in planning and implementing trips. Qualified students who participate in a season of Outdoor Leadership are eligible to get checked out to lead their own overnight trips on the 2,860-acre Midland property.

### **Maintenance**

Midland's maintenance team remains true to one of Paul Squibb's founding tenets – that Midland's self-help plan "can give a boy a sense of pride in contributing to his own support and education, and can make him feel in turn that he is taking a real part in maintaining and building up the school" (Squibb, 1932). This team is exposed to new work challenges every day. Students leave each session – including myriad small building and repair projects – with the satisfaction that their work has benefited the school community. Outside of this program, there are other opportunities to help with maintenance projects, such as Sunday work periods and class projects. A dedicated troupe of students called "Heroes" is on call 24/7 to keep Midland up and running. Skills developed on the job become useful tools students can use for the rest of their lives.

## Midland Kitchen

The Midland kitchen is offered as a sports alternative during every season. As the center of food processing for our community of 150 people, the kitchen offers students a chance to understand and participate in a commercial-size food cycle. Here, many of Midland's philosophic tenets are communicated and lived daily. Alongside our cooks, students experience the immediacy of freshly picked produce through their culinary senses. They take part in a garden-to-table food system, with scraps going to the compost and back to the soil. Students learn the basic skills of prep cooking, chopping, measuring, using kitchen equipment, following recipes, proper hygiene, and clean-up. They help make sauces, casseroles, pizzas, salsas, granola, vegetable and meat dishes, salads, drinks, desserts, and a myriad of other creations. As the term progresses, confidence, initiative, and self-starting lead to efficiency and the satisfaction of a job well done.

## Yoga

During one sports season, students have the opportunity to delve into a yoga practice four times a week. Students learn a basic series of yoga poses and how to calm their minds. Physically, yoga increases strength, flexibility, body awareness, and alignment. Mentally, studies show high schoolers can develop stronger concentration skills while decreasing their stress, negativity, depression, and anxiety. Classes often meet in Midland's calming yoga studio and once a week students will practice in the natural environment. In the past, classes have met on hilltops, fields, and the seashore. By the end of the series, students will have developed a basic skill set for a life long yoga practice.

## PERFORMING ARTS

### Music

Midland provides multiple extra-curricular opportunities for musical performance, both vocal and instrumental. Students rehearse musical offerings both with and without faculty support that are performed in both formal and informal settings. Recent musical events include the following: solos and duets during chapel; string music during a parent reception; a Thanksgiving program made up of classical, jazz, popular, and student-composed music; coffee houses; and choral music for parent weekends, alumni award presentations, and graduation.

### Theater

Once a year, a drama production is produced for parents, alumni, and students. The play is open to any student (or faculty member) who is

interested in auditioning. Rehearsals occur during students' free time (generally half-holidays). True to Midland's roots, productions are kept simple; lighting, sets, and costumes are very basic and often homemade. The Midland play is a wonderful opportunity for students of all grade levels to work together creatively.

## EXPERIENTIAL WEEK

In early April (the final week of Term 4), all students participate at job and field sites in grade-level projects that supplement major themes they're learning about in the classroom. Shared outcomes of the 9th-11th grade experiences are class bonding and the confidence-building that comes from doing real and meaningful work. Students work together with classmates on a well-defined project that challenges them physically and mentally. They get their hands dirty. They see a product emerge from their labor. 12th graders experience working away from their classmates – many, for the first time in their lives – through off-campus internships that deepen their learning in a topic of their choosing.

**9th Graders** take part in a backpacking experience in the local San Rafael Wilderness, camping at Midland's 10-acre inholding property near the confluence of the Manzana and Sisquoc drainages. From this base camp, they explore the human and natural history of the area while practicing Leave No Trace wilderness ethics.

**10th graders** help build Midland's renewable energy infrastructure, making a measurable contribution to Midland's long range plan of grid neutrality. Working alongside professionals, they install a 3-kW solar photovoltaic array and do soil and groundwater restoration projects on campus; in the past they've built working models of wind turbines or biogas digesters. After more than a decade of this work, more than 30% of campus electricity needs are met with student-installed grid-tied solar arrays.

**11th Graders** work together by volunteering with Self-Help Enterprises to help build affordable housing in California's Central Valley. This trip also serves as a cultural and language immersion program in a Spanish-speaking community in California.

**12th Graders** take a big step towards self-reliant learning in off-campus individualized internships that support their Senior Thesis research in fields they may well consider pursuing as possible careers.

# LIBRARY AND THESIS

The Midland Library teaches information literacy – access, evaluation, and use – through a program that focuses on reading, research, and communication. This program develops study skills, intellectual curiosity, and critical thinking to prepare students for effective and responsible information use.

The goals of the library are to:

- Promote active reading
- Support the personal and academic interests of students and faculty
- Provide diverse sources of quality information
- Teach research, writing, and citation skills
- Require students to analyze information and build knowledge
- Encourage student leadership and participation in library management

Library science prepares students to effectively negotiate a world of increasing information and communication modes. With the personal support of a dedicated librarian and a culture of widespread reading, Midland offers an ideal balance between technology and print literature.

The library program promotes Midland's mission by celebrating intellectual diversity, supporting academic excellence, and teaching responsible information use.

## ESSENTIAL SKILLS:

Library skills are taught in collaboration with teachers to embed information literacy in projects throughout the curriculum. Beginning with students' first research paper in Midland 102 and culminating with Senior Thesis, the librarian teaches techniques that promote active reading and academic success. We develop these skills:

### READING:

- Students read for academic and personal interest.
- Students learn active reading skills to help them engage and process what they are reading.

### RESEARCH:

- Information Access
  - Students use library catalogs (school, university, and public), online databases, and internet sources.
- Information Evaluation
  - Students evaluate information quality to assess currency, credibility, accuracy, and bias.
- Information Use
  - Students build new ideas through research.
  - Students learn proper citation techniques.

### COMMUNICATION:

- Students improve writing and speaking skills through research papers and presentations.

### Senior Thesis (0.5 credits, or 1 credit with a project)

All Midland seniors complete a senior thesis as a graduation requirement. This work is the academic culmination of a Midland education, embodying values of self-reliance, personal responsibility, and information literacy. It is an opportunity for seniors to explore a topic of their choice, prepare a thesis paper, and present their work in a talk to the entire school community in the Senior Symposium. Some seniors complete a thesis project in their field of study. Projects begin in the Fall, while papers begin in the Winter. During Experiential Week in April, seniors complete an off-campus internship related to their topic.

# COLLEGE COUNSELING

A Midland education provides students with a strong foundation – as learners and resourceful citizens – to get a good education anywhere. Ultimately, all students are responsible for their own education. The process of applying to college tests their readiness to take on this responsibility, and they must take ownership of the process. Midland’s college counseling program provides skillful support for this individualized journey by matching our graduates with colleges, universities, and gap year programs well-suited to each student’s individual interests, plans, talents, skill sets, and needs.

Midland often transforms the lives of young people and, in doing so, prepares them for college, where they will have a transformational experience of a different nature. Ideally, the college search process is also transformational, in that it forces students to examine themselves and to identify what they want from life and from their education. If students can truly understand who they are and what they want, then finding the right college becomes significantly less complicated.

The goal of Midland’s college counseling office is to provide the tools, resources, and support that will enable students to navigate this milestone, each step of the way.

Midland sets the bar high for education and life beyond Midland. The transformational experience of applying to college, while serving Midland’s purpose of college preparation, ultimately helps prepare students for life.

# COLLEGE MATRICULATION

At least one student from Midland’s graduating classes of 2011 – 2016 has enrolled at the following 4-year colleges and universities:

- |                                      |                                   |
|--------------------------------------|-----------------------------------|
| Barnard College                      | Parsons New School for Design     |
| Bates College                        | Penn State, University Park       |
| Berklee College of Music             | Philadelphia University           |
| Boston University                    | Pitzer College                    |
| Cal Poly, San Luis Obispo            | Pomona College                    |
| CSU, Channel Islands                 | Quest University Canada           |
| CSU, East Bay                        | Reed College                      |
| CSU, Sacramento                      | Rensselaer Polytechnic Institute  |
| Centre College                       | San Francisco State University    |
| Clark University                     | San Jose State University         |
| College of the Atlantic              | Smith College                     |
| Colorado College                     | Sonoma State University           |
| Cornell University                   | Stanford University               |
| Embry-Riddle Aeronautical            | Tufts University                  |
| Evergreen State College              | Tulane University                 |
| Fort Lewis College                   | UC Berkeley                       |
| George Washington University         | UC Davis                          |
| Guilford College                     | UCLA                              |
| Hampshire College                    | UC Merced                         |
| Harvard University                   | UC Riverside                      |
| Harvey Mudd College                  | UC Santa Cruz                     |
| Hendrix College                      | University of La Verne            |
| Howard University                    | University of Oklahoma            |
| Iowa State University                | University of Puget Sound         |
| Kenyon College                       | University of Redlands            |
| Lake Forest College                  | University of San Diego           |
| Lehigh University                    | University of Southern California |
| Lewis & Clark College                | University of Wyoming             |
| Loyola Marymount University          | Ursinus College                   |
| Marymount California University      | Wartburg College                  |
| MCPHS - MA College of Pharm & Health | Wellesley College                 |
| Middlebury College                   | Wells College                     |
| Montana State, Bozeman               | Whitman College                   |
| Northwestern University              | The College of Wooster            |
| Oberlin College                      |                                   |

# COLLEGE COUNSELING

## **9th, 10th, and 11th Grades**

College preparation is central to Midland's mission. The process starts in the 9th and 10th grades as students establish patterns that help them determine what kind of student they are. The college counseling program begins gradually and subtly with every conversation that advisors have about course selection, with the PLAN test (a practice ACT test) in the sophomore year, and with the PSAT test (a practice SAT test) in the junior year. All students have exposure to the approximately 30 colleges who send representatives to our campus each Fall.

## **11th Grade Spring College Counseling Seminar**

The second semester College Counseling Seminar meets once each week to orient students to the college application process. Topics include: the college application calendar, resources to manage the process, GPAs, standardized testing, various types of applications, essay writing, college visits, interviewing, recommendations, and scholarships. All students have at least two individual meetings with the college counselor to discuss their own ideas, hopes, concerns, and questions about the college process. We encourage students to realistically consider not just which colleges they think they like, but also which might be affordable and are likely to offer admission. By the time they leave for summer break, they have a paper copy of the Common Application filled out, ideas for their essays, and an extensive list of colleges to research, from which they will choose approximately ten.

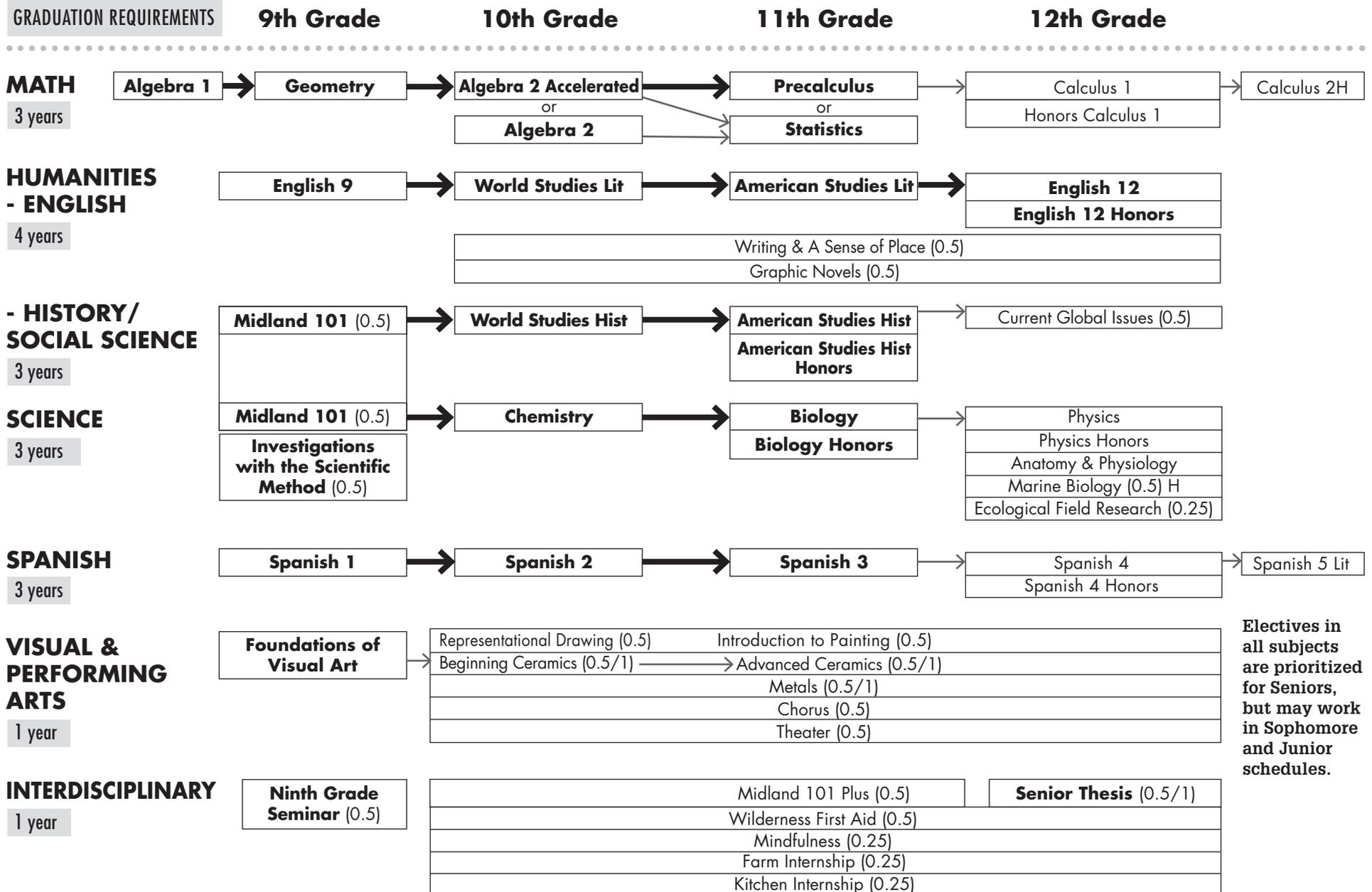
## **12th Grade Fall College Counseling Seminar**

Seniors return in the Fall with tangible questions about what they will do after they leave Midland. They must think critically about who they are, and they must be able to articulate whether and why they want to go to college. Armed with the necessary tools, the seniors focus on completing applications and finding the best ways to communicate the essence of who they are to colleges. Once-per-week group meetings provide space and time for filling out applications in a setting where students can ask questions and get immediate answers. Ideally, students will have written college essays during the summer, but many aren't ready to write until the academic year begins. Students utilize many Midland resources to write and rewrite essays again and again. Standardized testing continues as needed. Each student meets individually with the college counselor as often as necessary, generally at least twice.

## **Family Involvement**

The college application process challenges parents as much as it does students. While the focus is, necessarily, on the students, they aren't the only ones experiencing a transition. Midland works closely with parents to make sure they understand the college application process, the important deadlines, and the tasks their child needs to accomplish next. Parents have responsibilities in this process, too – among these are the responsibility to have realistic conversations about family finances, to help students visit colleges when possible, to recognize when to step back and let the student take necessary ownership of the process, and to be supportive and patient as their child experiences this developmental milestone. Midland's college counseling program utilizes an on-line tool called Naviance Family Connection, which helps parents stay informed during the process. We always encourage open and frequent communication between the college counselor and families.

# Midland's Course Sequence



Students must take a minimum of 5 credits each semester, with 6 being typical.  
**Core Requirements** are designated with **bold font and arrows** (18 credits total).  
 Electives are in regular font (at least 2 credits, with 4 or more being typical).

Courses are 1 year (1 credit) unless otherwise noted.  
 "Honors" means UC-approved Honors; "H" means Midland Honors.  
 New students enter our sequence in various stages, particularly in Math and Spanish.  
 We meet them where they are and we offer incoming placement tests.

## MIDLAND'S DAILY SCHEDULE

MONDAY		TUESDAY		WEDNESDAY		THURSDAY	
6:45	Rising Bell	6:45	Rising Bell	6:45	Rising Bell	6:45	Rising Bell
7:00	Breakfast	7:00	Breakfast	7:00	Breakfast	7:00	Breakfast
7:15	Sign-In	7:15	Sign-In	7:15	Sign-In	7:15	Sign-In
7:50	Inspection	7:50	Inspection	7:50	Inspection	7:50	Inspection
8:00-8:45	<b>A</b>	8:00-9:30	<b>D</b>	8:00-8:45	<b>A</b>	8:00-9:30	<b>A</b>
8:50-9:35	<b>B</b>	9:40-11:10	<b>E</b>	8:50-9:35	<b>B</b>	9:40-11:10	<b>B</b>
9:40-10:25	<b>C</b>	11:20-12:15	Meeting Period	9:40-10:25	<b>C</b>	11:20-12:50	<b>C</b>
10:30-11:15	<b>D</b>	12:15	Assembly and Lunch	10:30-11:15	<b>D</b>	12:50	Assembly and Lunch
11:20-12:05	<b>E</b>	12:15-6:15 Half Holiday		11:20-12:05	<b>E</b>	12:50-6:00 Half Holiday	
12:05-1:05	Assembly and Lunch			12:05-1:05	Assembly and Lunch		
1:10-1:55	<b>F</b>			1:10-1:55	<b>F</b>		
2:00-2:45	<b>G</b>			2:00-2:45	<b>G</b>		
3:15-5:15	Sports			3:15-5:15	Sports		
6:15	Assembly and Dinner	6:15	Assembly and Dinner	6:15	Assembly and Dinner	6:00	Assembly, Chapel and Dinner
7:30-9:00	Status of the Library	7:30-9:45	Clubs	7:30-9:00	Status of the Library	7:30-9:00	Status of the Library
9:00	Tea			9:00	Tea	9:00	Tea
9:45	Warning Bell	9:45	Warning Bell	9:45	Warning Bell	9:45	Warning Bell
10:00	Final Bell	10:00	Final Bell	10:00	Final Bell	10:00	Final Bell

FRIDAY		SATURDAY		SUNDAY	
6:45	Rising Bell	6:45	Rising Bell		
7:00	Breakfast	7:00	Breakfast	7:45	Rising Bell
7:15	Sign-In	7:15	Sign-In	8:00	Breakfast
7:50	Inspection	7:50	Inspection	8:15	Sign-In
8:00-8:45	<b>A</b>	8:00-9:30	<b>F</b>	9:00	Assembly
8:50-9:35	<b>B</b>	9:40-11:10	<b>G</b>	9:15-11:30	Work Period
9:40-10:25	<b>C</b>	11:20-12:15	Meeting Period		
10:30-11:15	<b>D</b>	12:15	Assembly and Lunch	12:00	Lunch
11:20-12:05	<b>E</b>	1:15-4:00	Sports	12:00-6:00	Half Holiday
12:05-1:05	Assembly and Lunch				
1:10-1:55	<b>F</b>				
2:00-2:45	<b>G</b>				
3:15-5:15	Sports				
6:15	Assembly and Dinner	6:15	Assembly and Dinner	6:00	Assembly, Chapel and Dress-Up Dinner
7:30-9:00	Status of the Library	7:30-9:45	Clubs	7:30-9:00	Status of the Library
9:00	Tea			9:00	Tea
9:45	Warning Bell	9:45	Warning Bell	9:45	Warning Bell
10:00	Final Bell	10:00	Final Bell	10:00	Final Bell

\*A-G periods (M, W, F) will rotate weekly.

# MIDLAND'S STRATEGIC PLAN FOR CURRICULUM AND PROGRAM

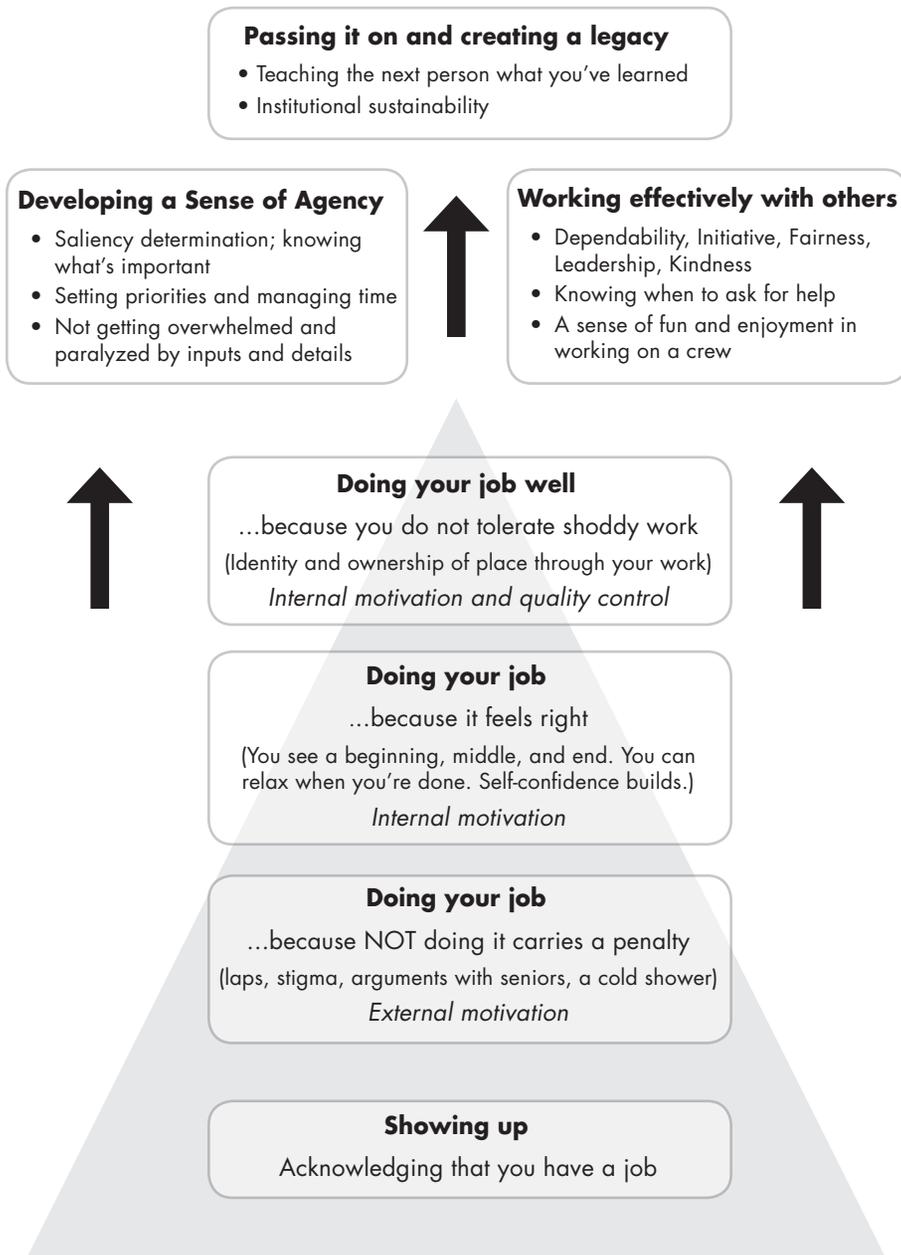
"Continue to implement an environmentally-based curriculum within a college preparatory program, emphasizing that Midland's educational landscape includes every aspect of our daily lives."

## ESSENTIAL INGREDIENTS OF MIDLAND'S ENVIRONMENTALLY-BASED CURRICULUM:

- **Integration into our academic core; not an add-on**
- **Place-based education**
  - Learn how to read landscapes – natural history, ecology, hydrology, orienteering, local history – and the cultural and historical contexts within which we live.
- **Stewardship**
  - Mission alignment with Midland's residential life and Jobs program
  - "Leave a place better than you found it." -Ben Rich
  - Everyone has a job and everyone is needed.
- **Experiential learning**
  - Teachers and students work together in applying past learning to new experiences; lessons have relevance and application to each student's life.
  - The point is to see ourselves as part of a community whose values we understand and to whom we can contribute tangible skills that have been reinforced through school.
  - Students are players, not spectators; participants, not observers.
- **Critical thinking**
  - Literacy and numeracy
  - Scientific and ecological literacy
  - Historical perspective
  - A second language
  - Economics and externalities; full-cost accounting
  - Develop our voice as writers

- **Nurture "things that give context to our humanity" (Saylan and Blumstein, 2011)**
  - Appreciation of beauty, morality, poetry, and literature
  - Develop the ability to express our place in the world through art and writing.
- **Empathy and Connection**
  - Appreciation of kinship; appreciation of diversity
- **A solid understanding of environmental issues, with a focus on solutions**
  - Solutions are interdisciplinary (economics, science, technology, math, politics, history, communication, writing and speaking, persuasion).
  - Laying the weight of the world on our youth scares them, turns them off, and creates apathy. We must involve them in solution-minded problem solving.
- **Active participation in the world; social action and citizenship**
  - We must believe that what we do matters and have opportunities to act.
- **Transparent relationships with our resources; Experience with MY hand on the axe**
  - Is satisfying and empowering on a personal level
  - Students "see the smoke," learn that all things have costs, and there is no away.
  - We must balance consumption with production, restoration, and regeneration.
  - Growing food, heating with wood, learning about our water, and installing solar arrays are effective ways to understand and value our resources.

# Midland's Work Ethic Hierarchy Matching Program to Character Development



# Midland's Grading Rubric

This rubric serves as a general set of guidelines for assessing student work in the academic skills valued at Midland: Knowledge, Thought, and Engagement. Its strength lies in its broad application across departments. The rubric captures the range of skills assessed over the span of each class, though not necessarily on each assignment. It is understood that the categories – Knowledge, Thought, and Engagement – need not, nor should not, be weighted equally. Knowledge is foundational to complex thinking, and while engagement is valued, effort cannot substitute for mastery.

	KNOWLEDGE	THOUGHT	ENGAGEMENT	Readiness for the next level of study
<b>A</b>	Detailed and comprehensive; may exceed expectations	Consistently demonstrates independent, complex thinking through effective analysis, creativity, critique, deduction, elaboration, problem-solving, speculation, synthesis, etc.	Consistently demonstrates appropriate concern for form and convention	Advanced
<b>B</b>	Developed and relevant; meets expectations	Demonstrates independent complex thinking; may depend to some degree on teacher support for effectiveness	Occasional failures to attend to form and/or convention do not significantly detract from quality of work	Secure
<b>C</b>	General, superficial, and/or inconsistent; approaches expectations	Mostly reflects recitation with some attempts at complex thinking	Attends to form and/or convention in a casual or confused manner	Probable
<b>D</b>	Lacking essentials; insufficient for advancement to the next level	Reflects inability or unwillingness to engage in complex thinking	Disregards form and/or convention	Possible through remediation
<b>F</b>	Inconsequential	Lack of knowledge precludes complex thinking	Fails to learn form and convention	Not ready

## TEACHING FACULTY

**Christopher Barnes** – *Head of School*  
B.A. Colorado College  
Appointed: 2016

**Celeste Carlisle** – *Equestrian Program*  
B.S. Oregon State University  
B.A. University of California, Santa Cruz  
Appointed: 2010

**Lynda Cummings** – *College Counselor, Humanities*  
B.A. Stanford University  
Appointed: 1994

**Paul Gelles** – *Spanish*  
B.A. Humboldt State University  
M.A. Pontificia Universidad Católica, Lima, Peru  
Ph.D. Harvard University  
Appointed: 2005

**Susan Gentry** – *Librarian*  
B.A. University of California, Santa Barbara  
M.L.S. San Jose State University  
Appointed: 2014

**Jeff Goddard** – *Science*  
B.S. University of California, Santa Cruz  
M.S. University of Oregon  
Ph.D. University of Oregon

**Lise Goddard** – *Science, Director of Studies*  
B.A. Stanford University  
M.A. University of California, Santa Barbara  
Appointed: 2003

**Derek Harwell '88** – *Outdoor Programs*  
B.A. Middlebury College  
Appointed: 2010

**Phil Hasseljian** – *Math*  
B.S. University of California, Santa Barbara  
B.A. University of California, Santa Barbara  
Appointed: 2001

**José Juan Ibarra '87** – *Spanish*  
B.A. University of California, Santa Barbara  
M.A. University of California, Santa Barbara  
Appointed: 1996

## NOTES

**John Isaacson '94** – *Humanities*  
B.A. University of California, Santa Barbara  
M.A.T. Portland State University  
Appointed: 2015

**Michael Jorgensen** – *Math*  
B.A. Whitman College  
Appointed: 2015

**Gillian Kinnear '04** – *Science*  
B.A. University of Denver  
Appointed: 2008

**Alison Nikitopoulos** – *Humanities, Music*  
B.A. Brown University  
M.F.A. Princeton University  
Ph.D. Princeton University  
M.M. Louisiana State University  
Appointed: 2014

**Ashleigh Ninos** – *Art*  
B.F.A. Alfred University  
Appointed: 2007

**Johnny Ninos** – *Art*  
B.F.A. Alfred University  
Appointed: 2007

**Faith Nygren** – *Art*  
B.A. University of Mississippi  
B.F.A. Montana State University  
B.A. Montana State University  
Appointed: 2001

**Eve Southworth** – *Humanities*  
B.A. Connecticut College  
M.A.T. Brandeis University  
Appointed: 2012

**Kyle Taylor** – *Science*  
B.S. Colby-Sawyer College  
Appointed: 2011

**Roddy Taylor** – *Math, Science*  
B.S. Worcester Polytechnic Institute  
Appointed: 2010

**Nick Tranmer** – *Ranch Manager*  
B.F.A. Kansas City Art Institute  
M.F.A. San Jose State University  
Appointed: 2015

“ An environmentalist long before we had a word for it, Paul Squibb never stopped taking personal responsibility for his surroundings, immediate or remote.

The assertion that one person cannot change the world seemed so pathetically silly to him that it was liable to provoke only good-natured, frowning laughter, as if the suggestion had been made teasingly, in mock ignorance. He reveled in paradox, but held one truth to be simply and always true: it matters what we do. ”

Gary Lewis '45 (1927-2012)  
*Dominion Over Palm and Pine:  
Paul Squibb and His Students*



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5100 Figueroa Mountain Road  
P.O. Box 8, Los Olivos, California 93441

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