



# A GLOBAL EDUCATION FOR OUR GLOBAL COMMUNITY





## WOODLAND SCHOOL MISSION

Woodland School is committed to bringing out the best in each child through a nurturing of both intellect and character. Rigorous academics, individualized attention and the core values of caring, respect and community combine to develop a lifelong love of learning, innovation and leadership.

## HEAD OF SCHOOL LETTER

We spotlight global education in this year's annual report because it encourages the skills our children will need to make their way in our increasingly interconnected world: the ability to adapt to unfamiliar situations, to find answers when they are not readily apparent and to become independent learners and flexible problem-solvers. Woodland School truly reflects the area and the world in which we live – one with people from a wide variety of backgrounds, religions, socioeconomic levels and cultures. In this environment, we have a rare and valuable opportunity to teach our students to embrace diversity, to address prejudice and injustice and to act on issues of global significance.

2014-2015 was a year of incredible achievement as our community came together – parents, families, staff and volunteers – to move our philanthropy programs forward and ensure our ability to fully carry out our mission. For the first time, our teachers helped plan this year's Annual Report and you will hear their voices in the pages ahead.

With curriculum improvements in math, writing, technology, music and the arts in place, our classrooms are places of collaboration, exploration and discovery. Every member of our faculty took advantage of dynamic professional

development opportunities, including enrichment programs at Harvard and Columbia Universities and the regional California Association of Independent Schools (CAIS) conference, returning to implement best practices and share

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valuable teachings with their fellow educators. When our teachers thrive, our students are the real beneficiaries of their renewed energy, purpose and passion, underscoring the value of high quality, ongoing professional development.

Across campus, we witnessed countless examples of our students' intellectual and physical accomplishments. Our flourishing Writer's Workshop encouraged early literacy development among our youngest students and

graduated a class of thoughtful, confident lifelong writers well equipped to navigate the rigors of high school. Our competitive sports program ably demonstrated that our Woodland Wildcats "got game" as we fielded ten strong teams with a school record 107 boys and girls playing basketball. This athletic success would not have been possible without the generosity of our entire Woodland community over the last five years – your unwavering support is our true home court advantage!

I have had the great fortune of experiencing the evolution of Woodland School alongside all of you. Our core principles of academics, character and community have guided our every action and have brought us to this enviable place. Our school is strong and stable. I am grateful for the incredible support you have provided over the years. So many of you have made a profound difference in the history of the school and in the lives of our students. Our success is truly a collaborative community effort. Please join me in celebrating our accomplishments and in moving our school forward into its next chapter.

**John Ora**  
*Head of School, Woodland School*



# A LETTER FROM THE BOARD CHAIR

Dear Woodland School Community,  
Just like that, another school year is upon us! I'm pleased to highlight some of the progress made by Woodland School.

Five years ago, the Board of Trustees committed to investing the resources necessary to attract and retain high-caliber faculty. We prioritized increasing teacher salaries and providing world-class professional development opportunities. Because of this sustained commitment, I am proud to say that with John Ora's leadership we have built an environment of excellence where great teachers want to work and hone their craft. Today, we stand as one of the leading independent schools on the Peninsula because of our strong faculty.

Our middle school program continues to thrive and we now have more qualified applicants than available spaces. Beginning in 2016-2017, we will have two sections all the way through the upper grades. In two years, we will celebrate our largest graduating class to date. This impressive growth and demand is a testament to the quality

of our program and an indicator of our financial strength.

## THE VALUE OF A WOODLAND EDUCATION HAS NEVER BEEN GREATER, BUT OUR WORK CONTINUES.

We proudly opened our own gymnasium last year, giving new meaning to the term "home game" for our young basketball and volleyball players. In addition to sporting events, the gym has hosted middle school dances and recess on rainy days. Our community's generosity has been and remains instrumental in upgrading our facilities. Next in our sights is a wing of new classrooms for the middle school.

The value of a Woodland education has never been greater, but our work

continues. The Board's immediate priority is to hire a new Head of School to continue John Ora's exemplary work over the past nine years. During John's tenure, the faculty has strengthened, enrollment has increased and our financial footing has solidified. We are in a tremendous position to attract a strong, talented successor. We look forward to working with our community to complete the selection process early in the academic year.

On a personal note, I would like to thank John for his effort, for his professionalism and for his dedication to the success of Woodland School. And on behalf of the Board of Trustees, I would like to thank you for your partnership and your enthusiastic, tireless support of our mission. Because of the community's commitment, we are poised for even greater success!

**Tim Brady**  
*Chair, Woodland School  
Board of Trustees*

# BOARD OF TRUSTEES



The Board is comprised of members chosen from current and alumni parents, alumni and community members whose expertise aligns with current needs of the school. The Head of School serves as an ex-officio member.

Tim Brady, *Chair*  
Dave Girouard, *Treasurer*  
Rebecca Robinson, *Secretary*  
Beth Carr  
Kim De Lora

Bret DiMarco  
Michelle Gabriel  
Barbara Ballard Krebs  
Prakash Nanduri  
Matt Orban

Roel Peeters  
Jenny Redo  
Linda Rogers  
Michelle Morcos Smith  
Anne Vanderbush





# FINANCIAL REPORT

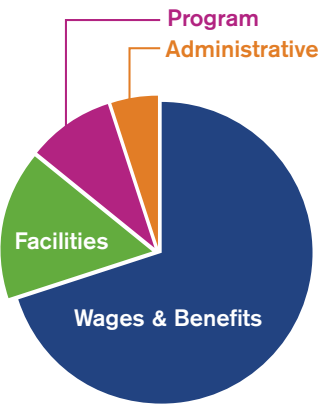
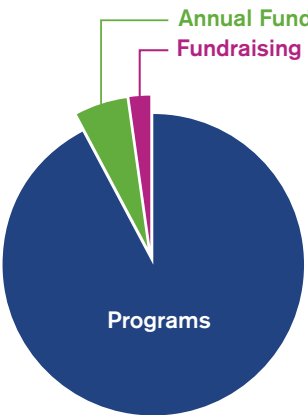
## 2014-15

# A MESSAGE FROM THE TREASURER

Dave Girouard – *Treasurer, Board of Trustees*

I am pleased to report the school's financial results for the fiscal year ended June 30, 2015. In alignment with our strategic plan set in motion five years ago, we have experienced growth in our middle school, the completion of our gymnasium and the hiring and retention of high-caliber teaching staff. These milestones have enabled us to advance our mission of building a strong academic program that nurtures the good student and good person in each child while achieving our operational goals for the year.

Woodland School's revenue is supplemented by fundraising activities that help the school operate in a financially conservative manner while supporting our plans for a strong and sustainable future. The success of our Annual Fund campaign, along with sound fiscal management, continues to help the school maintain affordable levels of tuition while providing a generous financial aid program.



2014-2015 SCHOOL YEAR - Unaudited\* 6/30/15

### REVENUES

|                           |              |      |
|---------------------------|--------------|------|
| Programs**                | \$ 5,586,679 | 92%  |
| Fundraising - Annual Fund | 366,877      | 6%   |
| Fundraising - Other       | 107,227      | 2%   |
| Total Revenues            | \$ 6,060,783 | 100% |

### EXPENDITURES

|                                       |              |      |
|---------------------------------------|--------------|------|
| Wages & Benefits***                   | \$ 4,310,164 | 71%  |
| Facilities Rental & Maintenance***    | 1,065,314    | 18%  |
| Program Expenses                      | 431,976      | 7%   |
| Administrative & Fundraising Expenses | 244,805      | 4%   |
| Total Operating Expenditures          | \$ 6,052,259 | 100% |

\* Please note that all information on this page represents "Unaudited" results. Our Annual Financial Audit concludes in October each year.  
\*\* Tuition & Fees net of \$953k in Financial Aid, Faculty Remission and Sibling Discount awards  
\*\*\* Excludes non-cash expenditure





FUNDRAISING  
2014-15

2014-2015 ANNUAL FUND

Thank you!

Since the 2010 launch of the Annual Fund, we have exceeded fundraising targets for the fifth year running. Thanks to the generosity of our parents, Board of Trustees, faculty, staff, grandparents and other supporters, Woodland raised over \$366,000 for vital school-wide operations.

FOUNDERS CIRCLE

Kelly McGowan and Tim Brady Colleen and Andrew McCreary

LEADERSHIP CIRCLE

Ursula Vitt and Matthias Braun The Cleeland Family Carrie and Doug Kehring  
Beth and James Carr Tiffany and Dave Girouard Katie Boissicat and Keith Randall

WOODLAND CIRCLE

Anonymous (1) Jenna Kimberlin and Andrew Lambeth Lisa Hane and Hugh Rienhoff  
Meena Tahlilani and Gaurav Aggarwal Rezwan and Azameen Pavri Koryne and Taylor Smith  
Sybilla and Alex Balkanski Jenny Redo and Kevin Brown Elizabeth and Ray Su  
Jessica Staddon and Michael Barnes Masumi and Tim Reynders

WILDCAT CIRCLE

Anonymous (2) Kenneth Mallon Aida and Louis Soto  
Sheila Amoroso and John Blackmore Isabelle Young and Juan Pablo Mejia Taymar Hartman and Peter Stathis  
Laura Metz and Paul Chapuis Phillip and Anita Murelaga Anna Dvornikova and Ilya Strebulaev  
Yoko Inoue and John Cheong Linda Rogers and Michael O’Gorman Najwa and Philip Tamer  
Mary and Gary Driedger Toni and Matt Orban Linda and David Ting  
Kaye Foster-Cheek and Robert Cheek Katelyn Vleugels and Roel Peeters The Van der Linde Family  
Laura and Chris Furmanski Sunita and Sudhir Raja Sarah Walter and Robert van Gent  
Amy Shaw and David George The Scott Family Aaron and Jayna Whitt  
Emma and Kris Johnson Karuna Mukherjea and Deepak Sharma Lindsay and Thomas Zachystal  
Maren and Juergen Lindner Michelle and Fred Smith Elena Rose and Sergey Zhupanov

IN ADDITON TO 100% FACULTY, STAFF AND BOARD PARTICIPATION,  
LAST YEAR’S PARENT SUPPORT WAS AT AN ALL-TIME HIGH, WITH  
85% OF OUR FAMILIES SUPPORTING THE CAUSE.



PARTNERSHIP CIRCLE

|                                     |  |  |
|-------------------------------------|--|--|
| Anonymous (3)                       | Michelle and Michael Gabriel           | John Ora                                 |
| Lysanna Anderson                    | Naureen Mirza-George and Simeon George | Ilaria Turner and John Pink              |
| Hossein Azimi                       | Wendy Lair and Bradley Hamel           | Amanda and Abilio Pires                  |
| Renee and Greg Barton               | Stephanie and Mac Harman               | Ioana and Serban Popescu                 |
| Reema and Hari Batnagar             | Laura and Scott Hayes                  | Adelaide Roberts and Paul Roeder         |
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| Evelyn Lassman and Anders Bertelrud | Eunjoo Kim and Peter Kang              | Kimberly and Behzad Sayyah               |
| Sualiheen and Yasser Bhat           | Elizabeth and Jeff Karnes              | Jean Schaffner                           |
| Sonal Singh and Vivek Bhatnagar     | Akemi and John Kodera                  | Michele Sherman                          |
| Susan and John Brandes              | Barbara Ballard Krebs and Bob Krebs    | Maribel and George Sternbach             |
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| The Cocquyt Family                  | Anna Lam                               | Sangeeta and Anil Tiwari                 |
| Sharon Chang and Alec DeCherney     | Natalia and Jason Latimer              | Vicky Harris and Billy Vang              |
| Kim and Thomas De Lora              | Chris and RJ Ligtenberg                | Barbara and Steffen van Schewick         |
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| Krystal and Babak Dehnad            | Min Hui and Tong Luo                   | Jennifer and Bill Webster                |
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| Constance Milburn and Edward Duncan | Milana and Declan McCullagh            | Fariba Lessani and Syrus Ziai            |
| Amy and Nathan Elliott              | Timothy and Diane Morris               |  |
| Dana Schneider and Damien Ferraro   | Anitha and Prakash Nanduri             |  |
| Anne Hoecker and Peter Frazier      | Min and Donald Newell                  |  |

COMMUNITY CIRCLE

|                               |   |   |
|-------------------------------|---|---|
| Anonymous (7)                 | Devon and Samuel Crews                  | Ivana Hansen                            |
| Felicity Ackers               | Elizabeth and Timothy Cummings          | Linda and Jeffrey Hayer                 |
| John Andrew                   | Helen Marlo and Lawrence D'Arcangelis   | The Holty Family                        |
| Caron and Tony Anscombe       | Nalin and Mark Decker                   | Marie-Jeanne Juilland and Garey Johnson |
| Karen Astrachan               | Liya and Leon Dorfman                   | Padma and Sunir Kapoor                  |
| Emily Auchincloss             | Louise Douglas                          | Annie and Jim Kaskade                   |
| Nada Ballator                 | Stephanie and Tim Drolapas              | The Kirigin Family                      |
| Janie and John Barman         | Justin Duren                            | Marissa Klein                           |
| Maria Barulich                | Shirley Duong and David Yu              | Rama Veerappan and Sankar Krishnan      |
| Lauren and Craig Baumgartner  | Joan and Larry Eble                     | Jackson Kuong                           |
| Liliya and Alexander Bederov  | Julie Euchner                           | Katie and Francois Lespade              |
| Jocelyn Boneso                | Laura and Bob Fanucchi                  | Sue and Scott Lombardi                  |
| Jill and James Briggs         | Bonnie and Clark Fisher                 | Guadalupe Zaragoza and Francisco Lopez  |
| Ashley Brooks                 | Sudha and Sean Foote                    | Jeni Luby                               |
| Cristina Calcagno             | Alexandra and John Fritsch              | Stacey and Marty Mahon                  |
| Marie and Peter Cardamone     | Kim Gair                                | Sharon Marzouk                          |
| Wendy Cardamone               | Farah and Grant Gerdes                  | Vinita and Navneet Mathur               |
| Olivier Caro                  | Patricia Champfaily and Emilio Ghilardi | Debbie and Richard Mattiello            |
| Katherine and Dan Chappellear | Katherine Graham                        | Jaimie Buss and Bryan McCormick         |
| Joseph Chiesa                 | Diane Grieman                           | Barbara and Patrick McKee               |
| Christina and Andres Claire   | Anita Grossman                          | Diana and Mark Minkowski                |
| Jennifer and Donald Coleman   | Avani and Ashish Gupta                  | Lisa and Mark Moser                     |
| Josephine Corlett             | Miranda Halaby                          | Vanessa and Peter Nell                  |

|                                      |   |                                       |
|--------------------------------------|---|---------------------------------------|
| Samantha and Lowell Ness             | Anna and Alexander Richter              | Claudia and Scott Thompson            |
| Laura Ordonez                        | Ani and Bob Rooney                      | The Vanderbush Family                 |
| The Peterson Family                  | Kindra Kay Scharich                     | Bertha Zaragoza and Bernardino Vargas |
| Elizabeth Pierce                     | Teresa and Jason Schneider              | Monika Goldberg and Kristy Wacek      |
| Jennifer Ratay and Scott Porter      | Beverly Gustafson and Anjan Somadder    | Susan Whited                          |
| Heather Sutherland and Richard Prest | Lindsay Stewart                         | The Wintermarks                       |
| Maria Legorreta and Jesus Ramirez    | Kelli Swan                              | Brad Wright and Shanti Markstrom      |
| Rosalinda Randall                    | Christine Dinh-Tan and Charles Tan      | Amita Paul and Shekhar Yadav          |
| The Reed Family                      | Kimberly and Todd Thacker               |                                       |
| Gerald Richards                      | Catherine Girardey and Madhu Thangavelu |                                       |

CORPORATE AND MATCHING GIFTS

|  |   |                               |
|--|---|-------------------------------|
| Adobe Matching Gift Program                | Hewlett-Packard Company Match             | Target Take Care of Education |
| Amazon Smile Foundation                    | Microsoft Matching Gift Program           | United Way of the Bay Area    |
| Apple Matching Gifts Program               | Network for Good                          | United Way Silicon Valley     |
| Blue Coat Charitable Matching Gift Program | OneCause                                  | VMware Foundation             |
| Ericsson Employee Engagement Fund          | Oracle Charity Account                    | Yahoo Matching Gifts Program  |
| Gap Inc.                                   | Oracle Corporation Matching Gifts Program |                               |
| Google Matching Gifts Program              | SAP Software Solutions                    |                               |

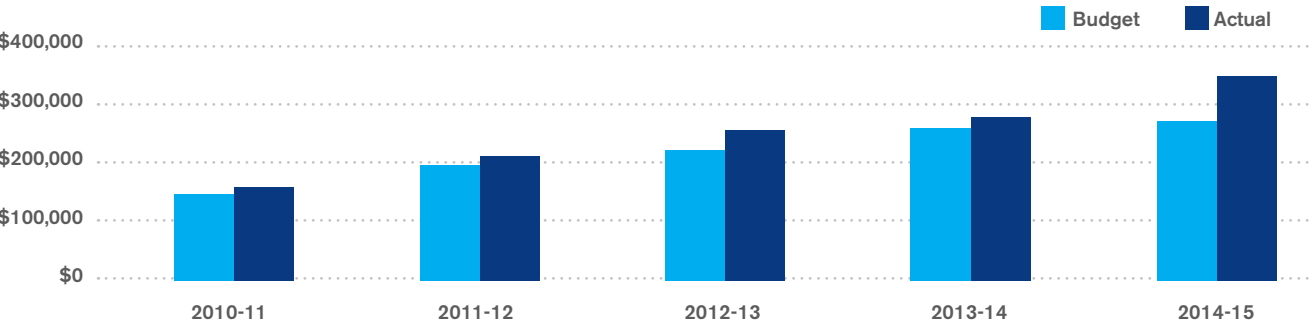
GIVING CIRCLES\*

|  |                                      |   |
|--|--------------------------------------|---|
| Founders Circle - \$20,000 and above     | Woodland Circle - \$5,000 to \$9,999 | Partnership Circle - \$1,000 to \$2,499 |
| Leadership Circle - \$10,000 to \$19,999 | Wildcat Circle - \$2,500 to \$4,999  | Community Circle - \$1 to \$999         |

\*Employer matching gifts are counted toward the total.

Every attempt has been made to ensure the accuracy of this report. If you have been incorrectly listed or omitted, we sincerely apologize. Please notify the Advancement Office at 650.285.5226 or email advancement@woodland-school.org with any questions or concerns.

ANNUAL FUND GROWTH SINCE 2010 (Through 06/30/2015)







## GLOBAL COMMUNITY

# GLOBAL EDUCATION AT WOODLAND SCHOOL

Shirley Duong, Kindergarten Teacher K1

Spend a few minutes on campus and you're likely to encounter vibrant evidence that the practice of global education is alive and well at Woodland School! Look this way and you'll see junior kindergarten students exploring the Whale Bus to learn about conservation of our world's oceans. Peek into a classroom and you'll find second graders re-enacting a Russian family's immigration to America through Ellis Island in the early 1900s. Follow the sounds of music and laughter to a Diwali celebration honoring the Hindu festival of lights. Or simply speak with an enthusiastic eighth grader fresh off a week spent immersed in the local culture of a remote village in Ecuador.

These experiences and a multitude of others, both in the classroom and abroad, help foster an awareness of and appreciation for the diversity

that surrounds us. The active pursuit of global competency is essential to prepare our children to successfully meet the challenges of an increasingly interdependent world. At Woodland, our globally focused curriculum helps equip students with the 21st century skills and sensibilities necessary to connect across cultures and borders, to understand and act on issues of global significance and to fully embrace and enjoy their place as citizens of the world.

Humanities, mathematics, science and art all serve as lenses through which our children interpret the world. Woodland students gain valuable experience when they grapple with complex global issues that have no simple answers. From junior kindergarten through eighth grade, they investigate multiple perspectives, analyze information from a variety of sources, explore disparate ideas and propose

novel solutions, which they effectively communicate to others. Through this engagement, students begin to build context and recognize connections between people and systems in different countries and continents. We nurture these competencies at Woodland because this global aptitude will allow our children to grow even as our world continues to shrink.

More than 50% of our Woodland families have at least one parent born outside the United States. We come from a variety of socioeconomic, religious and cultural backgrounds. Our diversity mirrors the wide diversity of the Bay Area, and we strive to instill that sense of world citizenship in our students. At our core, we are a global community in every sense of the word and our children are stronger and better for it.

**MORE THAN 50% OF OUR WOODLAND FAMILIES HAVE AT LEAST ONE PARENT BORN OUTSIDE THE UNITED STATES.**



# SEL AND GLOBAL AWARENESS

Jeni Luby, Lower School Science Teacher

It's 8:00 a.m. and Ms. C. has just blown her whistle. Supervised play is officially underway. Children dash to their favorite area on the playground. They are running, laughing and having fun. A cry pierces the cool morning air, "It's my turn! Give me the jump rope!"

Before Ms. C. can make it over to the children, the small group makes their way to her, one child now crying. In a quiet, non-blaming voice, Ms. C. de-escalates the situation by asking them to use their Breathing Tool so they can calm themselves enough to discuss their situation. Two children want the jump rope. How can they solve their problem?

One way Woodland teachers achieve a win-win in this situation is to have the children share their ideas about how to play with the jump rope and generate a list of options. In this case, the children chose to have one child jump rope to a song sung by the other child. Win-win!

Our mission states that "Woodland School is committed to bringing out the best in each child through a nurturing of both intellect and character." In addition to our Core Virtues Program, Woodland's Social Emotional Learning (SEL) curriculum is an essential part of that commitment, providing tools to help

students recognize and manage their emotions, solve problems from a position of strength and resiliency and establish positive relationships.

The SEL program is taught, in part, through Toolbox, a new curricular offering. Toolbox begins with the child building self-knowledge and self-mastery; it soon improves empathy and communication and helps resolve conflicts in the classroom, playground and whole school community.

Ask any Woodland Wildcat about practicing one of these 12 tools:

- Breathing Tool
- Quiet/Safe Place Tool
- Listening Tool
- Empathy Tool
- Personal Space Tool
- Using Our Words Tool
- Garbage Can Tool
- Taking Our Time Tool
- Please and Thank You Tool
- Apology and Forgiveness Tool
- Patience Tool
- Courage Tool

SEL is an integral hands-on component of the middle school where students have important mentorship roles in school leadership, governance structure and the House Cup buddy system.

## SOCIAL EMOTIONAL LEARNING IS INGRAINED IN THE CULTURE OF WOODLAND SCHOOL WHETHER STUDENTS ARE AT HOME OR AWAY.

Culminating their year-long Capstone project, our eighth grade students travel with their teachers to a remote village in Ecuador. How do they navigate a trip to another country and a culture so different from their own? As it turns out, remarkably well. This is where we see our SEL efforts come to fruition: students comfortably talking to people, learning about their lives and working alongside each other to help build classrooms in rural villages.

Social Emotional Learning is ingrained in the culture of Woodland School whether students are at home or away. Developing and maintaining the tools that encourage our students to learn about themselves, others and the community indeed bring out the best in each child.





# A CAPSTONE FOR A GLOBAL EDUCATION

Marissa Klein, Middle School English/Humanities Teacher

A “capstone” is the finishing piece in a wall – not just a pretty decorative touch, but an integral part of the architecture that helps hold it all together. Four years ago, teachers at Woodland conceived of a Capstone project that would represent the culmination of students’ global education and help prepare them for the kind of in-depth research and long-term thinking they would need for high school and beyond.

At the start of eighth grade, students identify a real-world problem they are curious or passionate about. They spend several weeks researching the problem and find experts in the field to interview, then two months writing and revising a research-based expository paper ranging from 5-15 pages. Staying organized and managing deadlines is challenging for writers of all ages, but with the support of their peers, a weekly Capstone class

and one dedicated faculty advisor per student, all students are able to rise to the challenge.

To complement their year-long study of global problems and solutions, students head to Ecuador in February for a week of volunteer work on a school in an indigenous community. As part of the program, organized by Free the Children and Me to We, students begin brainstorming on how they can take their experience back to the Woodland community, and how they can create an action plan that helps provide solutions to their global problems.

In the last months of the Capstone year, students funnel the inspiration of the Ecuador trip into a design thinking process in order to find an action piece that connects their issues back to the community. Many students find the

action piece to be the most rewarding part of the process, as they become the experts who share information and also help advance a solution. For example, after researching bullying of LGBT adolescents, one student sold rainbow bracelets to raise awareness of LGBT issues and to fund an enhanced library of children’s books that depict different types of identities. After researching the drought in California, another created a Lego stop-motion YouTube video depicting better ways to save water and shared it with the Woodland community at morning assembly. Other students chose to volunteer, fundraise or spread awareness of their topics throughout their communities.

By completing the Capstone Project, students feel empowered as learners but also as doers who can make real contributions as global citizens.

**MANY STUDENTS FIND THE ACTION PIECE TO BE THE MOST REWARDING PART OF THE PROCESS, AS THEY BECOME THE EXPERTS WHO SHARE INFORMATION AND ALSO HELP ADVANCE A SOLUTION.**

## ECUADOR 2015 CAPSTONE PROJECT





# TEACHING GLOBAL AWARENESS IN LOWER SCHOOL

Kelli Swan, Kindergarten Teacher K2 and Linda Hayer, Third Grade Teacher 3B

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One might be surprised to hear kindergartners discussing Australia, first graders pondering Ancient Mesopotamia, second graders comparing Ellis Island immigrants to those who have arrived more recently, third graders debating if occupants of their pretend city should be raiders or traders and fourth graders contemplating the rights of the native people of California. All these conversations, however, are commonplace at Woodland School. A key element of Woodland's Lower School social studies curriculum is the use of the Core Knowledge curriculum as a guiding principle in kindergarten through fourth grade and a specific focus on global studies as our students progress toward graduation.

Students gain global awareness through many different approaches. Children are introduced to different cultures through fiction and nonfiction literature pieces and are exposed to age-appropriate text books and their uses starting in kindergarten, allowing students to experience the world through the point of view of the people who live there. Video clips and Skype interactions further allow audio and visual learners to go on virtual field trips worldwide. Classes participate in immersive hands-on activities that transport students

around the globe to give them a deeper understanding of the world around them. Each year kindergarten students head off on a campus safari to display their knowledge of African geography and the animals that live on the Serengeti. First graders visit the Rosicrucian Egyptian Museum to see artifacts of the people they read about in class. Second graders put on elaborate plays to display the personal understanding of the immigrant experience. Third graders set sail on a tall ship to gain firsthand experience of the life of a sailor travelling to the New World. Fourth graders create a living museum where every student in the school has the opportunity to meet, "in person," individuals who have shaped California's history.

**...THERE ARE MANY  
SIMILARITIES AND  
DIFFERENCES ACROSS  
GLOBAL CULTURES...TO  
BE VALUED...**

A constant spiraling of global investigations, covering both geographical and historical subject matter, allows students to gain deeper understanding of the world around them and their place in it. They learn from the very start that

there are many similarities and differences across global cultures, promoting a belief that everyone is to be valued and that we all have a duty to help others who are less fortunate.

Woodland students are not only exposed to factual information about a wide variety of global information but are, more importantly, given the tools to seek additional information and form new connections on their own. Parents often share stories of their children acting as tour guides and sharing the information they've learned at school while exploring the Roman Colosseum, on Ellis Island, at the Asian Art Museum, touring the State Capitol, riding a double decker bus through London or even during a visit to the local library.

Global awareness permeates the social studies curriculum at Woodland School, providing our young citizens with knowledge and understandings that lead to compassion and the desire to take greater actions toward making our world a better place. Learning about the world and being part of a diverse community allows students to embrace the idea that the similarities and differences we share, leading to greater understandings of ourselves and others.







## DEVELOPING GLOBAL AWARENESS THROUGH THE ARTS

# CONNECTING TO THE WORLD THROUGH ART

Jacob Stillman, Art Teacher

"Mr. Stillman, I'm having trouble understanding what you're asking us to do," a fifth grader bravely shares during a check-in while other classmates are diving back into their Callie Curry-inspired portraits or trying their hand at mixing their own wheat paste.

"Okay," I respond. "What can you tell me about the artist and her art?"

"She makes large portraits of people who matter to her and includes things that are special to them as part of their body. Then she pastes them to walls."

"What image comes to mind when you think about one of these 'bigger ideas'? What does that make you think of?"

"Oh, kind of like that other artist - Joseph Cornell? Okay, I think I get it now."

Boom! Now that was a great conversation, illustrating what I love about teaching art. You don't have to be "good" at art to be an amazing art student. Creating art in response to an idea or question allows students to learn, grow and stretch themselves and hold the fruits of their labors in their hands.

Understanding art within the context of the artist's life and times is an integral part of our curriculum. What social, emotional or global questions are examined in the artist's work? Are there parallels in our own lives or other artists we have studied? When students deepen their understanding of themes and issues explored in art, they develop their own informed ideas, opinions and connections to artists across time and throughout the world.

## UNDERSTANDING ART WITHIN THE CONTEXT OF THE ARTIST'S LIFE AND TIMES IS AN INTEGRAL PART OF OUR CURRICULUM.

This is our fourth year using an Artist of the Month approach in the Art Studio. We study six artists spanning different time periods, mediums, lifestyles, cultures

and the globe. Curriculum is adjusted by grade level, taking into consideration child development, appropriate fine motor goals and requirements, as well as presenting ideas and concepts in approachable ways.

By centering our art curriculum around particular artists, students are able make deeper connections than if we were focusing purely on style and technique. In learning about Mark Rothko's childhood, his family, his struggles during the Great Depression and his teaching art classes in New York to get by, students are able to connect more deeply to the man and the work that he produced. Blending narrative with demonstration and different exercises provides context so that a big idea like "abstract expressionism" becomes far less abstract. In trying their hand at the brush technique Rothko used to construct his fields of color, students go deeper and gain more perspective. Some part of this experience stays with them until that wonderful "aha" moment in life when they use that knowledge to connect to new content, recognize a print, a poster or an original piece hanging on a museum wall.





## CELEBRATING WOODLAND'S 2015 GRADUATES

We are often asked where our graduates attend high school and college. The short answer is pretty much anywhere they choose!

Students in Woodland's Class of 2015 are attending the following public and private Bay Area high schools: East Side College Preparatory, Everest Public High School, Kehillah Jewish High School, Menlo School, Notre Dame High

School, The Nueva School, Pinewood School, Sacred Heart Preparatory, Ruth Asawa San Francisco School of the Arts, Summit Preparatory Charter High School, Woodside Priory and Woodside High School.

Graduates of Woodland's Class of 2011 are attending leading colleges and universities in California and elsewhere, including the following: Boston

University, California Lutheran University, Canada College, Foothill College, Miami University, San Diego State University, San Jose State University, Sonoma State University, University of California at Davis, University of California at San Diego and University of California at Santa Barbara.





# WOODLAND ALUMNI

## WHAT IS THE VALUE OF A WOODLAND EDUCATION?

How well prepared are our graduates and what do they take with them from Woodland as they move to high school and beyond? Are they good global citizens? Do they reflect the school's commitment to developing the good student and good person in each child? We think you will enjoy perspectives from three Woodland alumni:

### Wyeth Anderson, Class of 2012

Woodland definitely prepared me for high school. The school gave me the skills and building blocks of studying and self-discipline. The small classroom sizes and supportive environment at Woodland gave me the confidence to speak my opinion even when others might not agree. But, something I will really take away are the core virtues instilled in each Woodland student. The virtues of kindness, honesty and integrity have remained present throughout my high school career at Notre Dame Belmont.

I am currently entering my senior year at Notre Dame. I have held a leadership position on student council for the past three years and was co-president in my school's journalism club. I love getting involved in school events and promoting a positive community at my school.

When I look back at my time at Woodland, I remember the sense of community, beginning with the teachers who guided me throughout my education and wanted us to succeed in reaching our goals. Also the student body – while I will always have a lasting bond with my graduating classmates, it was always acceptable to be friends with anyone no matter what their grade level, which really strengthened the student body. Every time I visit, I am welcomed by smiling faces and warm greetings, and I know I will always have a home at Woodland.



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Sophia Fanucchi, Class of 2011

In June I graduated from Woodside High School and entered San Diego State University this fall where I am studying psychology. I look back on my Woodland years with great affection. Woodland shaped who I am by teaching me to take responsibility for my actions and great time management skills that have served me well in high school. Mrs. Randall's etiquette classes brought home the importance of good manners.

Woodland instilled in me the desire to be active in my community and make a difference in other people's lives. Once I got to high school, I got involved in everything I could – from playing and coaching softball, reading to special needs students and participating in student musicals to planning my senior year homecoming ball and rally. I also participated as a peer leader helping freshman transition to high school. We met twice a month to talk about what students face in high school – social pressures, time management and other concerns. Through this experience I realized that while we had a diverse student population at Woodside, everyone pretty much has the same problems and that we all have the power to impact each other in positive ways. It made me more humble and grateful for what I have.



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Zach Nemirovsky, Class of 2011

Woodland taught me the power and value of knowledge – an essential piece for anything you plan to do in the wider world. Without knowledge, actions can be misguided, unsuccessful or just not very impactful. You can't fix something if you don't know how it works - or sometimes even if you do - but knowing helps.

During my junior year at Kehillah High School, I took a class called Global Cold War. It was a history course aimed at looking at the world from 1945-1991 from a global standpoint. It made me reflect on how big the world is, and how many places were affected by this period in history. While I graduated the year before the Capstone project was introduced at Woodland, it was very similar in size and scope as I had to write an 8-10 page essay on a modern global conflict, the US foreign policy towards it and suggest a course of action.

A good global citizen is someone who gets informed, above all else, about global affairs. After that, the best global citizens act in whatever way they can – within their own country or others, to create change they wish to see. I try to keep myself well informed, though I'm still working on the “action” part.

As for the future, this year I am attending the University of California at Davis where I am studying applied physics.



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