LAGUNA BLANCA SCHOOL

2025-26 CURRICULUM GUIDE

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INTRODUCTION

Laguna Blanca School develops the intellectual, social, physical, artistic, and ethical lives of our students by providing a comprehensive and personalized Early Kindergarten through Twelfth Grade educational experience that prepares them for college and lifelong success.

SCHOLARSHIP
We believe that academic excellence is best achieved in an atmosphere of high expectation, inspirational instruction, individualized attention, and student-teacher relationships based on mutual trust and respect.

CHARACTER
We believe in the cultivation of integrity, personal responsibility, consideration for others, and skills for compassionate leadership.

BALANCE
We believe students should develop dimensions of themselves beyond academics. Laguna Blanca is committed to providing all students with meaningful experiences in the arts, athletics, and a wide array of co-curricular opportunities.

COMMUNITY
We believe the success of Laguna Blanca relies on a mutually supportive partnership between faculty, students, parents, and staff who actively promote healthful living, honorable citizenship, and human kindness.

About Us

Laguna Blanca is a not-for-profit EK-12 co-educational, college preparatory day school in Santa Barbara, CA. Building upon its 88-year tradition of academic excellence with new and innovative teaching methods and programs, Laguna Blanca provides students with a supportive community that promotes deeper learning and values life balance and well-being. With its thriving experiential learning; LEGO, STEM, TEDx, and arts programs; and competitive athletics with state-of-the-art facilities, students are offered a multitude of areas to explore their passions.

Our story

Opening its doors in the idyllic Santa Barbara alcove of Hope Ranch in 1933, Laguna Blanca's initial student body consisted of 40 boys taught by six faculty members on a quiet six-acre campus. The school has since grown into two campuses — 35 acres in Hope Ranch and two in Montecito. Founded by pioneering headmaster Edward Selden Spaulding and three enterprising colleagues, the school became co-educational in 1942 and grew steadily until the end of the century, when the school acquired the second campus in Montecito to house Grades K-4. An Early Kindergarten program was successfully launched in 2014, and the Montecito campus was purchased in 2021. Both campuses continue to expand and adapt, hosting state-of-the-art technology while maintaining the quaint, classic setting historically enjoyed by students.

LOWER SCHOOL CURRICULUM GUIDE

The Montecito campus at Laguna Blanca School is a very special place for children in Early Kindergarten to fourth grade to learn, and it is intentionally designed for the elementary-aged student. Centered on the values of scholarship, character, balance, and community, learning here is both engaging and transformative.

These important Lower School years are the beginning of your child's educational journey, planting the seeds for learning, creative exploration, and community involvement. We are dedicated to providing the best educational opportunities for our students while expanding every child's curiosity for and understanding of the world around them. Our high academic expectations and passionate and talented teachers will challenge your child in a supportive and safe environment with opportunities to learn and grow in many different and meaningful ways.

Laguna Blanca School is committed to excellence in the academic, personal, and social development of our students. The school aims to instill enthusiasm and respect for learning by providing a superior faculty, a challenging and well-conceived curriculum, small classes, and a stimulating environment. With this foundation in place, we emphasize the development and mastery of skills in the traditional academic disciplines.

The students are also offered a broad range of enriching subjects, which are an integral part of the academic program. Well-planned curriculum integration across subject disciplines strengthens the students' knowledge of real world applications for learning. Equally important to our purpose is the development of personal integrity, confidence, and consideration for others. The school emphasizes character development which includes a focus on personal responsibility as a citizen of the school, the community, and the world. We value the variety of backgrounds and talents of our students and faculty, and the program is enriched by this diversity.

Grade-level Highlights: English, Social Science, Math

EARLY KINDERGARTEN

The program follows the kindergarten structure of homeroom and specialist offerings complete with its own set of unique themes that are integrated throughout the curriculum. Laguna Blanca School limits the class size to allow for meaningful interaction between the teachers and the students.

In addition to homeroom instruction by a full-time lead teacher and full-time instructional assistant, the following classes are added to the core of the program: art, library, music, physical education, science, LEGO, Spanish, and technology.

KINDERGARTEN

The kindergarten program provides a stimulating academic curriculum which recognizes the needs of five- and six-year-old children to move about easily, to socialize fully, and to learn through play and exploration. The curriculum is designed to provide a well-balanced, integrated program that emphasizes the daily teaching of reading, oral and written language, mathematics, and social studies. Thematic teaching incorporates specialist teachers and allows for in-depth studies across the curriculum. Equally important is the development of personal integrity, confidence, and consideration for others.

Language skills and reading form the foundation of the kindergarten curriculum. Understanding that children need to be engaged for learning to occur, the faculty has developed a balanced reading program. Students participate in read-alouds, shared reading, guided reading, and independent reading, with individualized and small group instruction to meet the needs of all learners. Spelling in the early childhood years follows a natural progression from inventive spelling, which is phonetic, to conventional spelling. These skills are connected as the students write in their journals every morning. Drama productions, musicals, and assemblies allow these youngest learners to gain confidence and develop oral speaking skills.

The development of thinking skills forms the basis of the math curriculum in kindergarten. The program is integrated into a variety of activities throughout the day, providing many opportunities for children to create and solve math problems that have relevance to their everyday lives. A wide range of manipulative activities and frequent interactions with other students and teachers provide a solid foundation of mathematical concepts, vocabulary, and experiences.

In social studies, students are introduced to the basic aspects of their immediate world, which includes the family, school, and the community. Using their natural curiosity, students are introduced to history and geography through connections between the world today and the world long ago. The story of history is shared through literature, as kindergarteners broaden their horizons from familiar environments to a larger world. Students begin to understand their place as member of a community through discussions of good decision-making and the need for people to cooperate and work together. They learn that being a good citizen involves following rules, such as sharing, taking turns, and being responsible for themselves and others. Character development is emphasized during Tecolote Tuesday assemblies.

FIRST GRADE

Learning becomes an enjoyable, hands-on experience in first grade with many opportunities to understand the academic disciplines through classroom activities, practice assignments, and learning games. Students engage in thematically-based learning activities both inside and outside the classroom. The integration of new ideas and learning with other subject area specialists allows students to practice new concepts through song, drama, science experiments, computer activities, physical movements, and art projects.

Building on the strong foundation of the kindergarten language arts program, the goal for each first grader is to become an independent reader, one who reads joyfully for both pleasure and information. The students progress from learning to read to reading to learn. Language development continues as the children grow in the areas of oral and written expression, listening, and thinking. Small groups of readers meet regularly to build skills in decoding, vocabulary, phonics, oral expression, and comprehension. Through cross-curricular work, students learn that reading and writing are tools for learning. Books and materials are carefully selected to enhance the students' natural curiosity and to promote the factor of wonder that creates life-long learners.

The first grade math program promotes learning math by doing math. The students have opportunities to use math in class routines and activities designed to advance their conceptual understanding. Computational math is practiced daily with the math text and many in class activities. Students strengthen their math abilities by using cooperative strategies for problem-solving and by focusing on applying the concepts they have learned.

The social studies program is based on a study of self and others to develop a better understanding of how individuals are a part of and contribute to their

communities. The students begin by understanding history as a story about the past and exploring the important events and people of America. They make direct connections to the past via a study of their own family's history. From studying the historical meaning of holidays around the world, children gain an awareness of how our country's traditions and customs have been enriched by other cultures. Map and globe lessons in geography help children to recognize landforms and political boundaries, along with giving students basic map-reading skills.

SECOND GRADE

Focusing on the intrinsic value of learning, the second graders develop a love for learning and the motivation to succeed in and out of school. Students learn to be more self-sufficient and take more responsibility for their work and social interactions through role-play activities and good decision making techniques. Our Core Values are incorporated throughout the classroom community each day, creating an atmosphere in which important qualities of character are understood, modeled, valued, and practiced. The second graders read a variety of literature for enjoyment and information. Reading selections include classic children's literature, early chapter books and series, poetry, and nonfiction materials. Increasing fluency, expression, and comprehension in reading are important goals.

Students strengthen their reading and writing skills by learning more about decoding words, sentence structure, grammar, punctuation, spelling, and dictionary skills. These skills are integrated with other areas of study. Students develop both oral and written communication skills through letter writing, research reports, journals, and book reports. Creative writing is emphasized throughout the year in the form of stories and poems.

The students develop their math skills by acting as problem solvers. The second grade math program promotes mathematical thinking by encouraging students to apply a variety of strategies to develop and describe their own rules for solving problems. By exploring data with tables, charts, and graphs and by inventing algorithms that are mathematically sound, students develop a solid understanding of numbers and the place value system. Students also create their own mathematical problems, giving them a solid conceptual understanding. Reinforcement of number facts is accomplished through active, engaging math games and activities, using manipulatives and calculators.

In social studies the students study the importance of community and friendship. They explore their family's heritage and culture, learn about the roles and responsibilities of people living in a community, and create maps of their classroom, school, neighborhood, and local community. In geography, students study the regions and land formations of the United

States, learn to use map keys and symbols, and recognize the importance of caring for the environment. Guest speakers, field trips, and service projects enhance the students' understanding of the needs in their community.

THIRD GRADE

In the third grade classroom, students continue to build upon their earlier academic and social lessons as they move from the primary to the intermediate grades. The students begin to establish and develop a sense of community on multiple levels, create and maintain a comfortable social environment where community members feel safe and valued, and expect outstanding citizenship of themselves and others in order to make the school community an outstanding place. With continued emphasis on the our Core Values, the students are encouraged to exude respect, responsibility, kindness, honesty, and service.

At third grade the emphasis in reading shifts to reading to learn. In taking a metacognitive approach, readers are required to be aware of their thinking while they read. Each learner will cultivate a love of reading and develop a greater command of the English language as a speaker, a listener, a reader, and a writer. Students will be exposed to various aspects/genres of oral and written language and literature. This metacognitive approach is also applied to writing as a craft. Each learner will consider their task, their audience, and their purpose when they create written composition. Third graders will create coherent paragraphs featuring a topic sentence and supporting facts/details. Each student will follow the steps of the writing process in order to publish quality written work.

In the third grade study of mathematics, students continue to build upon the skills and concepts previously learned. As is the case with reading and writing, a metacognitive approach to learning concepts and skills is emphasized. As a result, the children learn and understand various ways to solve math problems as well as learning and celebrating diverse mathematic ideas and strategies. Learners will master addition facts, inverse subtraction facts, multiplication facts, and inverse division facts. They will solve problems involving addition, subtraction, multiplication, and division of whole numbers, and will use appropriate symbols and operations to represent, describe, simplify, and solve number relationships involving algebraic thinking.

The third grade social and cultural studies curriculum focuses on the concept of community, ranging in scope from immediate community to global community. In the study of various cultures and lifestyles, students learn to accept and celebrate differences among social groups. Many of the lessons and activities are inherently integrated with other academic subjects, including language and literature, music, library, computer, art, and Spanish. The social studies text serves as one of the primary resources in the study of expository writing.

FOURTH GRADE

Fourth grade is an exciting year of learning as students look toward moving to the middle school. Because a strong foundation for learning has been established in the previous grades, fourth grade students are prepared to expand their reading and writing skills, explore more complex math concepts, and dig deep into our state's history. Students use technology to strengthen math skills, practice the writing process, research information, organize thinking, connect with the world, communicate ideas, and demonstrate learning. Our fourth grade students experience a robust program that emphasizes critical thinking, problem solving, and communication.

Fourth graders each participate on the student council to solve problems, express opinions and ideas, and to form positive relationships with peers and teachers.

The primary goal of the fourth grade reading program is to cultivate a love of reading that inspires students to become independent readers. Listening, speaking, and silent reading skills are explicitly taught and practiced. Activities and lessons that focus on creative writing, expository writing, vocabulary development, grammar, spelling, handwriting, and public speaking provide opportunities for students to refine their language arts skills. Students are immersed in a print rich environment and appreciate the power of language, both spoken and written, in their daily lives.

Fourth graders explore the world of numbers, algorithms, patterns, shapes, data, and spatial relationships. The enriched math curriculum includes an emphasis on using and appreciating math in our everyday lives. All fourth grade students are expected to master the multiplication and division facts, as well as the steps to solve multi-digit multiplication and multi-step word problems. Students continue to expand their understanding of fractions, decimals, long division, measurement, symmetry, and graph interpretation. Through daily exercises and the use of manipulatives, students learn to use the principles of mathematics to communicate, reason, and problem-solve, using real-world problems.

The history of California is the focus of the fourth grade social studies program. The topics of study include geography, agriculture, Spanish explorers, missions, rancho days, westward movement, gold rush, and the transcontinental railroad. Students learn how the landscape of California has provided varying resources to different people throughout history. Students develop an appreciation for the various cultural influences, which have shaped California's history. The Santa Barbara community allows for many opportunities to enrich the social studies curriculum. Throughout the year, students visit and tour missions, historical sites in the county, museums, and the Channel Islands to bring our state's vivid history to life.

SPECIALTY CLASSES

Spanish

The Spanish language is introduced in the Lower School in early kindergarten and continues through sixth grade. The students are exposed to reading, writing, listening, and speaking in the target language. Instruction promotes and encourages students to convey meaning through speaking, writing, and appropriate gesturing. Authentic events and materials enhance language learning—historical celebrations, stories, legends, poetry, art, music, games, and dances. Students are engaged in the enjoyment, understanding, and appreciation of the diversity of the cultures in the Spanish-speaking world.

Science

Students explore science through hands-on experimentation, individual project design. Experiments involve both laboratory and field work and include both short-term and long-term observations. Short-term observations often occur within a class period or two, versus long-term experiments which may occur over a week to several months. All students are exposed to the concept of the scientific method and use it to outline experiments. The curriculum emphasizes conveying these observations into written form by the third grade. In addition, the students are taught to use basic graphing skills to analyze data and make comparisons.

Community resources are utilized to gain access to a variety of scientific equipment, technology, and special collections. Both field trips and visitors are incorporated to support themes and ideas. Local curriculum resources are also incorporated to enable students to gain a sense that the ideas we are exploring often relate to events happening in their own communities and backyards.

The integration of science with the curriculum of the grade level teachers and other specialists helps students maintain a solid foundation and erodes the separation of the sciences from other subjects. Overall, the program presents a wide array of subjects, giving students a chance to explore the many aspects of each subject. Students are further enriched with hands-on work in the school's organic garden and the many presentations on caring for both their local and world environments.

Visual Arts

- Lessons that connect with homeroom thematic units
- Experiment with a variety of mediums
- Elements of Art and Principles of Design
- Develop critical thinking skills when making and looking at art
- Presenting artwork
- Collaborative artwork
- Have FUN!

Performing Arts and Music

- A well rounded music education
- Movement and Dance
- Instrument Exploration
- Global Awareness of Music
- Reading and Writing music notation
- Creating and Composing
- Collaboration
- Spring & Winter Concerts

Physical Education

- PE and Two Recesses Daily
- Fitness and Coordination
- Camaraderie and Sportsmanship
- Motor skill development/Sport skills development
- Spatial awareness/Body awareness
- Movement Education and dance
- Cross over activities, integration of literature and physical education
- Games, Play, and Fun!

STEAM

As a nation, education policy is shifting focus to improve competitiveness in technology development and innovation. Laguna Blanca is staying abreast of these changes with a newly minted STEAM program, which will broaden the study of engineering within our current science, technology and mathematics courses. We offer multiple electives with our Middle and Upper school programs that will emphasize critical thinking and problem solving through project based learning. These beginning engineering skills will also be integrated into the Lower School courses. All courses will place emphasis on inquiry-based learning with students developing their own solutions to complex problems through hands-on experiential activities. The learning opportunities posed will focus on real world scenarios, relating to students' lives and experiences. Technology is integrated into the program from the earliest levels and includes the use of coding, computers, LEGO, robotics, tablets, 3D printers, 3D scanners, and vernier based data collection.

Social-Emotional Learning

The Lower School prioritizes Social-Emotional Learning (SEL) as part of the student learning experience. At our core, we strive to cultivate an environment where the essential qualities of character are not only understood but also consistently modeled, celebrated, and practiced. Our mission is to nurture students to grow into compassionate, thoughtful, and purposeful citizens of the world. By guiding and supporting their social emotional skills, we lay the foundation for responsible and caring citizenship in our Lower School—all within a community rooted in empathy and connection.

Our SEL program highlights a different theme each month, providing a focus for weekly assemblies, class lessons, and small group activities. Opportunities for parent engagement in our themes are also provided through our Coffee with the Counselor program. Examples of themes include:

- Courage
- Unity
- Gratitude
- Compassion
- Growth Mindset
- Inclusion
- Feelings and Emotions
- Friendship
- Mindfulness

Additionally, instructors thoughtfully integrate social-emotional learning (SEL) into their academic curriculum by weaving opportunities for self-awareness, relationship building, and responsible decision-making into daily lessons, fostering a holistic approach to student growth and success.

Lower School Activities

Musical Theater
Music/Band Club
Junior Gardener Program
Lego Engineering Team (Annual National
LEGO-League Competition) Digital Citizenship
Battle of the Books
Fourth Grade Student Council
Big Buddies/Little Buddies
Chess Club
Gr. 4/5 Athletic Teams: Soccer, Basketball, and Volleyball

Experimental Education/Field Trips

Each grade participates in several experiential education opportunities each year, with examples noted below: Lane Farms Pumpkins, Hollister Ranch Tidepooling, Natural History Museum, Channel Islands, OstrichLand, Moxi, Santa Barbara Zoo, Michael Katz Storyteller

Lower School Philosophy

Whole Child, Balanced Education
Learning Through Doing
Interdisciplinary Curriculum
Differentiated Instruction
Skills Based Assessments
Growth Mindset Focus
Cross-Divisional Connections
Project Based Learning
Social Emotional Development
Family/School Relationships

MIDDLE SCHOOL CURRICULUM GUIDE

WELCOME TO MIDDLE SCHOOL

Young people go through major changes in the years between the fourth and ninth grades. Our goal at Laguna is to create a Middle School experience in which our students are taught in accordance with the differing needs of their development and to ensure a smooth transition from one year to the next.

During the first year in the Middle School, students maintain the security of their homerooms. In the sixth through eighth grades, classes are fully departmentalized, with a mentorship role played by an advisor. That safe sense of development and exploration continues throughout the Middle School experience, be it in grade-specific social events, in age-based advisory groups, or at community service events.

CURRICULAR APPROACH

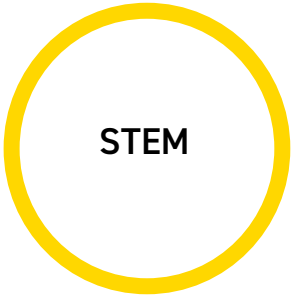
From Roman banquets to robot battles, trips to space and deep dives into literature, Laguna's Middle School is continually proving that classroom walls are nothing more than an architectural requirement.

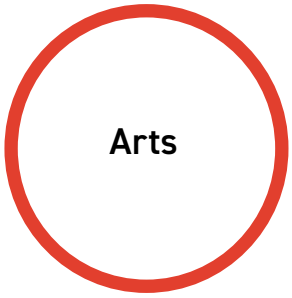
The academic horizons in grades five through eight are forever expanding thanks to a dual emphasis on project-based learning and experiential learning. Here, lessons grow to encompass a slew of subjects while encouraging students to learn through doing.

In transforming education, Laguna Blanca's teachers invite students to transform themselves into engineers, medieval armorers, founding fathers, and astronauts.

Individual attention is at the core of the Middle School academic program. For this reason, classes are small – fifteen students is the average size – and opportunities for students to meet individually with their teachers are built into the daily schedule.

Middle School Program of Studies





ENGLISH
English 5
English 6
English 7
English 8
MS Creative Writing
Media Production

SOCIAL SCIENCES
US History 5
Ancient Civ 6
Geography 7
Civics 8
Entrepreneurship 1
Entrepreneurship 2

WORLD LANGUAGES
Spanish 5
French 6
Latin 7
Spanish 1
French 1
Latin 1

SCIENCE
Science 5
Science 6
Science 7
Science 8
Intro. To Marine Science
Science of Food

MATHEMATICS
Math 5
Math 6
Pre-Algebra
Algebra 1A
Algebra 1B
Algebra 1
Geometry
Algebra 2/Trig
Algebra 2/Trig Honors
Pre-Calculus/H

STEM ELECTIVES
Technology 5
Project Lab
Fundamentals of Engineering
Coding for Makers
Intro to Robotics
Introduction to Creative Programming

PERFORMING ARTS
PAF 5
PAF 6
Music Fundamentals
MS Drama
Video Production
Vocal Ensemble
Advanced Vocal Ensemble
Pop & Rock Ensemble
Songwriting

VISUAL ARTS
Art 5
Art 6
MS Ceramics
MS Digital Arts
Drawing & Painting
Media Production
Yearbook

SHOWS & PERFORMANCES
Winter Concert
Spring Showcase
Spring Musical
Tech Theater
Art Exhibitions

PHYSICAL EDUCATION
P.E. 5
P.E. 6
P.E. 7
P.E. 8

ELECTIVE
Study Hall

ATHLETICS
4th/5th Soccer
4th/5th Basketball
4th/5th Volleyball
MS Girls Volleyball
MS Boys Volleyball
MS Girls Basketball
MS Boys Basketball
MS Girls Soccer
MS Boys Soccer
Flag Football
Track

KEY: REGULAR - year-long class *ITALIC* - semester-long elective **BLUE** - required class

NOTES:
- Math placements for next year have been determined by current math teachers and are indicated on the back of this form.
- We always do our best to accommodate your student's first choices, but in case of a scheduling conflict, you will also indicate four (4) electives as alternatives for registration.

ENGLISH

English 5

Interdisciplinary Language Arts Exploration for Grade 5 seamlessly integrates quarterly novels to drive instruction, creating a dynamic curriculum that transcends traditional boundaries. Students will not only enhance their language arts skills but also forge connections with technology and social studies, fostering a holistic and engaging learning experience. **Semester One-Justice, Change, and Progress:** Immerse yourself in novels that transport you to different cultures and time periods. Develop a rich story vocabulary while exploring literary elements and cultural contexts. Deepen your story vocabulary as you analyze character development and narrative structure. Sharpen your communication skills through oral book presentations and collaborate with the technology department to create multimedia presentations. **Semester Two-The American Experience: Origins, Revolutions, and Evolutions:** Immerse yourself in collaborative projects that merge historical events studied in social studies with the themes explored in language arts. By the end of this course, students will emerge as confident readers, writers, and critical thinkers with a strong foundation in research skills, grammar, and a diverse skill set that extends beyond the boundaries of traditional language arts education. Join us on this interdisciplinary journey where literature, technology, and social studies converge to create a truly immersive and enriching educational experience.

English 6

The sixth grade curricular reading list is composed of high quality children's literature that reflects the students' current stage of development with the themes of coming of age, critical thinking, and deductive reasoning. Literary selections are chosen from a list of recent, classic, and award-winning authors of historical fiction for young people. A balance of male and female main characters are represented to ensure that all students have a literary contemporary to which they may personally relate. Book examinations include class discussions on the four elements of story and literary devices. The focus of the writing instruction in the sixth grade - the five-paragraph essay - lays the foundation for the remainder of the students' academic careers. This process helps to remove the conceptual ambiguity of writing from student-produced work and allows each child to focus on developing specific writing skills through guided instruction and practice.

Grammar instruction utilizes multiple modalities while building on the students' previous learning of parts of speech and parts of sentences. A phonetic-based spelling program and vocabulary and homophones studies are also presented.

English 7

English 7 challenges students to practice empathy through close reading of texts that feature diverse narrators and real-world connections. Seventh graders are held to a high grammatical standard while writing formal essays, passage analyses, Op-Eds, and free-form creative pieces. Much of the literature explored in English class is tied to units in the seventh grade Geography and Science classes. Classwork and discussions stress the utilization of technology as a means to deliver content in an engaging manner.

English 8

English 8 is a yearlong, inquiry-based humanities exploration of process writing, critical thinking, close reading, and public speaking. Each quarter, English 8 engages students in interdisciplinary Project Based Learning units designed to make them think outside of the box. Literature, selected with the four themes of quests, identity, justice, and transformation, includes a variety of narratives that align with History 8. The class reading list includes a combination of short stories, poetry, nonfiction, historical fiction, and science fiction.

MS Creative Writing

(Elective, Grades 6-8)

This Middle School Creative Writing Course centers on the joy and self-awareness in the reading and writing process. Students will explore how to use their voices in a myriad of different genres including poetic verse, narrative, fairytales, science fiction, children's stories, graphic stories, and creative nonfiction. The class will explore different writers and writing styles and work collaboratively through the writing process to amplify each student's inner voice and creativity. Although the focus will be on creative writing, the skills learned and the texts read will serve to positively impact not only creative writing but the art of writing in general. This course is also offered as an upper school elective.

MS Media Production

(Elective, Grades 7-8)

Students gain a range of creative and technical media production and online publication skills, including iPhone photography, website building in Google Sites, newscast scripting & storyboarding, interview technique, video editing in WeVideo, and podcast production using Soundtrap. Students produce content individually and collaboratively throughout the semester leading up to a capstone digital media project of their choice.

SCIENCE

Science 5: Engineering and Design

How do scientists and engineers work together to solve real-world problems? In this project-based course, students will explore the principles of energy—electricity, magnetism, and waves—while applying the engineering design process to develop and test their own ideas. By combining scientific inquiry with hands-on experimentation, students will discover how the 'knowing' of science connects to the 'doing' of engineering. Through collaborative challenges, students will design experiments, develop testable hypotheses, and use data-driven methods to evaluate their solutions. Along the way, they will refine their problem-solving skills, create meaningful assessments, and effectively communicate their findings. By thinking like scientists and engineers, students will develop the creativity, critical thinking, and practical skills needed to innovate in an ever-changing world.

Science 6: Human Anatomy and Physiology

The focus of this class is human biology. Throughout the year, students will study both the form (anatomy) and function (physiology) of the human body. As they study the various human systems and how they work together, the students will also explore how humans are similar and different from other animal life.

Science 7: Life Science

The focus of Science 7 is our planet Earth and how humans interact with it. The course includes an overview of scientific principles and procedures, and leads students toward a clearer understanding of the experimental design process, evolution and earth history, heredity, ecology, and the cycling of matter and flow of energy through a human body and an ecosystem. As students refine and expand their understanding of life science, they will apply their knowledge in investigations that require them to ask questions and explore the world around them. Students will solve problems, reason abstractly, and learn to think critically

Science 8: Physical Science

This course will help students understand the world around them through inquiry and hands-on experimentation. The major concepts covered will be an introduction to the scientific process, classical mechanics, basic atomic structure, properties/diversity of matter, chemical bonding, acids and bases. The activities and experiments in this class will build on previous lab work, while adding an emphasis on inquiry-based learning.

MS Introduction to Marine Science

In this elective course, students will explore many different aspects of both our local and global marine environments. They will survey a range of topics to help them understand the physical marine environment such as tides, waves, currents, coastal winds, and surf conditions. Students can then begin to appreciate how the physical environment influences organisms living in the ocean. Organisms from the intertidal zone (sea hares, anemones, sand crabs, mussels) to the pelagic zone (whales, fish, sharks, pinnipeds) to the deep ocean provide a fun and exciting opportunity to understand these connections. Students will also explore how all life is connected in the sea through a series of complex ecosystems, and how these ecosystems are essential to all life on our planet. This will be a hands-on, project-based class with field trips to our local beaches where students can explore topics in oceanography and marine biology that pique their interest as well as gain an appreciation and understanding of the local marine environment that is also their home.

The Science of Food

Between its origin and our plate, food often undergoes some form of intentional modification, either to enhance flavor, increase shelf life, or improve its appearance. These processes can be as simple as roasting a carrot to enhance sweetness through the Maillard reaction or as convoluted as intentionally changing the protein structure of an egg through molecular gastronomy. They all have one important thing in common...they are deeply rooted in science. Through practical, hands-on experiments, we will discover how chefs and food manufacturers transform our food into the products we consume every day. Among other topics, we will investigate emulsifications, gluten development, food preservation, molecular gastronomy, and spice to understand how and why they are used... and we may just create some delicious delicacies along the way. They say “you are what you eat,” so bring an inquisitive mind and a healthy appetite and let’s find out what you’re made of.

STEM

Technology 5

In today's digital world, technology is more than a tool, it's an essential skillset. This course equips students with essential digital fluency, from mastering keyboarding fundamentals to exploring coding, 3D modeling, and video production. While accuracy-focused keyboarding remains a priority, students will also develop critical thinking about online safety, data privacy, and digital citizenship. Through hands-on projects and interdisciplinary collaborations, students will apply their skills in creative and meaningful ways. By the end of the course, they'll not only improve their technical abilities but also gain the confidence to use technology thoughtfully, responsibly, and creatively.

MS Project Lab

Project Lab encourages students to delve into design thinking and creativity. The course will also serve as an introduction to the tools and techniques used in a modern makerspace. Project areas of focus will vary widely and are student-driven. Some examples of potential units include toy creation and design, wearable tech, and jewelry design and creation. Partnerships with other classes such as Digital Arts and Entrepreneurship are fostered to create innovations that serve our community.

Fundamentals of Engineering

This course serves as an introduction to various engineering disciplines, emphasizing the engineering design process. Across multiple projects, students will expand on essential skills: technical problem-solving and engineering design, ethical decision-making, teamwork, and communicating with diverse audiences. Projects vary every semester and can be modified to keep each student challenged, even if taking this course multiple times. These may include 3D printing and CAD, structural analysis, simple machines, and more.

Coding for Makers

This course will start with basic Python programming with starting projects mixed in to illustrate how the Raspberry Pi hardware interacts with Python Code. In order to gain a deeper knowledge of Python major software projects will be completed that focus on programming using lists and strings and the functions available to those types of objects. In addition, each student will create a visual game controlled by their mouse using the tools available in the library pygame.

Once some knowledge of Python has been acquired, the students will then use the skills to continue Python programming via more complex hardware projects built on the Raspberry Pi that engage students to use logic, math, and creativity to solve a spectrum of hardware/software problems. They will find that often the problems that involve both hardware and software are the most difficult to diagnose. The students will build a series of circuits where they will have opportunities to practice breaking larger problems down into smaller tasks as it is an essential skill in the CS world. This course assumes no prior knowledge of computers.

In summary, the course will start with an intro to Python programming and then continue using Python to control complex circuits in order to gain a strong foundation with variables, operations, style, abstraction, functions, loops, and conditionals in addition to hardware-specific libraries. By using the Raspberry Pi general-purpose IO pins and the available Libraries, students will transition to designing and testing complex circuits of their own design allowing them to be involved in algorithms, information processing, data types, control structures, modules, arrays, strings, graphics, and databases they will create. Various sets of collaborative assignments will be used along with many opportunities to work individually.

MS Intro to Robotics

This course serves as an introduction to robotics engineering, emphasizing the engineering design process and troubleshooting experience. Students will use the VexIQ robotics kits to build and program both Vex designs and original robots to explore the intricate dance between mechanics, electronics, and software. Projects, challenges, and classroom roles vary every semester and can be modified to keep each student challenged even if taking this course multiple times.

Introduction to Creative Programming

This course introduces students to programming technologies, the design process, and the development of interactive computer programs. This class varies study topics based on student experiences and interests but always focuses on creative project-based programming. Any given semester may include animations and game design, problem-solving, physical computing, user-centered design, data, and programming using Java, Python, or other programming languages. Students will ideate, design, and work through simple programs' conceptual and practical elements, alongside building their proficiency with writing and troubleshooting code.

SOCIAL SCIENCES

US History 5

This course traces United States history within a chronological framework from its roots in the original three English settlements in the New World through the pre-Revolutionary period, with an emphasis on American colonial life. Students develop a basic understanding of the principles of democracy and the relationship between the past and the present. Information is presented through text readings, class discussions, videos, and group simulation exercises. Students are challenged to analyze historical events and decisions. Note-taking, research writing, digital presentations, projects, and tests are assessment tools used to evaluate student progress.

Ancient Civilization 6

In the study of ancient civilizations, we examine the recurring patterns and themes of religion, government, daily life, and cultural contributions, beginning with prehistory and continuing through the fall of the Roman Empire, from the perspectives of a historian, an anthropologist, and an archaeologist. Students are asked to report on current event topics, generating class discussion where parallels are drawn between the development of ancient cultures and the world around them. Enriching and supporting our classroom curriculum are the primitive living skills outdoor educational experiences in early September, and the Archaeological Dig and Conference in the spring.

Geography 7

Geography fosters global citizenship through knowledge of the countries and cultures of the world. Students do much more than learn where every country is on the map, although that is part of the curriculum. They also analyze global current events and tackle contemporary problems facing world leaders. A knowledge of physical geography is interwoven into the human experience, as we look at how cultures are formed by the landscape around them. Students develop empathy and critical thinking skills in a dynamic classroom environment.

History 8: Civics

History 8 involves a study of American history from the colonial period through the modern day. The course is divided into four thematic quarters linked with English 8: quests, identity, justice, and transformation. Throughout the year, students relate this historical content to modern America by analyzing current events.

MS Entrepreneurship 1

Elective, Gr. 7-8

Entrepreneurship exposes students to the process of taking an idea and turning it into a viable startup. Using Steve Blank's Lean Launchpad method for business development, students will work in teams to develop business plans based on consumer-driven data and market research. The teams will also have a chance to work with local businesses, assisting them with an aspect of their business that needs further development. Students will present their ideas to those businesses at the end of the semester. This class will focus on the basics, providing a strong foundation for the follow-up Entrepreneurship class in the Upper School.

MS Entrepreneurship 2

Elective, Grades 7-8

The purpose of this course is to give students who have completed MS Entrepreneurship 1 an opportunity to extend their study of business. While Entrep. 1 lays the groundwork for understanding basic concepts and principles, this new course will be an extension of that knowledge. The goal of this course is to help students build confidence in their pursuit of becoming young business people. Course objectives will include, but not be limited to: interviews with local businesses, presentations to peers and businesses, field trips to local companies, and perhaps a product launch or two to the Laguna community.

Prerequisite: Successful completion of Entrepreneurship 1

MATH

Math 5

Math 5 expands the students' working knowledge of arithmetic, and problem solving techniques, and strategies developed during the previous several years. Topics covered include decimal place value and patterns, manipulating fractions using all four operations, finding the volume of right, rectangular prisms, graphing points on a coordinate plane, and classifying two-digit figures based on their properties.

Math 6

Math 6 bridges the gap between the study of elementary math and pre-algebra. Students learn the use of both positive and negative numbers in evaluating algebraic expressions and equations. They plot points on the Cartesian coordinate system, study measures of center, acquire numerous skills and tools for collecting, organizing, summarizing, and analyzing data, and study exponential expressions in the metric system and in scientific notation

and begin solving algebraic equations and inequalities. In addition, we study operations on decimals, fractions, mixed numbers, and percents. Students explore ratios, rates, proportions, and scale. The study of geometric shapes includes the study of angles, triangles, quadrilaterals and their relationships, including area, perimeter, circumference, and volume of two-and three-dimensional figures.

Pre-Algebra

In this course, students develop fluency with rational numbers and proportional relationships. Students will extend their elementary skills and begin to learn algebra concepts that serve as a transition into Algebra and Geometry. The major concepts covered will be integers, rational numbers, linear equations, equalities, ratios, proportions, percentages, graphing functions, and applying algebra to geometry. The activities in this class will build on previous math skills, while adding an emphasis on project-based learning. Students will develop and reinforce mathematical relationships through hands-on activities. They will demonstrate conceptual understanding, as well as technical skill, and will solve problems individually and in groups.

Algebra 1A

This is the first year of a foundational algebra course. Since the techniques covered in this course are essential to many high school math and science courses, mastery of these techniques is expected. Students will learn to solve linear equations and inequalities, graph linear functions, solve systems of linear equations, and use linear functions in real-world applications. Students will also work with polynomials and exponential functions and graphs. *Prerequisite: Successful completion of Pre-Algebra*

Algebra 1B

This course is designed to be the second half of a two year Algebra 1 course. The first part of this course is dedicated to reviewing topics covered in Algebra 1A including but not limited to solving linear equations, graphing lines, linear systems, and simplifying exponents and radical expressions. The course will also go into more depth and be more rigorous on each topic covered in Algebra 1A including using real world applications and word problems. The second half of the class is dedicated to quadratic equations. They start with simplifying polynomial expressions by multiplying and adding. Students will then learn how to solve quadratic equations using factoring, completing the square, and the quadratic formula. *Prerequisite: Successful completion of Algebra 1A or Instructor Recommendation*

Algebra 1

This is the first year of a foundational algebra course. Since the techniques covered in this course are essential to many high school math and science courses, mastery of these techniques is expected. Students will learn to solve linear equations and inequalities, graph linear functions, solve systems of linear equations, and use linear functions in real-world applications. Students will also work with polynomials and exponential functions and graphs. *Prerequisite: Successful completion of Pre-Algebra as well as an Instructor Recommendation*

Geometry

Geometry introduces high school students to concepts of formal logic. Students study the material of Euclidean plane geometry, in particular, the properties of geometric figures, including triangles, polygons, and circles. Congruence and similarity of figures is covered as well as the calculation of area and volume of two and three-dimensional figures– both known and novel. Students perform straightedge and compass constructions and use those techniques of construction to create art and other renderings to be used in larger design projects. The Pythagorean Theorem and right-triangle trigonometry are key concepts of the course. In the end, the course finishes with an introduction to applications of linear functions used to model “real world” phenomenon that enables discussions of domains, ranges, extrapolation, and interpolation. Algebra skills are incorporated throughout the course to maintain readiness for Algebra II. *Prerequisite: Successful completion of Algebra 1 or Algebra 1B*

Algebra 2/Trigonometry

Algebra II students should have mastery of Algebra 1 material and a thorough familiarity with coordinate geometry. Topics include solving and graphing linear, quadratic, polynomial, rational, exponential, logarithmic and trigonometric equations, functions, relations, and inequalities. Students also learn complex numbers, matrices and determinants, conic sections, sequences and series, and combinatorics and probability. *Prerequisite: Successful completion of Algebra 1 and Geometry.*

Algebra 2/Trigonometry (Honors)

Algebra 2 Honors students should have mastery of Algebra 1 material and a thorough familiarity with coordinate geometry. Students will begin the course with an examination of real-world scenarios that highlight the key features associated with linear and exponential functions and will use these foundations in order to transform their graphs and equations. Additionally, in the Honors course, students will complete a brief introduction to limits in relation to the graphs of piecewise functions. Throughout

the course, students will also be strengthening their understanding of factoring, simplifying radicals, and solving linear equations, which will allow them to find the real and imaginary solutions of both quadratic and polynomial functions as well as be able to perform operations with complex numbers. Later in the course, students will be introduced to logarithms and rational functions and will perform operations with and solve equations in each type. The course concludes with an investigation of trigonometry and will tie in students' prior knowledge of basic trigonometric rules as well as transforming functions and factoring quadratics from earlier in the course. Students will be expected to graph and transform sine and cosine functions and will be able to solve equations including tangent, cotangent, secant, and cosecant equations that require factoring and/or the quadratic formula. *Prerequisite: Successful completion of Algebra 1 and Geometry and Instructor Recommendation*

Pre-Calculus/H

Pre-Calculus students expand their graphing techniques and algebra skills in preparation for calculus. Students begin coursework with a review of quadratic functions and tackle questions involving practical applications, including projectile motion. After mastering algebraic techniques including completing the square and factoring completely, students expand on this by studying the algebraic and graphic characteristics of polynomial and rational functions. In this course, students also have the opportunity to develop a deeper understanding of exponential and logarithmic relationships by studying real-world scenarios involving compound interest and radioactive decay. Much of the second semester of this course focuses on expanding students' knowledge of trigonometry, as students study the uses of trigonometric functions through both the right triangle and unit circle approach. Studies in trigonometry include advanced algebraic concepts (including solving trigonometric equations involving the substitution of identities) and graphic analysis (including graphing equations of trigonometric functions with different amplitudes and frequencies). Thorough knowledge of the material in this course is essential for success in calculus. *Prerequisite: Successful completion of Algebra 2 / Trigonometry and Geometry*

WORLD LANGUAGES

All Grade 5 students take a year of Spanish, all Grade 6 students take a year of French, and all Grade 7 students take a year of Latin. In Grade 8 and above, students may choose which language they'd like to continue with.

Spanish 5

Students in the Fifth Grade will use the curriculum *Descubre el español D*. Students will be introduced to the Spanish language and culture by exploring the cultures of eight Spanish-speaking countries. They will embark on an exciting journey to learn the fundamentals of the Spanish language as they build a strong foundation in basic vocabulary, including everyday topics such as greetings, numbers, colors, family members, foods, and common phrases. Through interactive activities, songs, games, and storytelling, students will develop confidence in speaking, listening, and understanding simple Spanish.

French 6

Bienvenue! In this exciting class, you will have the opportunity to learn French, an official language in 29 countries and spoken on every continent. Through the adventures of four inseparable school friends—Amina, Lou, Noah, and Théo, the heroes of *Jus d'Orange*—you'll build a solid foundation in French vocabulary and grammar. Learning won't stop there! You'll explore French culture through engaging videos, fun games, songs, penpal exchanges, and even delicious French food. Small packets and activities will help you process what you learn and strengthen your skills in speaking, reading, and writing French.

Latin 7

In Latin 7, students will study several elements including vocabulary, grammar and syntax, and culture. Objectives include reading, writing, and interpreting Latin, as well as developing an understanding of the social and political history of the Romans.

Latin 1

Gr. 8 and above

Latin 1 introduces students to the Latin language and the history and culture of ancient Rome. By reading, listening to, and interpreting Latin stories, students build their vocabulary, grammar, and pronunciation skills. Basic conversational Latin and writing activities support learning, with a primary focus on developing reading proficiency. By the end of the course, students gain a deeper appreciation for the impact of the Latin language and ancient Roman civilization on modern society.

Spanish 1

Gr. 8 and above

This course is designed to immediately engage students in the sights and sounds of the Spanish language and culture. Students are engaged in reading, writing, listening to and speaking Spanish daily in class and at home. Structured exposure to basic grammar and vocabulary using authentic digital and print media, and meaningful opportunities to use the language in the context of their own lives and interests.

French 1

Gr. 8 and above

Students are introduced to the fundamentals of French and of language study with an emphasis on developing essential vocabulary, on understanding how grammatical structures work (and help!), and on learning principles of French pronunciation that support "un bon accent." Core linguistic notions of gender, conjugation, and agreement are introduced and reinforced by actively speaking and writing about one's life. Students will be able to communicate about oneself, one's family and community, daily life, diet, clothing, sports, and hobbies. They will be able to effectively pose and respond to questions, tell time, talk about the weather, and simulate daily activities such as dining out or completing a purchase. Students compare cultures by learning about French family life, about interests of French teens, and about the variety of Francophone regions, from Paris and the French provinces to regions such as Canada, North Africa, and French Polynesia. Excerpts from music, cinema, and contemporary news provide further opportunities for cultural exploration.

*For more advanced World Language offerings beyond Level 1, please consult the Upper School Course Descriptions.

PERFORMING ARTS

PAF 5

Fifth Grade Performing Arts Foundations is the first foundational year of PAF, where students engage in learning music and theater fundamentals through class rehearsals and performances. This team-taught class provides students the unique opportunity to sample a variety of the performing arts mediums while learning the fundamental principles of being in a performing arts class.

PAF 6

Sixth Grade Performing Arts Foundations focuses on building strong instrumental, vocal, acting, and movement

techniques for the stage, building upon the foundational skills developed in Fifth Grade. Students participate in music, theatre, musical theatre rehearsals, and performances throughout the year. This two-year, team-taught course prepares students for the many Performing Arts electives and production opportunities in 7th Grade and beyond.

Music Fundamentals

Music Fundamentals is a course that equips students with essential skills and techniques through instrumental study. Subjects covered include: Ensemble play, Music Appreciation, Beginning Theory, and Intro to Production/ Recording. This course is developed for those who may have limited to no experience as well as those looking to hone their skills.

MS Drama

In this course 7th and 8th grade students will explore the foundations of drama and develop acting skills for the stage, with the goal of developing each student's imaginative, problem-solving, and communicative potential. Students will participate in a variety of theater exercises, develop storytelling techniques, play improvisational theater games, study scripted scenes, and create original works of theatre with cumulative class performances throughout the semester.

Video Production

The students will be introduced to and explore how to tell a digital/visual story using their cellphones and the non linear editing program Adobe Premiere Pro CC and how to interface with a computer. Viewing films and seeing how others have chosen to "tell" their stories is also a part of this course. Organizational skills and time management are key factors to success in this course. Projects, class participation, evidence of daily effort, quizzes and preproduction homework will determine the student's grade.

Vocal Ensemble

Vocal Ensemble is a course designed to give students an opportunity to explore singing while working on vocal technique, build strong harmonies, and learn about vocal blending. Students will explore many different genres of music and experience performing both inside and outside the LBS community. This class will also help prepare students for the Spring Musical. No experience required. Everyone is welcome.

Advanced Vocal Ensemble

Advanced Vocal Ensemble will continue with the learning and skill development of Vocal Ensemble. Students will continue to develop excellent singing technique, practice

sight-singing, learn SATB harmonies, and explore a diverse range of choral and solo repertoire. Prerequisite is the completion of Vocal Ensemble or comparable ensemble experience and an audition with the instructor.

Pop & Rock Ensemble

Rock & Pop Ensemble is a class designed to give students the opportunity to learn to perform the music that they are interested in learning in a group setting. If you are an accomplished solo musician, this class will teach you how to combine your skills with other musicians. If you are a beginner, this class will teach you the fundamental skills of performance. We need people who play instruments, as well as people that love to sing. Any type of instruments are welcome in this band! (This class is not a private lesson class, but a group performance class.)

Songwriting

Gr. 7-12

Songwriting is a class for students interested in crafting songs and performing in front of their peers. Students will be given assignments to write songs given structural parameters and writing prompts, and perform their songs for the class.

VISUAL ARTS

Art 5

This course is designed to deepen students' broader understanding of diverse cultures and unique artists' perspectives from around the world while reinforcing and building upon the technical and conceptual skills introduced in earlier foundational art classes. Students will engage in a wide variety of media and techniques, working both individually and collaboratively, to explore a wide array of two- and three-dimensional artworks emphasizing their global awareness. Each lesson is designed to connect with and enrich the fifth-grade homeroom curriculum, fostering interdisciplinary learning and a deeper appreciation for the contexts of artistic expression.

Art 6

The focus of this course is to foster in students an appreciation of the visual arts in a personal context in relation to the present. Students will be exposed to a range of artists, cultures, and techniques throughout history. We will continue the development of 2D and 3D media techniques in conjunction with expanding creative

expression and ideation. Interspersed throughout the semester will be interdisciplinary projects in addition to local and national visual arts competitions and programs. The goal is to give students a glimpse of the beginnings and roots of many of the visual arts and to serve as a lead in to many of the Middle and Upper school offerings.

MS Ceramics

Gr. 6, 7, 8

This course introduces working with clay through hand-building and wheel-throwing techniques. Process is encouraged over product. Students learn how to apply glazes and underglazes. The Ceramics studio uses high-fire glazes and has a gas and electric kiln which enables students to learn about the methods of the entire process. Students will create many unique 3-D artworks throughout the semester while gaining a solid background in clay work that will serve as a strong introduction to Laguna's Upper School Ceramics classes.

MS Digital Arts

This course is an introduction to graphic art concepts through digital applications in Adobe Photoshop and Adobe Illustrator. Students work in a collaborative environment and will be introduced to basic skills to present their ideas in effective visual forms as they learn to present themselves creatively, digitally, and professionally.

Drawing & Painting

The nature of this course is to establish a good understanding of design, drawing and painting skills by focusing on the disciplines of observation, research and kinetic exercises. This class will primarily be concerned with the development of each students artistic perception and creative expression by exploring the techniques of drawing shapes, textures, line quality, shading, perspective, colors of animate and inanimate objects. Then the focus will shift to watercolor and acrylic painting techniques fusing both drawing and painting together. The subject matter will vary according to the community or world events as well as seasonal themes through constant connection and application of the given art form.

Media Production

Students gain a range of creative and technical media production and online publication skills, including iPhone photography, website building in Google Sites, newscast scripting & storyboarding, interview technique, video editing in WeVideo, and podcast production using Soundtrap. Students produce content individually and collaboratively throughout the semester leading up to a capstone digital media project of their choice.

Middle School Yearbook

The yearbook staff sets a yearly goal to make each year's edition of *La Honda* the most accurate and inclusive the school has ever seen. While this goal seems lofty, the world of publishing requires a drive for continual improvement. The class provides training in Adobe Photoshop and InDesign as well as photojournalism, copy writing, and organizational skills. Staff members see the importance of the book in its role of documenting the school's history, and treat their jobs accordingly.

PHYSICAL EDUCATION

P.E. 5-8

The goal of Physical Education is to develop physically literate individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity. In this required course, students will learn the skills necessary to participate in a wide variety of physical activities. A combination of fitness games, sports, and cooperative activities are utilized to promote and encourage a lifetime of health-enhancing behaviors. Furthermore, grade-level curriculuar themes are woven into the program, providing a valuable opportunity for social wellness to develop through movement.

ELECTIVE

Study Hall

All MS students are welcome—but not required—to select Study Hall as an elective. Study Hall provides a quiet classroom space for a small group of students to have dedicated work time. A faculty member oversees Study Hall and provides support and guidance for students.

MS ATHLETICS

Fall Athletics

- MS Girls Volleyball
- MS Boys Soccer
- 4th/5th Soccer

Winter Athletics

- MS Girls Soccer
- MS Boys Basketball
- 4th/5th Basketball

Spring Athletics

- MS Girls Basketball
- MS Boys Volleyball
- Flag Football
- Track
- 4th/5th Volleyball

SPRING MUSICAL

Gr. 7-12 After School Spring Musical

Under the direction of the Performing Arts Department Faculty, Gr. 7-12 performers, stage crew, and pit orchestra mount Laguna's full scale musical during the Spring Semester. Open Auditions and Stage Crew sign ups occur at the start of Semester 2. All levels of acting, singing and dance abilities are welcome to audition for the Spring Musical (no prior experience is required to participate as a performer). On Stage Crew, you will learn skills in set building, painting, lighting, and sound under a professional design team (no prior technical or construction experience required). Pit Orchestra auditions are open to advanced student musicians currently enrolled in our highest level music courses or with equivalent private lessons or external orchestra experience. All rehearsals are held after school and culminate in a weekend of performances in Spaulding Theatre. Whether you are looking for a new experience or to advance your performance or production craft, the Spring Musical offers an enriching experience for everyone and is a major community building event and highlight of the year at Laguna Blanca School.

EXPERIENTIAL EDUCATION

Class Retreats

The purpose of the trip is to promote a spirit of community among students and faculty through a shared educational experience. The trip's structured group activities and duties foster solidarity, camaraderie, and bonding as a class. As the trip is part of Laguna Blanca's academic program, all students are expected to attend. Past examples include the following:

- **El Capitan Canyon**
- **Cachuma Lake**
- **Cambria**
- **Pali Institute in Running Springs, CA**

Retreat destinations are subject to change from year to year.

Annual Field Trips

Each grade level takes multiple experiential education trips throughout the year that connect to their curricular themes. Trips include subject-related adventures to Six Flags, Santa Maria, Los Angeles, the Getty Villa, local beaches, non-profits, and technology companies. Many of these trips also incorporate service learning.

ADVISORY & COMMUNITY ENGAGEMENT

Advisory

Advisory is a time where we meet, discuss, reflect, play, compete, and serve together.

Laguna's Middle School Advisory Program plays an essential role in creating a school culture where every student feels known, heard, understood, and supported. We recognize learning as a collaborative process, and believe that each student benefits from a network of encouraging and caring adults. Our advisory program is designed to build and maintain productive, honest, and long-lasting relationships between students, advisors, teachers, coaches, and parents. Advisory helps to ensure that our students are successful both here at Laguna and once they leave this campus. Our advisory program reinforces Laguna's four core values of scholarship, character, balance, and community.

In the Middle School, students are placed into an advisory-based “house” system, with fifth grade as one house, sixth grade in three houses, and seventh and eighth graders combined in multiple houses. Other than fifth grade, houses consist of 8-10 students and one advisor. These houses meet twice per week to check in, review progress with assignments, engage in character education, and develop rapport with fellow housemates and their advisor. In addition and as needed, Middle School advisors meet individually with their advisees to discuss the student’s social-emotional and academic progress. Regular quarterly contact with the advisee’s parents maintains a strong communication link between home and school. There are weekly events that support adolescent development, incorporating play, creativity, and camaraderie. These events include weekly assemblies, play time in our quad and gym, opt-in activities such as scavenger hunts, trivia competitions, and more.

Middle School Community Service

The Mission Statement of Laguna Blanca School places emphasis on making community service an integral part of school life. Our mission is to continue to involve students in many service-learning experiences. Community service teaches habits of mind and heart essential for full participation in a democratic society. Students experience the difference their commitment and efforts can make in the lives of others. They derive from their service projects a sense of accomplishment, independence, and personal responsibility that makes them more thoughtful and purposeful in all aspects of their lives. Students may complete service work outside of school, as well as through projects organized by advisors and the student leadership team.

Middle School Leadership

Step into any classroom at Laguna and you will find students engaged and passionate about learning. Although well-known for our high academic standards, student life at Laguna is so much more. It’s comprised of rich opportunities for clubs, athletics, extra-curricular activities, service, bonding among friends, and leadership. Every student in Grades 6-8 has the opportunity to join the Middle School Student Leadership Team and develop leadership skills, promote school spirit, and plan, organize, and carry out school activities and service projects. Team members demonstrate a positive regard for Laguna Blanca School and do their best to represent themselves and their school in a positive light.

UPPER SCHOOL CURRICULUM GUIDE

WELCOME TO UPPER SCHOOL

Walking through the courtyards and on the pathways of our beautiful campus, you will be struck by the buzz of our Upper School students in full motion. Laguna Blanca is a pro-active community of faculty members and students who enjoy collaborating together to explore the world of scholarship. From passionate classroom exchanges to the plentiful casual conversations that occur, every interaction allows us to grow as we consider and reflect on our experiences. We are in it together as scholars, artists, athletes, and leaders.

Our focused academic program is complemented by a diverse array of co-curricular opportunities. Balance is critical; we are invested in developing our students as both critical thinkers and good citizens. To that end, we have developed an advisory program which affords each faculty member an opportunity to work with a small group of students throughout their high school career. Students benefit from multiple layers of support from their teachers to their advisors to our administrators.

Opportunities for leadership roles are multifaceted in the Upper School through participation in ASB government, three student publications, theatrical productions, and the many clubs and activities open to all grade levels. The Owls have a proud history of athletic achievement in the Tri-County Athletic Association and CIF playoffs, and our athletes of all skill levels discover the value of dedication and teamwork.

CURRICULUM

Individual attention is at the core of our academic program. For this reason classes are small – twelve students is the average size – and opportunities for students to meet individually with their teachers are built into the daily schedule.

The goal of the Upper School is to balance breadth of exposure with in-depth pursuit of personal interests. Typically, students take five year-long courses and round out their program by fulfilling requisite classes in the arts, public speaking, and human development, and selecting from a rich array of electives. Laguna students pursue a rigorous college preparatory curriculum. When they graduate, they meet or exceed all University of California course requirements.

Upper School Program of Studies

Humanities

ENGLISH
(4 years required)
English 9
English 10/H
Public Speaking
Humanities Research Program 1 & 2
AP English Language
AP English Literature
Creative Writing
Ancient World
Voice of Witness
Yearbook

SOCIAL SCIENCES
(3 years required, 4 advised)
World History I
World History II/H
U.S. History/H
AP U.S. History
AP Comp. Gov & Politics
AP Psychology
AP Economics
AP American Government
Art History
Comparative Religion/ Advanced
Current Events
Ethnic Studies/H
Intro to Philosophy
TEDxLBS
Entrepreneurship & Innovation
Chicana/o Studies
Case Studies in American Democracy

WORLD LANGUAGES
(3 years required, 4 advised)
Spanish 1, 2, 3/3H, 4/4H
Latin 1, 2, 3/3H, 4/5H
French 1, 2, 3/3H, 4/4H, 5H
AP French Language & Culture
AP Latin
AP Spanish Literature
AP Spanish Language

STEM

SCIENCE
(3 years required, 4 advised)
Biology
Chemistry/H
Physics/H
Science Research Program 1 & 2
Advanced Science Research
AP Environmental Science
AP Physics
AP Chemistry
AP Biology
AP Psychology
Anatomy & Physiology/H
The Science of Food
Intro to Forensics/H
Marine Science/H

MATHEMATICS
(3 years required, 4 advised)
Algebra 1A
Algebra 1B
Algebra 1
Geometry
Algebra 2/Trig/H
Precalculus/H
Data Science
Advanced Data Science
Calculus Honors
AP Statistics
AP Calculus AB
AP Calculus BC
Multivariable Calculus H
Personal Finance

STEM ELECTIVES
(No graduation requirements)
AP Computer Science
Industrial Technology and Design/H
Introduction to Engineering
Advanced Engineering
Engineering Physics
Introduction to Artificial Intelligence (AI)
Introduction to Python
Coding for Makers

Arts

PERFORMING ARTS
(1-2 semesters required)
Digital Video Filmmaking
Music Fundamentals
Play Production Honors
Pop & Rock Ensemble
Stage Band Honors
Theater Arts
Vocal Ensemble/Honors
Advanced Vocal Ensemble
Songwriting

VISUAL ARTS
(1-2 semesters required)
Ceramics
Intermediate/Advanced Ceramics
Digital Photography
Drawing and Painting
Intermediate/Advanced Drawing and Painting
Advanced Portfolio
Journalism/Advanced Journalism
Printmaking/3D Art
Yearbook

SHOWS & PERFORMANCES
Drama Production
Spring Musical
Stage Craft
Technical Theater
Winter Concert
Spring Showcase
Art Exhibitions
Art Competitions
Mentorships and Workshops

3 CLASSES REQUIRED

Health & Life Skills

HEALTH & WELLNESS
Personal Development
Sports Performance
Sports Marketing
Study Hall (Gr. 9 required)

ATHLETICS
(1+ season per year)
Fall
Co-Ed Cross Country
Girls Tennis
Girls Volleyball
Girls Golf
Boys Sand Volleyball
Boys Football
Winter
Girls Basketball
Girls Soccer
Boys Basketball
Boys Soccer
Sailing (Yearound)
Spring
Girls Sand Volleyball
Boys Tennis
Boys Volleyball
Boys Golf
Track and Field
Swimming

COMMUNITY SERVICE
16+ hours

SENIOR PROJECTS
75+ hours

FALL TRIPS
9th Monterey
10th Catalina Island
11th Santa Cruz Island
12th El Capitan

COLLEGE COUNSELING
9th CC
10th CC
11th CC
12th CC

KEY: REGULAR - year-long class *ITALIC* - semester-long elective **BLUE** - Satisfies a graduation requirement

NOTES: • Total credits required for graduation = 24+ • Only courses completed with a passing grade will count toward graduation. • Students in the ninth & tenth grades must complete a minimum of seven courses (made up of any English, Math, History, Science/STEM, and Language offerings and electives). • Students in the eleventh and twelfth grades must complete a minimum of six courses every semester.

Signature and Interdisciplinary Programs

Below are a few examples of Laguna's many Upper School Signature Programs.

TEDx = TEDxLagunaBlancaSchool

Learn exactly what it's like to run a non-profit organization by working in a collaborative team environment that creates and produces the school's annual TEDx event.

Within respective teams, students develop organizational leadership skills while managing every aspect of the event, including identifying a meaningful theme, curating speakers, creating a marketing plan and budget, and arranging professional-level audio and visual coverage to share on an international scale.

With significant overlap, teams coordinate in an effort to raise funds and interest before executing a one-day TEDx conference complete with well-designed stages, inspirational talks, and interactive galleries.

Humanities Research Program

This cutting-edge upper school program is a two-year odyssey in humanities education that blends a broad curriculum of texts with field trips, abundant guest lectures, and a mandate for multimedia literacy, all of which are fine-tuned to prepare students for the rigors of 21st century higher education.

During sophomore year, connect with scholars, artists, and professionals who act as guides through coursework devoted to the study of human imagination.

As a junior, participate in the Humanities Capstone year, which features a focused field of study that allows full immersion into global culture through the lens of history, literature, and art.

This program provides a unique opportunity to interview some of the finest minds in contemporary culture—and then share those perspectives via video and podcast platforms.

More than a class, the Humanities Research Program will help prepare students for the rewarding challenges and delights that await after high school and in the world beyond.

Science Research Program

The Science Research Program is a two-year course of study which selects motivated Owls from an already bright student body to pursue an invigorating and deeply edifying odyssey into the weeds of scientific inquiry.

Studies begin with a select first-year class where focus is sharpened with a generous application of speakers, directed reading, and pointed class discussions. Here, students are asked to channel their enthusiasm in a broad survey of scientific method and individual research. In the second year, each student is paired with a local mentor and embarks on a thorough examination of one specific area of study, fashioning that inquiry into a comprehensive report. Projects cover fields such as theoretical physics, engineering, psychology, and artificial intelligence. The program culminates with a night of presentations that is both a celebration and an homage to the defense of master's thesis.

Urban Studies

Take a deep dive into a metropolitan city using works of modern literature, history, politics, geography, and culture as touchstones for your exploration. Visit that city to experience it first-hand, exploring topics of personal interest, including music, theater, art, architecture, food, sports, fashion, and local politics. Tackle related, complex issues of homelessness, poverty, racism, gentrification, and youth empowerment through 1:1 interviews, research, and neighborhood exploration. This upper school program provides a collaborative space where various disciplines merge streams of valuable information to tackle historic and contemporary issues and create a more detailed portrait of the human condition. Through individual and whole-class projects, transform the way you experience and understand cities.

Entrepreneurship

A Fast Track to the Business of Business. Work in teams to find creative and innovative solutions to real problems faced by local businesses and non-profits. Gain practical business skills like marketing, collaboration, and public speaking while learning the importance of taking risks, adapting ("pivoting"), and using customer feedback to continuously improve your product and grow your business.

After two rounds of working as consultants with local entrepreneurs on solving actual problems facing their business, students develop and pitch their own product to a group of adults from the fields of technology, marketing, business, and education.

This course isn't designed to teach you about the real world of business, it is the real world of business.

STEM

Laguna's STEM program is where innovation meets authentic learning. Project-driven curriculum creates opportunities to make interdisciplinary and interdivisional connections that give context and meaning to studies. Laguna's wide range of electives in engineering, robotics, computer science, and research methods and practice augment the STEM that is already interwoven into Laguna's general studies. Extra-curricular STEM, IoT club, Middle and Lower School robotics clubs, Upper School competition team, and T.A.R.C. (Team America Rocketry Challenge) offer the space and support to discover and dive deep into one's passions. Laguna's STEM program also focuses on outreach and supporting Santa Barbara's young STEM learners with its Annual LEGO Engineering Competition and Girls Robotics Rally.

Journalism

In Laguna's journalism program, students develop their skills in writing, interviewing, fact-gathering, communication, graphic design, and web design while working collaboratively using InDesign and Photoshop to produce the award-winning *The Fourth Estate* magazine and its website. Student journalists seek out real stories that affect their readership. Once students master the basics in Journalism, they can apply for a position as an editor in Advanced Journalism where they will focus on leadership and the aspect of journalism class they most enjoy whether it's writing, photography, art, graphic design, social media, business, or managing the website. Students enter their work in contests and travel to national conventions.

2025-26 COURSE DESCRIPTIONS
GRADES 9-12

SOCIAL SCIENCE

World History I

Gr. 9 Required

This course focuses on the development of complex societies and cross-cultural interactions from the origins of humans to approximately 1500 C.E. It aims to trace particular historical processes and attempts to understand how human perspective shapes our subjective record of the past. We will look beyond the outdated and trivial study of history to draw meaningful personal connections to past events and people. Over the year, students will effectively analyze how technology, art, trade, religion, politics, and disease tethered diverging groups of people across vast distances and uncover how geography played a central role in historical patterns of continuity and change. In the end, students should come to develop their own unique and dynamic interpretation of world history.

World History II

Gr. 10 Required

This course is an overview of world history, beginning in the European Renaissance and continuing to the end of the Cold War. Although the course covers all major African, Asian, Middle Eastern, and Latin American civilizations, the emphasis is on the European component of Western civilization.

World History II Honors

Gr. 10 Required

This course is an overview of world history, beginning in the European Renaissance and continuing to the end of the Cold War. Although the course covers all major African, Asian, Middle Eastern, and Latin American civilizations, the emphasis is on the European component of Western civilization. For the Honors distinction, additional emphasis is placed upon analytical writing and the introduction of outside readings.

U.S. History

Gr. 11 Required

This course covers the American experience from its roots in the European Age of Exploration to the present. It emphasizes the nation's political, economic, and social development while including American diplomatic and military history. The course is structured to follow key themes in United States history in order to better trace patterns in the nation's development.

U.S. History Honors

Gr. 11 Required

This course covers the American experience from its roots in the European Age of Exploration to the present. It emphasizes the nation's political, economic, and social development while including American diplomatic and military history. The course is structured to follow key themes in United States history in order to better trace patterns in the nation's development. For the Honors distinction, additional emphasis is placed upon analytical writing and the introduction of outside readings.

AP U.S. History

In AP U.S. History, students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop the same skills and methods historians employ: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, continuity, and change. The course also provides eight themes that students explore throughout the course to make connections among historical developments in different times and places: American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social

structures. College Course Equivalent AP U.S. History is equivalent to a two-semester introductory college course in U.S. history. There are no prerequisites for AP U.S. History. Students should be able to read a college-level textbook and write grammatically correct and in complete sentences.

Art History

Gr. 10, 11, 12

Art History presents a chronological and thematic survey of global art from ancient history to the modern era. Students will learn to identify and examine artwork both visually and contextually, find meaning in art, and identify connections between art and other disciplines. They will also develop an understanding and knowledge of diverse historical and cultural contexts of architecture, sculpture, painting, and other media. Art History emphasizes understanding how and why works of art function in context, considering such issues as patronage, gender, and the functions and effects of works of art. An emphasis is placed on writing critically and analytically about the various artwork included in the course.

Case Studies in American Democracy

Gr. 9, 10, 11, 12

This course is based on the "History and American Democracy" curriculum of Harvard Business School's Case Method Institute for Education and Democracy. It is a case-study-based deep dive into the history of American democracy, from the formative times of our constitutional republic to the present day. Cases cover a broad range of historical themes and topics, including: American political theory and constitutional crises; national debt; native peoples' rights; suffrage movements; slavery; reconstruction; public education; labor movements and unions; mass communication; financial regulation; Civil Rights Movement; gerrymandering; Political Action Committees; corporate speech; and more!

AP American Government

Gr. 11, 12

AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. Underpinning the required content of the course are several big ideas that allow students to create meaningful connections among concepts throughout the course.

AP Comparative Government & Politics

Gr. 11, 12

This class introduces students to fundamental concepts used by political scientists to study the processes and outcomes of politics in a variety of country settings. The course aims to illustrate the rich diversity of political life, to show available institutional alternatives, to explain differences in processes and policy outcomes, and to communicate to students the importance of global political and economic changes. Comparison assists both in identifying problems and in analyzing policymaking. For example, we only know that a country has a high population growth rate or serious corruption when we compare it to other countries. Careful comparison of political systems produces useful knowledge about the policies countries have effectively initiated to address problems, or what they have done to make things worse. We can compare the effectiveness of policy approaches to poverty or overpopulation by examining how different countries solve similar problems. Furthermore, by comparing the political institutions and practices of wealthy and poor countries, we can begin to understand the political consequences of economic well-being. Finally, comparison assists explanation. Why are some countries stable democracies and not others? Why do many democracies have prime ministers instead of presidents? In addition to covering the major concepts that are used to organize and interpret what we know about political phenomena and relationships, the course should cover specific countries and their governments. Six countries form the core of the AP Comparative Government and Politics course. China, Great Britain, Mexico, Nigeria, and Russia, each of which are covered in college-level introductory comparative politics courses. The inclusion of Iran adds a political system from a very important region of the world and one that is subject to distinctive political and cultural dynamics. By using these six core countries, the course can move the discussion of concepts from abstract definition to concrete example, noting that not all concepts will be equally useful in all country settings.

Comparative Religion

Gr. 9, 10, 11, 12

This seminar introduces students to the academic study of religion through in-depth study and analysis of various global religious traditions and the common themes, concerns, and social/cultural dimensions that they share. We explore a broad spectrum of material, including primary and secondary sources, as well as documentary films. The students' interests form and guide their final projects, which are personalized demonstrations of the knowledge and skills they gained in the course, and involve both creative and academic presentation with the intention of translating scholarly work and insight for a general audience.

Advanced Seminar in Comparative Religion (Honors)

Gr. 10, 11, 12

In the Advanced Seminar in Comparative Religion, students will have the opportunity to do a deep dive into two or more religious traditions of their choosing. In particular, students will explore non-western and non-mainstream traditions, both globally and in the United States. This seminar will entail reading both secondary and primary source material from the traditions that are studied, with each student being responsible for presenting those traditions to the rest of the class. Just like in the standard/introductory version of the seminar, in-class activities will be a combination of guided lectures (with notes), seminar-style discussions (with mind-mapping and note-taking), and group exercises.

Current Events

Gr. 9, 10, 11, 12

This course explores not only what is currently happening in the world, but the context and history of which those events are happening. With this comprehensive study, students will gain an understanding of current events and global issues more fully. Major issues addressing the world such as terrorism, global warming, race, and AI will be discussed, just to name a few.

Ethnic Studies (Honors Available)

Gr. 10, 11, 12

What is identity and how do we study it? How have ideas about race, gender, and sexuality been created, sustained, and changed over time? Who benefits from these ideas? How have we been socialized to perpetuate stereotypes and biases toward groups of people? How do gender and identity intersect with race and class? How do power, socialization, the media, and stereotypes affect our private and public lives? Students will examine the work of important thinkers on race, class consciousness, and identity and engage in authentic and personal discussions in order to connect their experiences to the larger world.

AP Economics

Gr. 11, 12

This course prepares students for both the AP Microeconomics and AP Macroeconomics exams in May. After a brief introduction to basic economic concepts of supply and demand, scarcity, comparative advantage and specialization, economic systems, and marginal analysis, the course blends quantitative reasoning/mathematical models with social science in the study of individual choice and markets (microeconomics) and inflation, unemployment, business cycles, international trade and currencies, and national economic growth (macroeconomics). Micro topics include: the nature and function of product markets, factor markets, market failures, and the role of government at the individual and firm levels. Macro topics include: national measurements of economic performance, aggregate supply and demand models, money and banking, the role of banks and the Federal Reserve Bank in money creation and economic growth, the role of fiscal and monetary policy on unemployment and inflation, and foreign exchange markets and international trade. *Prerequisite: Pre-Calculus or instructor approval.*

TEDxLBS

Gr. 9, 10, 11, 12

This fall elective provides students with the opportunity to develop organizational leadership skills and strategies while working in a collaborative teamwork environment. Students will be tasked with all aspects of developing, designing, marketing, financing, filming, uploading, and programming for our first annual TEDxLagunaBlancaSchool in February 2018. Students will select the theme, recruit and choose speakers who appropriately represent Laguna Blanca and the TED community, design the stage, market the event, work with local technology/media experts on production and filming, collaborate with our development office and potential sponsors for fundraising and financing, and coordinate all activities on the day of the event. This experience will provide real-world, project-oriented leadership for our students and will showcase our school to the greater community.

Entrepreneurship & Innovation

Gr. 9, 10, 11, 12

This class is designed to push and stretch every student. It will stretch their mind, their sense of others, and their understanding of themselves as they develop creative problem-solving skills, and then put them to work in a real-world situation. Students will be pushed to look at the world differently and to regularly step out of their comfort zone. They will learn to communicate in a professional manner and work on a team with local entrepreneurs solving real problems being faced today in the business and nonprofit world. After three rounds of working with local entrepreneurs, students will develop their own product and ultimately pitch this product to a group of venture capitalists. Entrepreneurship and Innovation is not designed to mimic the real world - it is a true taste of the real world.

Chicana/o Studies

Gr. 10, 11, 12

The Chicana/o Studies course will examine the political, social, and economic conditions that have impacted Chicana/o identity and the historical events that have shaped Chicana/o communities locally, in California, and the United States. Moreover, this course provides the

opportunity to explore topics including but not limited to culture, race, gender, social class, language, immigration, historical developments, social justice, and artistic/literary expression. Students will analyze the long-term impact of historical events related to the Chicana/o in society.

Introduction to Philosophy

Gr. 9, 10, 11, 12

This seminar will explore Philosophy – literally, 'Love of Wisdom!' The course will focus on the four main branches of philosophy: *Metaphysics*: the study of the physical Universe, and the Nature of Reality. Question: "What is real?" *Epistemology*: The study of the origin of Truth and Knowledge. Question: "How do we know what we know." *Axiology*: The study of the nature of ethics and aesthetics. Question: "Why do we act the way we do"? *Logic*: The study of the Nature of Reason." Question: "How can we think rationally"? The course will examine the important historical contributions of Western and Eastern Philosophy, from Ancient (Socrates and Plato) to Modern (Kant, Kierkegaard, Nietzsche, MillMill, Marx, and Nagel), to Buddha!

AP Psychology

Gr. 11, 12

The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavioral and mental processes of human beings and other animals. Students are exposed to the history of psychology, research methods, biological bases of behavior, sensation and perception, state of consciousness, theories of learning and cognition, motivation and emotion, developmental psychology, theories of personality, abnormal psychology along with various methods of treatment, and social psychology. Enrolled students are required to take the AP Psychology exam in May. *Prerequisite: Departmental recommendation*

MATHEMATICS

Algebra 1

This is the first year of a foundational algebra course. Since the techniques covered in this course are essential to many high school math and science courses, mastery of these techniques is expected. Students will learn to solve linear equations and inequalities, graph linear functions, solve systems of linear equations, and use linear functions in real-world applications. Students will also work with polynomials and exponential functions and graphs. *Prerequisite: Successful completion of Pre-Algebra as well as an Instructor Recommendation*

Algebra 1A

This is the first year of a foundational algebra course. Since the techniques covered in this course are essential to many high school math and science courses, mastery of these techniques is expected. Students will learn to solve linear equations and inequalities, graph linear functions, solve systems of linear equations, and use linear functions in real-world applications. Students will also work with polynomials and exponential functions and graphs. *Prerequisite: Successful completion of Pre-Algebra*

Algebra 1B

This course is designed to be the second half of a two year Algebra 1 course. The first part of this course is dedicated to reviewing topics covered in Algebra 1A including but not limited to solving linear equations, graphing lines, linear systems, and simplifying exponents and radical expressions. The course will also go into more depth and be more rigorous on each topic covered in Algebra 1A including using real world applications and word problems. The second half of the class is dedicated to quadratic equations. They start with simplifying polynomial expressions by multiplying and adding. Students will then learn how to solve quadratic equations using factoring, completing the square, and the quadratic formula. *Prerequisite: Successful completion of Algebra 1A or Instructor Recommendation*

Geometry

Geometry introduces high school students to concepts of formal logic. Students study the material of Euclidean plane geometry, in particular, the properties of geometric figures, including triangles, polygons, and circles. Congruence and similarity of figures is covered as well as the calculation of area and volume of two and three-dimensional figures–both known and novel. Students perform straightedge and compass constructions and use those techniques of construction to create art and other renderings to be used in larger design projects. The Pythagorean Theorem and right-triangle trigonometry are key concepts of the course. In the end, the course finishes with an introduction to applications of linear functions used to model "real world" phenomenon that enables discussions of domains, ranges, extrapolation, and interpolation. Algebra skills are incorporated throughout the course to maintain readiness for Algebra II. *Prerequisite: Successful completion of Algebra 1*

Algebra 2/Trigonometry

Algebra 2 students should have mastery of Algebra 1 material and a thorough familiarity with coordinate

geometry. Topics include solving and graphing linear, quadratic, polynomial, rational,, exponential, logarithmic and trigonometric equations, functions, relations, and inequalities. Students also learn complex numbers, matrices and determinants, conic sections, sequences and series, and combinatorics and probability. *Prerequisite: Successful completion of Algebra 1 and Geometry*

Algebra 2/Trigonometry (Honors)

Algebra 2 Honors students should have mastery of Algebra 1 material and a thorough familiarity with coordinate geometry. Students will begin the course with an examination of real-world scenarios that highlight the key features associated with linear and exponential functions and will use these foundations in order to transform their graphs and equations. Additionally, in the Honors course, students will complete a brief introduction to limits in relation to the graphs of piecewise functions. Throughout the course, students will also be strengthening their understanding of factoring, simplifying radicals, and solving linear equations, which will allow them to find the real and imaginary solutions of both quadratic and polynomial functions as well as be able to perform operations with complex numbers. Later in the course, students will be introduced to logarithms and rational functions and will perform operations with and solve equations in each type. The course concludes with an investigation of trigonometry and will tie in students' prior knowledge of basic trigonometric rules as well as transforming functions and factoring quadratics from earlier in the course. Students will be expected to graph and transform sine and cosine functions and will be able to solve equations including tangent, cotangent, secant, and cosecant equations that require factoring and/or the quadratic formula. *Prerequisite: Successful completion of Algebra 1 and Geometry and Instructor Recommendation*

Pre-Calculus

Pre-Calculus students expand their graphing techniques and algebra skills in preparation for calculus. Students begin coursework with a review of quadratic functions and tackle questions involving practical applications, including projectile motion. After mastering algebraic techniques including completing the square and factoring completely, students expand on this by studying the algebraic and graphic characteristics of polynomial and rational functions. In this course, students also have the opportunity to develop a deeper understanding of exponential and logarithmic relationships by studying real-world scenarios involving compound interest and radioactive decay. Much of the second semester of this course focuses on expanding students' knowledge of trigonometry, as students study the uses of trigonometric functions through both the right triangle and unit circle approach. Studies in trigonometry include advanced algebraic concepts (including solving trigonometric equations involving the substitution of identities) and graphic analysis (including graphing equations of trigonometric functions with different amplitudes and frequencies). Thorough knowledge of the material in this course is essential for success in calculus. *Prerequisite: Successful completion of Algebra 2 / Trigonometry and Geometry*

Pre-Calculus (Honors)

Pre-Calculus-Honors is a rigorous course structured to prepare students for the challenges of AP Calculus. The course provides an advanced treatment of polynomial and rational functions, exponents and logarithms, and topics in trigonometry, studied through both algebraic and graphic means. In an effort to work with more advanced equations, and to introduce relations that students will be faced with in their future calculus studies, students will study conic sections; this will also aid in their understanding and ability to solve systems of nonlinear equations, through both algebraic and graphic means. Additionally, students are challenged to analyze and solve problems involving advanced practical applications of trigonometric, geometric, and algebraic topics. The pace of the honors level precalculus course is sufficiently more rapid than the standard course; this allows time for the in-depth study of introductory topics in calculus, including limits and derivatives. Successful completion of this course qualifies students to enroll in AP Calculus AB.

Data Science

In this course, students will learn to understand, ask questions of, and represent data through project-based units. The units will give students opportunities to be data explorers through active engagement, developing their understanding of data analysis, sampling, correlation/causation, bias and uncertainty, modeling with data, making and evaluating data-based arguments, and the importance of data in society. At the end of the course, students will have a portfolio of their data science work to showcase their newly developed knowledge and understanding.

This course is dependent upon the use and application of a variety of technologies. The appropriate and strategic use of these tools will be demonstrated and required throughout the course. The tools required will include CODAP for analyzing and visualizing data, Google Sheets for analyzing and visualizing large amounts of data (on the order of hundreds of data points), the Google Data Commons API (a website wherein students will gather, sort, visualize, and export country data that is freely available to the public), Tableau for analyzing data and creating visuals, and Python through Google Colaboratory, as students learn to use coding with larger data sets. Each tool required is widely

accessible and web-based; downloading apps and software is not necessary for the use of this course. *Prerequisites: Algebra 2 / Trigonometry*

Advanced Data Science

This course builds off of the foundational course Data Science with explorations of data that extend beyond traditional linearly modeled phenomena, including logarithmic data, exponential data, and quadratic data. The program likewise supports students in independent research projects in the field of data science. *Prerequisites: Data Science* ***or*** *PreCalculus*

Calculus Honors

Honors Calculus serves to provide students with a strong foundation in calculus concepts. The course begins with an extension of students' precalculus analysis of end behavior, as students explore limits and continuity. The topic of limits will then be extended into conceptualizing the derivative, and rules of differentiation. Applications of derivatives will include relating first and second derivatives to the original function, as well as an examination of related rates, especially those involving real-world scenarios and optimization. After a thorough study of topics involving derivatives, students will be introduced to the inverse operation of integration. Students will study rules of integration, as well as applications including calculating the area between two curves as well as the volume of revolutions of curves. *Prerequisite: Successful completion of Precalculus*

AP Calculus AB

Calculus AB provides students with an examination of differential and integral calculus at a level deemed equivalent with a one-semester undergraduate calculus-level course. In the course, students will be asked to refine their mathematical proficiency and explore abstract concepts like: infinity, limits, derivatives, and integrals. Students will likewise be engaged in utilizing these newly discovered mathematical concepts to determine real world applications in subjects like physics and economics. Content from this course will be drawn largely for the College Board's approved AP Calculus syllabus and will require a firm foundation of mathematical concepts from all maths learned from Algebra, Geometry, and Pre-Calculus. Students are expected to sit for the AP Calculus exam in May. *Prerequisite: Successful completion of Precalculus with an A or higher or Precalculus Honors with a B+ or higher*

AP Calculus BC

AP Calculus BC is a college-level course equivalent to a full year of calculus at most universities. The course is based on the College Board's Advanced Placement Calculus BC curriculum, whose purpose is "developing an understanding of the concepts of calculus and providing experience with its methods and applications." The course will emphasize that most calculus concepts and problems can be viewed or represented in several ways: graphically, numerically, algebraically and verbally. Graphing calculators are tools for moving between these representations, so we will use them regularly. One purpose of this course is to prepare students for the AP Exam, as well as future college math and science courses where the students will be required to use advanced calculus methods and concepts to solve complex STEM-related problems. Students are expected to perform college-level work. *Prerequisite: Successful completion of Pre-Calculus Honors or AP Calculus AB and departmental recommendation*

AP Statistics

AP Statistics 1 has four main components: describing and analyzing one and two-variable sets of data, planning studies, anticipating patterns, and developing and confirming statistical models. Students design surveys and explore bias, correlation, sampling error, randomization, control groups, and generalization of results. Statistical models are produced using probability, simulation, and statistical inference. Students explore confidence intervals and tests of significance. AP Statistics focuses on word problems using real world data. Mastery of data analysis is a key component of the course. Enrolled students are required to take the AP Statistics exam in May. *Prerequisite: Successful completion of Pre-Calculus or Algebra 2 and departmental recommendation*

Multivariable Calculus Honors

Multivariable Calculus is a college-level course that follows Advanced Placement Calculus BC. The course emphasizes a thorough study of vectors, surfaces in space, vector-valued functions, functions of several variables, multiple integrations, and vector analysis. Students will become proficient at vector operations including the dot product and cross product and their applications, rectangular coordinates, cylindrical coordinates, and spherical coordinates. Students will learn operations and applications of vector-valued functions including differentiation, integration, velocity, acceleration, tangent vectors, and normal vectors. Realizing that many real-life quantities are functions of two more variables, students will understand the following implementations of functions of several variables: limits, continuity, derivatives, and integration. The goal is to learn, understand, and be able to work with the main ideas of multivariable calculus. Students should not only be able to work through problems similar to the ones seen in the homework, but should also have the ability to go beyond, presenting their knowledge in a clear and coherent manner in problem sets related to each section. A graphing calculator is required for this course. Students will receive AP weight added to their GPA. *Prerequisite: AP Calculus BC*

Personal Finance

Gr. 9. 10, 11, 12

Whether you fancy yourself as the next legend of Wall Street or you simply want to learn how to more responsibly manage your finances, this course will teach you essential real-world skills that will help you minimize the risk of the big financial decisions you are on the verge of having to make. You will begin by learning some effective budgeting techniques to get your personal finances in order before advancing to using hands-on simulations of real-world situations to experience the various aspects of investment, loans, and insurance markets. By placing yourself in the roles of various financial market participants, from an undergraduate taking on student loans to a portfolio manager investing millions in our stock market game, you will experience how these interconnected markets work and how you can use them to your advantage. It's a (financial) jungle out there, but this course will help you navigate it like a professional and leave you fully equipped to make the financial markets work for you.

WORLD LANGUAGES

French 1

Students are introduced to the fundamentals of French and of language study with an emphasis on developing essential vocabulary, on understanding how grammatical structures work (and help!), and on learning principles of French pronunciation that support "un bon accent". Core linguistic notions of gender, conjugation, and agreement are introduced and reinforced by actively speaking and writing about one's life. Students will be able to communicate about oneself, one's family and community, daily life, diet, clothing, sports, and hobbies. They will be able to effectively pose and respond to questions, tell time, talk about the weather, and simulate daily activities such as dining out or completing a purchase. Students compare cultures by learning about French family life, the interests of French teens, and the variety of Francophone regions, from Paris and the French provinces to regions such as Canada, North Africa, and French Polynesia. Excerpts from music, cinema, and contemporary news provide further opportunities for cultural exploration.

French 2

Students in this course are challenged to move beyond the basics of the language and realize their potential for expanded expression. Their written and oral skills are significantly boosted this year. After thorough review of basic language tools, including narration in the present and core principles of French pronunciation, students learn to narrate in the past by using the imperfect and passé composé, and to reduce repetition by incorporating—and distinguishing among—object pronouns. Emphasis is placed on mnemonic devices and on creative solutions when confronted with the unknown. Authentic cultural texts (readings, music, film) and project-based assessments complement the curriculum. *Prerequisite: French 1 or approval of Department*

French 3/H

In this course, students continue to improve their oral and written skills and to deepen their knowledge of the French and francophone cultures. Students learn to significantly expand their expressive repertoire, particularly in the areas of past, future, and hypothetical narration. The class focuses on developing sustained, extemporaneous communication, including circumlocution and the art of storytelling through juxtaposition of tenses. Students also strengthen their ability to speak without redundancy by distinguishing among different pronouns in French. Authentic cultural texts (readings, music, film) and project-based assessments complement the curriculum. *Prerequisite: French 2 or recommendation of Department*

French 4/H

Students deepen their linguistic competence by speaking and writing in multiple tenses and moods while exploring the diversity of the French-speaking world. In addition to further expanding their vocabulary and facility with complex grammatical structures, student work to hone their intonation, phrasing and diction. Students continue to improve their understanding of authentic contemporary texts and spoken language drawn from a variety of authentic sources, such as magazines, newspapers, film shorts, and novels. Students are evaluated on their ability to synthesize their listening, speaking, reading and writing skills. *Prerequisite: French 3 or recommendation of Department*

AP French Language and Culture

Mediated exclusively through authentic resources destined for native French speakers, this course equates to a third-year college course in Advanced French. Organized around six major themes of contemporary society, including Global Challenges, Art and Aesthetics, and Family & Community, the course emphasizes the use of French for active communication by synthesizing authentic sources of different media. In so doing, students refine their comprehension when listening and reading, and practice writing and speaking in both formal and informal modes. Throughout the year, students are trained to engage in complex expression using a range of vocabulary, sophisticated language structures and multiple

time references—both concrete and hypothetical—and ultimately appreciate the nuances of French expression. Upon completion of this course, students are able to comprehend formal and informal spoken French, read French newspapers, magazines, and modern literature with ease, compose coherently and accurately on a wide range of factual and imaginative topics and clearly and fluidly express themselves. Students enrolled in this course are expected to participate entirely in French and are required to take the AP exam. *Prerequisite: French 4 Honors and Recommendation of Department* **(Not offered in 2024/25.)**

French 5/H

This one-year seminar course will explore notions of French and Francophone identity as mediated through culinary traditions and contemporary film, supplemented by hands-on exploration and cooking. Interpersonal discussions, formal presentations, and project-based investigations will explore the products, practices, and perspectives of the culinary arts in French-speaking regions around the world. Authentic resources drawn from Francophone regions around the globe will be interpreted with an interdisciplinary, comparative perspective that will contextualize notions of French identity in the early 21st century. The course is conducted in French.

Latin 1

Latin 1 introduces students to the Latin language and the history and culture of ancient Rome. By reading, listening to, and interpreting Latin stories, students build their vocabulary, grammar, and pronunciation skills. Basic conversational Latin and writing activities support learning, with a primary focus on developing reading proficiency. By the end of the course, students gain a deeper appreciation for the impact of the Latin language and ancient Roman civilization on modern society.

Latin 2

Students in Latin 2 further expand their knowledge of the language and culture of the Romans. They gain a more nuanced understanding of Latin grammar, and begin to read excerpts from authentic Latin texts by the end of the year. Students continue their study of Roman history, culture, and mythology with projects that center on heroes and monsters, Julius Caesar, and the Roman emperors.

Latin 3/3H

In this intermediate language course students will transition from learning complex grammar to reading actual Latin authors. The fall semester will consist of a review of the grammar and vocabulary which have been learned in the lower level courses and will finish with the acquisition of some rather challenging syntax. For practice, students will translate the myth of Hercules and will explore other hero sagas using Joseph Campbell's *Journey of a Hero*. In the spring semester, students will translate The First Catilinarian by Cicero in un-adapted Latin. They will also take a thorough look at the violent political atmosphere in the late Republican period of Roman history.

Latin 4/5H

In this intermediate/advanced Latin course, students will further develop proficiency in their Latin language skills by reading selections from the love poetry of Catullus, The Metamorphoses of Ovid, and Livy's Ab Urbe Condita. This course has a literature based approach that teaches students to analyze scansion, tone, diction, and themes. The readings will also provide ample opportunities to discuss ancient Roman culture, mythology, and history. In addition, students will deepen their knowledge of grammar and syntax by practicing Latin prose composition. *Prerequisite: Latin 3H/ Latin 4H/AP Latin Language*

AP Latin

In AP Latin, students will translate and analyze the writings of two literary giants—Caesar *(Commentaries on the Gallic Wars) and Vergil (the Aeneid)*. Students will gain competence in reading and discussing the Latin language in terms of syntax and literary style. They will also use their study of the language to learn about the history and culture of the ancient Romans. Students will connect Caesar's work to Vergil's by discussing themes such as war and empire, leadership, human beings and their relationship to the gods, and good old-fashioned Roman values. Although most of the time will be spent translating the passages on the AP syllabus, students will also write essays in English on short Latin passages. Once students have taken the AP exam in May, the class will center on more experiential projects such as practicing oral Latin, composing songs in Latin, or writing children's books in Latin. *Prerequisite: Latin 3H/4H with departmental recommendation*

Spanish 1

This course is designed to immediately engage students in the sights and sounds of the Spanish language and culture. Students are engaged in reading, writing, listening to and speaking Spanish daily in class and at home through structured exposure to basic grammar and vocabulary using authentic digital and print media and meaningful opportunities to use the language in the context of their own lives and interests.

Spanish 2

This course offers students the opportunity to continue developing the language skills mastered in Spanish 1. Students review and master the verb tenses and vocabulary

covered in Spanish 1, and continue their exploration into grammar focusing on past and future tenses, and the imperative and subjunctive mood. Students continue to develop their listening, speaking, reading and writing skills with a strong emphasis on vocabulary building and developing cultural competence. The concept of Project Based Learning is incorporated throughout the year with interactive activities shared with the community such as role playing, drama, music and dancing, and field trips.

Spanish 3

This course builds on the skills and content mastered in Spanish 2 through increased exposure to authentic digital and print media including film, newspaper articles, and short stories by contemporary writers. While students continue to master grammatical concepts and build vocabulary, they are exposed to increasingly complex language and encouraged to use the language in and outside of the classroom in meaningful ways in the context of their lives. The concept of Project Based Learning is incorporated throughout the year with interactive activities shared with the community such as role playing, drama, music and dancing, and field trips. *Prerequisite: Spanish 2 or Departmental recommendation*

Spanish 3 Honors

Spanish 3 Honors is a rigorous course geared towards students who intend to continue their studies in Spanish in order to take the AP Spanish and Culture exam. While students master vocabulary and grammatical structures in the context of the classroom through exposure to authentic digital and print media including film, newspaper articles, and short stories by contemporary writers, they are encouraged to further develop their communicative skills by engaging in the Spanish language and culture at every opportunity. This honors course continues to emphasize vocabulary building, grammatical accuracy, communicative fluency and developing cultural competence. In addition, students are guided in writing and speaking with increasingly complex structures and appropriate vocabulary. Students enrolled in the honors course must demonstrate a strong grammatical and vocabulary foundation, independence, and strong motivation to learn about the Spanish language and culture (as well as a desire to take the AP exam). The concept of Project Based Learning is incorporated throughout the year with interactive activities shared with the community such as role playing, music and dancing, and field trips. Students have the opportunity to film and produce their own comedic play. *Prerequisite: Spanish 2H or Departmental recommendation*

Spanish 4

The primary focus of the class is to apply the skills students have acquired in previous courses. The goal is to reach a level of proficiency that will permit them to comprehend and speak Spanish efficiently in everyday situations. They will have the opportunity to develop strong conversational skills while discussing topics of current public and personal interests. Students will continue to build an extensive vocabulary and acquire an ample repertoire of idiomatic expressions. In addition, students will explore some of the different genres in Hispanic literature such as poetry, novels, and short stories. *Prerequisite: Spanish 3 or Departmental recommendation*

Spanish 4 Honors

The primary focus of the class is to apply the skills students have acquired in previous courses. The goal is to reach a level of proficiency that will permit them to comprehend and speak Spanish efficiently in everyday situations. They will have the opportunity to develop strong conversational skills while discussing topics of current public and personal interests. Students will continue to build an extensive vocabulary and acquire an ample repertoire of idiomatic expressions. In addition, students will explore some of the different genres in Hispanic literature such as poetry, novels, and short stories. *Prerequisite: Spanish 3 or Departmental recommendation*

AP Spanish Language

This intensive course is available to students who have completed three years of Spanish and who have demonstrated strong skills at learning the language and assimilating the culture. The AP Spanish Language Course is designed to allow students to study the language at the college level and prepares them for the College Board's AP Spanish Language and Culture Exam. Students practice and are tested regularly on their ability to comprehend, speak, read, and write using advanced structures and idiomatic vocabulary. The three modes of communication (Interpersonal, Interpretive and Presentational) defined in the Standards for Foreign Language acquisition in the 21st Century and are foundation to the AP® Spanish Language and Culture course. When communicating, students demonstrate an understanding of the culture(s), incorporate interdisciplinary topics (connections), make linguistic and cultural comparisons, and use the target language in real life setting communities. *Prerequisite: Departmental recommendation*

AP Spanish Literature

AP Spanish Literature is equivalent to a college level introductory survey course of literature written in Spanish. Students continue to develop their interpretive,

interpersonal, and presentational skills in Spanish language as well as critical reading and analytical writing as they explore short stories, novels, plays, essays, and poetry from Spain, Latin America, and U.S. Hispanic authors along with other non-required texts. *Prerequisite: Departmental recommendation*

PERFORMING ARTS

Digital Video Filmmaking

Gr. 9, 10, 11, 12

Students will be introduced to and explore digital video cameras, the nonlinear editing program Adobe Premiere Pro CC, and learn how to interface with a computer. The main objective of this course is to impart to the students the various facets of visual storytelling. Discussions include the fundamentals of cinematography, the importance of content, previsualization and storyboarding with the goal of developing technical skill and self-expression through digital media. Viewing films and seeing how others have chosen to "tell" their stories highlight the course.

Music Fundamentals

Gr. 7, 8, 9, 10, 11, 12

Music Fundamentals is a course that equips students with essential skills and techniques through instrumental study. Subjects covered include: Ensemble play, Music Appreciation, Beginning Theory, and Intro to Production/ Recording. This course is developed for those who may have limited to no experience as well as those looking to hone their skills.

Upper School Play Production Honors

Gr. 9, 10, 11, 12

Students enrolled in this course will be involved in mounting the school's January Drama Production. Students will engage in a semester-long rehearsal process of a full-length play, culminating in a series of performances on Laguna Blanca's Spaulding stage. There are a limited number of roles available and casting is audition based (please note that being enrolled in the course does not guarantee a role). Crew positions open to enrolling include those interested in Stage Management and Assistant Directing. Students interested in participating in the scenic, lighting, sound, and costume elements of the show do not need to register for this class (those interested in crew, sign up directly with Laguna's

Theater Instructor and meet outside of school). Attendance at after-school rehearsals and all performances are a requirement of this course. Those students interested in Play Production must seek the instructor's approval and previous experience is a determining factor.

Pop & Rock Ensemble

Gr. 7, 8, 9, 10, 11, 12

Rock & Pop Ensemble is a class designed to give students the opportunity to learn to perform the music that they are interested in learning in a group setting. If you are an accomplished solo musician, this class will teach you how to combine your skills with other musicians. If you are a beginner, this class will teach you the fundamental skills of performance. We need people who play instruments, as well as people that love to sing. Any type of instruments are welcome in this band! (This class is not a private lesson class, but a group performance class.)

Songwriting

Gr. 7, 8, 9, 10, 11, 12

Songwriting is a class for students interested in crafting songs and performing in front of their peers. Students will be given assignments to write songs given structural parameters and writing prompts, and perform their songs for the class.

Stage Band Honors

Gr. 9, 10, 11, 12

Stage Band is a musical ensemble course and it is for those students that wish to delve deeper into their own instrumental performance and expand their overall understanding of music. This class is designed to give students the opportunity to push themselves and explore the many different genres of music, while improving their performance skills and musical abilities on a deeper level. Students in the class are expected to be dedicated musical leaders both on and off campus. They frequently perform in and out of the LBS community, as well as accompany some of the younger ensembles.

Theater Arts

Gr. 9, 10, 11, 12

US Theater Arts offers a comprehensive introduction to the world of theater and acting for the stage. Students will participate in various dramatic exercises, play improvisational theatre games, engage in scene studies, deep dive into plays and performances, and devise original works of theater both independently and in collaborative group ensemble work. During class rehearsals, students will learn the foundations of vocal, movement, and acting technique, setting students up for success for the variety of performance opportunities at Laguna Blanca School. Additional units covered in this course include playwriting, theater history, and behind the scenes projects.

Vocal Ensemble/H

Gr. 7, 8, 9, 10, 11, 12

Vocal Ensemble is a course designed to give students an opportunity to explore singing while working on vocal technique, build strong harmonies, and learn about vocal blending. Students will explore many different genres of music, and experience performing both inside and outside the LBS community. This class will also help prepare students for the Spring Musical. No experience required. Everyone is welcome.

Advanced Vocal Ensemble

Gr. 7, 8, 9, 10, 11, 12

Advanced Vocal Ensemble will continue with the learning and skill development of Vocal Ensemble. Prerequisite is the completion of Vocal Ensemble or comparable ensemble experience and an audition with the instructor. Students will continue to develop excellent singing technique, practice sight-singing, learn SATB harmonies, and explore a diverse range of choral and solo repertoire.

ENGLISH

English 9

Gr. 9 Required

English 9 offers a process-oriented approach to developing the fundamental reading, writing, and critical thinking skills that are essential for success in high school, college, and beyond. A variety of American literary texts by twentieth century writers – from W.E.B. Du Bois to Ernest Hemingway, F. Scott Fitzgerald, John Steinbeck, Langston Hughes, Lorraine Hansberry, Flannery O'Connor, and James Baldwin – are read in the context of the critical moments in history that produced them, such as the Harlem Renaissance, American modernism, and the Civil Rights Movement. The Ninth Grade Fall Trip to Monterey and summer reading of John Steinbeck's *Cannery Row*, as well as Angie Thomas's *The Hate U Give*, offer jumping off points to consider essential questions for the year: What ecosystems are you a part of? Who are you, and what is your place in a larger community? And how do class, race, and gender shape identities, perspectives, and experiences of vulnerability?

Emphasizing sentence structure through the study of grammar, style, and vocabulary in context, students are asked to pay attention to craft—their own and others'—and to develop an awareness of their own voice. In the fall, students write and revise thesis-driven literary analysis essays based on close reading and annotation. Students grow to understand the value of an argumentative thesis

while immersing themselves in the process of crafting unified, coherent and well-developed paragraphs and essays.

Critical to English 9 is our Urban Studies unit, which allows students to draw on the paradigms of "close reading" and passage analysis to "read" the city of downtown Santa Barbara on a Farmers Market Tuesday. Students prepare for our interdisciplinary, collaborative ethnography walk from Alameda Park to the Funk Zone by studying complex issues related to gentrification, homelessness, class divides, the pandemic, and public health.

English 10

Gr. 10 Required

English 10 emphasizes reading, understanding, and writing about literature using principles of logic. Students read historical and contemporary non-fiction, poetic, dramatic, and prose selections from around the world. Readings include works by William Golding, Erich Maria Remarque, Mary Shelley, Yaa Gyasi, Khaled Hosseini, Jean Rhys, Thi Bui and others. This course builds on the fundamental reading, writing, and critical thinking skills that were taught in English 9, and deepens the formal, in-depth study of literary analysis. Students' appreciation of the broader social, cultural, and historical context is particularly encouraged. Ultimately, this course enables students to value literary art and to understand the complexities of human experience. An emphasis will be placed on critical analysis of fiction and nonfiction reading, advanced grammar and convention work, vocabulary acquisition, research, poetic expression and analysis. Students will write literary analysis, creative nonfiction, research papers, original poetry, OpEds, persuasive essays and a variety of creative writing forms.

Honors English 10

Gr. 10

The Honors English 10 course is designed for those students who have succeeded in their freshman year of study and want to continue with a rigorous program of English instruction. Grammar, vocabulary, usage and composition are taught assuming that students in this course already possess a working knowledge of the language. Literature study includes a variety of literary texts as well as nonfiction essays, speeches, and visual texts. An introduction to rhetorical terms and a high focus on vocabulary acquisition through context will be an integral part of the curriculum. Students will develop and apply discrete skills identified within the learning objectives of the class through questioning and exploring a variety of texts through the rhetorical lens, understanding and analyzing text, evaluating multiple perspectives and synthesizing ideas in writing. Students who successfully complete this course will most likely opt for assessment into Advanced Placement Language and Composition in their junior year although other acceptable options are available at grade level.

AP Language

Gr. 11, 12

This course will cover a challenging curriculum based on the practices of rhetorical analysis, argument, and exposition. The main textbook is The Language of Composition 3rd Edition, supplemented by collections of essays found in Quarterly Course Readers as well as some fictional and nonfictional choices for the year. The class will read, analyze, and describe essays, articles, journal entries, declarations, decisions and speeches and discover in them, and through students' own work and process, the principles of the craft of composition. Students will learn and have their performance assessed in a wide variety of genres ranging from relatively casual narratives based on feelings and personal experience to formal research reports. Through arguments adhering to rigorous standards of proof, students will deliberate on matters of public policy and aspects of popular culture. Instruction and assignments will act as a coordinated sequence throughout the year to provide students with appropriate levels of feedback, assessment, and challenge in order to develop their skills fully in time for the AP exam. Each extended literacy task required will involve the student in a structured process of revision with several stages, peer and teacher feedback, and explicit standards and expectations oriented towards measurable outcomes. *Prerequisite*: *Formal Assessment for placement*

AP Literature

Gr. 12

Advanced Placement Literature is a challenging, nutritious college-level course for hungry high school students—not only a test prep course. Critical thinking, rigorous writing, and joyful engagement with literature are our main goals. However, this one-year course will also prepare you for the AP English Literature and Composition exam through the intensive study of works of acknowledged *literary merit* in several genres—novels, plays, poems, and short stories from the sixteenth century to the present. Works that have earned a distinction of *literary merit* possess rich language, distinctive voice and style, and layered complexity and ambiguity. Works of *literary merit* deal with universal truths, raise social concerns, move from the particular to the universal, and invite multiple interpretations. The authors studied include novelists, playwrights, and poets, such as Cathy Park Hong, Claudia Rankine, Sophocles, Shakespeare, Albert Camus, James Baldwin, Toni Morrison, Oscar Wilde, William Faulkner, Langston Hughes, Gabriel Garcia Marquez, Tennessee Williams, Sylvia Plath, Kate Chopin, Edna St. Vincent

Millay, and others. Their literature invites and rewards re-reading and does not, like ephemeral works in such popular genres as detective or romance fiction, yield all their pleasure of thought and feeling the first time through. Through the close reading of selected texts, you will deepen your understanding of the ways writers use language to provide both meaning and pleasure for their readers. Both in-class and out-of-class essays, including a formal research paper, are assigned regularly. *Prerequisite: Formal Assessment for placement*

Humanities Research Program

This cutting-edge upper school program is a two-year odyssey in humanities education that blends a broad curriculum of texts with field trips, abundant guest lectures, and a mandate for multimedia literacy, all of which are fine-tuned to prepare students for the rigors of 21st century higher education.

During sophomore year, connect with scholars, artists, and professionals who act as guides through coursework devoted to the study of human imagination. As a junior, participate in the Humanities Capstone year, which features a focused field of study that allows full immersion into global culture through the lens of history, literature, and art. This program provides a unique opportunity to interview some of the finest minds in contemporary culture—and then share those perspectives via video and podcast platforms.

More than a class, the Humanities Research Program will help prepare students for the rewarding challenges and delights that await after high school and in the world beyond.

Public Speaking

Gr. 10, 11, 12

This course introduces students to public speaking as an important component of their academic, work, and social lives. Students develop skills that range from the basics of successful public speaking, including getting over communication apprehension, to developing a speech, to word choice, to presenting the material for selective audiences. Participation in this course will increase a student's confidence and knowledge base when it comes to presenting and speaking in public. Learn the fundamental presentation techniques: eye contact, volume, and pacing. Unlike many skills that are sometimes forgotten, students will actually use public speaking skills for many years. Students prepare and present seven presentations covering a variety of topics. The curriculum covers theories of communication relevant to speaking in public including: the communication model; nonverbal communication; critical listening; persuasion theories; great speeches; writing a thesis, using an outline; active listening and effective feedback; and participating in a debate. Students also study how to incorporate well-designed visual and multimedia aids in presentations.

The Ancient World to the 17th Century

Gr. 11, 12

In this course, we examine a variety of world cultures from early civilizations to the 17th century. Students learn the basics of Humanities methodology, asking questions such as: What does it mean to be human? How have different societies defined what is (and what is not) human? How does the individual relate to society? How do societies interact with one another? How do societies interact with the natural environment? Full texts may include *Parable of the Sower, Epic of Gilgamesh, Beowulf, Oedipus Rex* and *Antigone*, *The Tempes*t, and a choice of graphic novels, either *Persepolis* or *Zahra's Paradise*. Students read excerpts from Sapiens, *The Aeneid*, primary sources from Ancient Greece and Rome, religious texts such as the Torah and Talmud, Old and New Testaments, the Qur'an, Tamil poetry, and medieval poetry and literature (Sir Gawain and the Green Knight, Canterbury Tales, *The Prince*, and *The Decameron*).

Voice of Witness

Gr. 11, 12

What makes one character do the right thing, while another character does not? How do characters living in the midst of social and political crises balance their individual right to freedom with larger moral needs and demands? What can we learn from these ethics-based discussions that will influence our own moral behavior? This course uses fiction to explore issues of voice, place, identity, and intercultural dialogue in our contemporary national and globalized world. Students will read a combination of local and international fiction and nonfiction itincluding texts from the United States, Haiti, South America, India, Palestine and Israel, South Africa, Zimbabwe and others. Part of the discussion will be linking areas of injustice and struggle (particularly of the underrepresented and unheard) to modern and current struggles and connections within the United States.

Creative Writing: Identity, Joy, Justice, Action

Gr. 9, 10, 11, 12

This creative writing course centers joy and self-awareness in the reading and writing process. Creative writing from a critical identity lens requires that we move beyond the writing maxim, "Show, don't tell" and shift into a space where students consider the ways

in which writing is political. This course will challenge students to consider how their positionality impacts how they read and write. Designed for students who wish to become better readers and creative writers, this course will expose students to a variety of writing styles and genres. Students will practice reading and writing in various genres, including narrative, verse, and creative nonfiction, using materials drawn from their own work and selected texts from established and peer writers.

Yearbook

Gr. 9, 10, 11, 12

The yearbook staff sets a goal to make each year's edition of La Honda the most accurate and inclusive the school has ever seen. While this goal seems lofty, the world of publishing requires a drive for continual improvement. The class provides training in Adobe Photoshop and InDesign as well as photojournalism, copywriting, and organizational skills. Staff members see the importance of the book in its role in documenting the school's history, and treat their jobs accordingly.

VISUAL ARTS

Ceramics

Gr. 9, 10, 11, 12

Students use hands-on manipulation of clay to produce three-dimensional forms through a variety of techniques. Assignments include slab building, pinch pots, coil pots, sculpted forms, and wheel thrown pottery. Emphasis is on creativity, proportion, artistic interaction, imagination, and form. Students learn a variety of decorating techniques including sgraffito, imprinting, underglazing, and glazing.

Intermediate/Advanced Ceramics

Gr. 10, 11, 12

Students use hands-on manipulation of clay to produce three-dimensional forms through a variety of techniques. Assignments include slab building, pinch pots, coil pots, sculpted forms, and wheel-thrown pottery. Emphasis is on creativity, proportion, artistic interaction, imagination, and form. Students learn a variety of decorating techniques including sgraffito, imprinting, underglazing, and glazing. Students must complete two prior semesters of Ceramics. Advanced Ceramics is a UC Honors course, thus it requires a written paper or a personal exhibition in the community.

Digital Photography

Gr. 9, 10, 11, 12

This course focuses on the fundamentals of composition. Elements of the curriculum include: lectures, examining works of historical and contemporary photographers, class critiques, creating dynamic photographic compositions, and manipulating images using computer imaging software such as Photoshop. Students compile both black & white and color photographs in an individual portfolio. Thematic units focus on technique, composition, photomontage, editing, nature, portraits, abstraction, and the various elements and principles of design. Learning to see and explore personal artistic expression is fundamental to the course. Students submit their best work to school exhibitions.

Drawing & Painting

Gr. 9, 10, 11, 12

The nature of this course is to establish a solid foundation of understanding design, drawing, and painting skills by focusing on the disciplines of observation, research, and kinetic exercises. This class will primarily be concerned with the development of each student's artistic perception and creative expression by exploring the techniques of drawing shapes, textures, line quality, shading, single and two-point perspective, and colors of animate and inanimate objects. They will look at objective and non-objective artists and their works for inspiration in their unique expressions. The focus will shift to watercolor and acrylic painting techniques fusing both drawing and painting together. The subject matter will vary according to the community or world events as well as seasonal themes through constant connection and application of the given art form. The final project is a series of images related to a single theme or concept in mediums of their choice..

Intermediate/Advanced Drawing & Painting

Gr. 10, 11, 12

The course will build upon the beginning foundation where students will write up a contract; after discussion with the instructor, to focus on a more individualized and proactive course of exploration in a single medium or multiple mediums dealing with a particular topic or genre of art. An emphasis will be on a series with a directed thematic connection that could be included in a portfolio of work to use for college submission purposes or if developed enough an exhibition proposal. This will include at least some of the following starting points: personal identity, global/cultural viewpoints, historical impacts on current viewpoints, gender issues, science and technology facets in the arts, the performing arts influence as a modern voice, sculptural work, etc. This aspect is fairly open to interpretation between the student and instructor. The student will also be tasked with assisting the instructor in peer class critiques and input on student work in progress. They are expected to design and create at least four pieces in addition to preliminary discussions with

the instructor and pre-production work that will entail any conceptual, material, design, and medium aspects. during the semester. Documentation and reflection of and upon their research and process are part of their journey. Career opportunities and local working artists and studio visits will be presented for the benefit of those seeking a more professional investigation. Students must have taken one to two semesters previously or by the approval of the instructor.

Advanced Portfolio: Directed Independent Study

Gr. 9, 10, 11 & 12

This course allows for an advanced artist to work independently and develop an original portfolio that encompasses a body of work. Prerequisite is a recommendation from the Visual Arts Department Chair.

Journalism & Advanced Journalism

Gr. 9, 10, 11, 12

Journalism & Advanced Journalism are year-long electives that count as a Visual Arts course open to students in Grades 9-12. In journalism class, students develop their skills in writing, interviewing, fact-gathering, communication, graphic design, and web design while working collaboratively using InDesign and Photoshop to produce *The Fourth Estate* magazine and its website. Students journalist seek out real stories that affect their readership. Once students master the basics in Journalism, they can apply for a position as an editor in Advanced Journalism where they will focus on leadership and the aspect of journalism class they most enjoy whether it's writing, photography, art, graphic design, social media, business, or managing the website. Students enter their work in contests and travel to national conventions.

Printmaking/3D Art

Gr. 9, 10, 11, 12

This survey course explores the world of printmaking and includes hands-on projects, audio/visual media, related texts, lectures, visiting artists, and critiques. It will focus on the source of ideas, concepts, and expression in conjunction with developing craftsmanship and proficiency in technique while developing a personal style. We will work with cyanotypes, relief prints, silkscreen, intaglio, monoprints, bookmaking, and other traditional and contemporary methods.

Yearbook

Gr. 9, 10, 11, 12

The yearbook staff sets a goal to make each year's edition of La Honda the most accurate and inclusive the school has ever seen. While this goal seems lofty, the world of

publishing requires a drive for continual improvement. The class provides training in Adobe Photoshop and InDesign as well as photojournalism, copywriting, and organizational skills. Staff members see the importance of the book in its role in documenting the school's history, and treat their jobs accordingly.

SCIENCE & STEM

Biology

Gr. 9 Required

Biology introduces students to the fundamental concepts used to build an understanding of biology and how it relates to a student's natural surroundings. The program is organized around sets of unifying themes which form a logical sequence allowing students to tie together the complexities of biological interactions. Some of the themes include: nature and continuity of life, unicellular and multicellular organization, evolution, energy transformations, and interactions between organisms and the environment. There is also a strong focus on new discoveries in biology and biotechnology. The lab component is heavily steeped in inquiry, allowing students to design and execute their own scientific experiments; with a strong focus on critical analysis and understanding of data.

AP Biology

Gr. 11, 12

AP Biology provides students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly-changing science of biology. The textbook, range and depth of topics, laboratories, as well as time and effort required, are similar to those of a college-level class. Topics to be covered include biological chemistry, cells, energy, molecular genetics, heredity, evolution, and ecology. There is also a very strong laboratory component of the course exploring many of these topics in greater detail. The College Board has rewritten the conceptual framework for this course which emphasizes a depth of understanding, inquiry labs, analytical modeling, and data analysis. Enrolled students are required to take the AP Biology exam in May. *Prerequisites: Chemistry, and departmental recommendation*

Chemistry

Gr. 10

This course surveys the principles of inorganic chemistry, including an introduction to the structure of matter, the characteristics and behavior of elements and compounds, and the principles governing the reactions which they can undergo. Students will discover how macroscopic phenomenon seen in the laboratory are due to changes at the molecular level and learn how we represent these changes in chemical formulas and equations. The course also covers an introduction to thermodynamics and kinetics allowing students to begin to understand how energy places a role in the outcomes and rates of chemical reactions. Laboratory sessions include standard exercises, which elucidate the underlying principles of chemistry, as well as techniques and procedures currently in use in commercial, industrial, and research laboratories.

Chemistry Honors

Gr. 10

The basic principles explored in the Chemistry 10 Honors course will be covered in greater depth and at an accelerated rate. This allows students to cover additional topics within each of the units. Chemistry 10 Honors is taught assuming that students have a mastery of algebraic manipulation. Writing in the scientific style will also be emphasized, so students should have grade-level mastery of English composition. *Prerequisite/co-requisite: Algebra 2 and departmental recommendation*

AP Chemistry

Gr. 11, 12

This course is a one-year, college-level chemistry course. Material introduced in the sophomore year chemistry course will serve as the foundation for this in-depth analysis. The syllabus will follow that of the AP Chemistry curriculum, and the students will be prepared for the examination at year's end. Formal laboratory assignments will accompany each unit, and complex mathematical analysis of each unit will challenge the students' understanding of concepts. Topics include matter and its properties, stoichiometry, gases, atomic theory, reaction kinematics, equilibrium, thermodynamics, oxidation-reduction, acids & bases, and organic chemistry. Enrolled students are required to take the AP Chemistry exam in May. *Prerequisites/co-requisite: Chemistry, departmental recommendation, Pre-Calculus*

Physics

Gr. 11, 12

The goal of the physics course is to foster an appreciation for the world of natural phenomena and for the physics that explains it. Students learn to analyze real world phenomena through laboratory modeling with sophisticated equipment and computer-interfaced hardware. The course provides both an explanation of the concepts involved and advanced algebraic solutions to complex problems. Students first

explore mechanics, then examine units in waves, optics, e & m, and thermodynamics. They finish with the modern physics seminar, encountering relativity and quantum mechanics. *Prerequisite/co-requisite: Algebra 2*

Physics Honors

Gr. 11, 12

The Physics Honors course covers basically the same material as the standard course but with greater emphasis on understanding and mathematics, and with greater expectations for individual learning. The course provides a more complete explanation of the concepts involved and requires advanced mathematical solutions to extremely challenging problems. Lab activities require more complete mathematical treatment, and lab reports are expected to reveal greater understanding. Students first explore mechanics, then examine units in waves, optics, e & m, and thermodynamics. They finish with the modern physics seminar, encountering relativity and quantum mechanics. *Prerequisite/co-requisite: Pre-Calculus and departmental recommendation*

AP Physics

Gr. 11, 12

Mechanics provides instruction in each of the following areas: kinematics; Newton's laws of motion; work, energy, and power; systems of particles and linear momentum; circular motion and rotations; and oscillations and gravitation. Guided inquiry and hands-on learning will foster the development of critical thinking skills and will use introductory differential and integral calculus throughout the course. Enrolled students are required to take the AP Physics C: Mechanics exam in May. *Co-requisites: Calculus AB or BC, and departmental* recommendation

Anatomy & Physiology/H

Gr. 10, 11, 12

Human Anatomy and Physiology provides an introduction to the study of the structures of the human body and its basic functions and mechanisms. In this course students learn various anatomical structures, the functional relationship of these structures within each organ system, and their integration with one another. This course will also investigate individual body systems, such as the nervous, endocrine, cardiovascular, and lymphatic system, and how these systems work to perform tasks such as regulating pain, maintaining your metabolism, mobilizing your energy as you exercise, and defending your body against viruses.

AP Psychology

Gr. 11, 12

The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavioral and mental processes of human beings and other animals. Students are exposed to the history of psychology, research methods, biological bases of behavior, sensation and perception, state of consciousness, theories of learning and cognition, motivation and emotion, developmental psychology, theories of personality, abnormal psychology along with various methods of treatment, and social psychology. Enrolled students are required to take the AP Psychology exam in May. *Prerequisite: Departmental recommendation*

Introduction to Python (opt in Honors)

Gr. 9, 10, 11, 12

The Introduction to Computer Science Python 3 course teaches the fundamentals of computer programming and some advanced features of the Python language. Students will develop an appreciation for how computers store and manipulate information by building simple console-based games. This course is equivalent to a semester-long introductory Python course at the college level. It is a web-based curriculum containing a series of learning modules covering programming fundamentals. Each module has short video tutorials, example programs, quizzes, programming exercises, challenge problems, and unit tests. Students can take the Python Level 1 Certification exam that aligns with this course. Certifications of this type provide industry-valued credentials to help students build necessary skills for the workplace. Additional assistance will be provided for students interested in challenging the AP CSP multiple-choice exam and its corresponding Create Performance Task.

AP Computer Science

Gr. 11, 12

This is an introductory college-level computer science course. Students cultivate their understanding of coding through analyzing, writing, and testing code as they explore concepts like modularity, variables, and control structures. This course will alternate years between the two AP Computer Science courses: AP Computer Science A and AP Computer Science Principles. *Prerequisite: Algebra 2 and approval from either your current math or science instructor.*

AP Environmental Science

Gr. 11, 12

This course will introduce students to the basic life-support systems of the Earth and study how humans affect them. Topics to be explored are biomes, impacts of population growth, global climate change, air, water and soil pollution, loss of biodiversity, energy and

raw material consumptions, and how global systems are monitored and studied. Enrolled students are required to take the AP Environmental Science exam in May. *Prerequisite: Departmental recommendation*

The Science of Food

Gr. 9, 10, 11, 12

Between its origin and our plate, food often undergoes some form of intentional modification, either to enhance flavor, increase shelf life, or improve its appearance. These processes can be as simple as roasting a carrot to enhance sweetness through the Maillard reaction or as convoluted as intentionally changing the protein structure of an egg through molecular gastronomy. They all have one important thing in common...they are deeply rooted in science. Through practical, hands-on experiments, we will discover how chefs and food manufacturers transform our food into the products we consume every day. Among other topics, we will investigate emulsifications, gluten development, food preservation, molecular gastronomy, and spice to understand how and why they are used...and we may just create some delicious delicacies along the way. They say "you are what you eat," so bring an inquisitive mind and a healthy appetite and let's find out what you're made of.

Marine Science (opt in Honors)

Gr. 9, 10, 11, 12

In this elective course, students will explore many different aspects of both our local and global marine environments. They will survey a range of topics to help them understand the physical marine environment such as tides, waves, currents, coastal winds, and surf conditions. Students can then begin to appreciate how the physical environment influences organisms living in the ocean. Organisms from the intertidal zone (sea hares, anemones, sand crabs, mussels) to the pelagic zone (whales, fish, sharks, pinnipeds) to the deep ocean provide a fun and exciting opportunity to understand these connections. Students will also explore how all life is connected in the sea through a series of complex ecosystems, and how these ecosystems are essential to all life on our planet. This will be a hands on, project-based class with field trips to our local beaches

where students can explore topics in oceanography and marine biology that pique their interest, as well as gain an appreciation and understanding of the local marine environment that is also their home.

Science Research Program 1, 2

Gr. 10, 11

The Science Research Program is a two-year course of study for tenth graders with an optional third-year extension. SRP is an invigorating and deeply edifying odyssey into the weeds of scientific inquiry. Studies begin with a select first-year class where focus is sharpened with a generous application of speakers, directed reading, and pointed class discussions. Here, students are asked to channel their enthusiasm in a broad survey of the scientific method and individual research.

In the second year, each eleventh grade student is paired with a local mentor and embarks on a thorough examination of one specific area of study, fashioning that inquiry into a comprehensive report. Projects cover fields such as theoretical physics, engineering, psychology, and artificial intelligence. The program culminates with a night of presentations that is both a celebration and an homage to the defense of master's thesis. *Prerequisite: Science Research Program 1*

Advanced Science Research

Gr. 12

This course provides the opportunity for seniors to continue the research they began as part of the Science Research Program. Students should already have a long term project and mentor in place. *Prerequisite: Science Research Program 1 & 2 and Instructor Approval*

Industrial Technology and Design/H

Gr. 9, 10, 11, 12

The course will serve as an introduction to the tools and techniques used in a modern makerspace and will also integrate arts, engineering, and design. Using real-world production and product needs, like skateboards and skateboard park components, students will delve into design thinking and product development. Students will create a fully functioning skateboard that meets the needs of their target audience. Course participants will partner with a variety of students from other STEM courses, like digital arts students creating skate brand logos and deck artwork, to build interdisciplinary connections.

Coding for Makers

Gr. 8, 9, 10, 11, 12

This course will start with the basics of Python 3 programming via the Raspberry Pi hardware and the Thonny IDE. During this quarter, the student will develop games leading to programming by intention. Students will use the skills acquired to continue Python programming via hardware projects in the second quarter. These projects build on the Raspberry Pi hardware and engage students to use logic, math, and creativity to solve various hardware/software problems. The students will fabricate a series of projects to practice breaking more significant issues down into smaller tasks as it is an essential skill in the CS world. This course assumes no prior knowledge of computers.

As mentioned, the course will start with an introduction to Python and then continue using Python to control simple circuits to gain a firmer foundation with variables, operations, style, abstraction, functions, loops, and conditionals. By using the Raspberry Pi general-purpose IO pins and the available Python Libraries, students will transition to designing and testing more complex circuits, allowing them to be involved in algorithms, information processing, data types, control structures, modules, arrays, strings, packages, classes, objects, and graphics. Students will have many opportunities to be involved in collaborative assignments in addition to many opportunities to work individually. This is the same course as Coding for Makers offered in the MS.

Introduction to Engineering

Gr. 9, 10, 11, 12

Engineering is a branch of knowledge that involves the application of scientific and mathematical principles to practical ends such as the design, manufacture, and operation of efficient and economical structures, machines, processes, and systems. This course introduces students to the profession, including the disciplines of civil, computer, electrical, environmental, and mechanical engineering. It will focus on the design process and its application. Through hands-on projects, students will apply general engineering standards during the modeling process. Students will learn the basics of design presentation and the use of 3D modeling. They will also document their work using an engineer's notebook and communicate solutions to peers and professionals. This course will prepare students for success through the integration of the following important skills: technical problem solving and engineering design, ethical decision-making, teamwork, and communicating to diverse audiences.

Advanced Engineering

Gr. 10, 11, 12

Advanced Engineering is the second course in a two-part Engineering sequence designed to explore the various fields of engineering through project-based inquiry activities. Students are exposed to multiple areas of engineering and

design. They will investigate, through the design process, structural, mechanical, electrical, and computer engineering fields. This course is a thorough introduction to the principles of engineering and applied science, specifically physics. Students will explore concepts through individual projects, team projects, and through technical writing. The curriculum of this course is centered on five units: materials science, fluid and thermodynamics, circuitry and programing, design, and grant proposal writing. Each unit will culminate with a cumulative hands-on, inquiry-based project, ensuring integration of advanced problem solving, 3D modeling and design, communication, and engineering team collaboration. Students will demonstrate mastery of content and process by completion and presentation of the assigned long-term projects. Students will apply themselves the iterative design process and are expected to share project results both electronically and during public presentations with peers, teachers, and community professionals. Students will finish the course with a renewed focus on the process of learning in preparation for future scientific and/or engineering careers. Offered to Students in Grades: 10 – 12 (*If mathematically qualified*). Pre requisites: *Algebra 2 (Required) and Introductory Engineering (Recommended)* Co-requisites: *Physics (Recommended)*

Engineering Physics

Gr. 10, 11, 12

In this course, students explore various areas of engineering and design, including mechanical, electrical, and computer engineering, using microprocessors and sensors, through project-based inquiry projects. The course aims to thoroughly introduce engineering principles and applied science via electronics, a branch of physics focused on the theory and use of devices typically connected via microprocessors. *Prerequisite: Algebra 2 (Required) and Introductory Engineering (Recommended). Corequisite: Physics (Recommended)*

Introduction to Forensics (opt in Honors)

Gr. 10, 11, 12

Forensic Science applies the tools of multiple scientific disciplines such as Biology, Chemistry, Physics, and Psychology, as well as the process of scientific inquiry to the goal of investigating crime scene evidence in the eye of the law. This course introduces students to the key topics in forensic science, including the application of the scientific process to forensic analysis, procedures and principles of crime scene investigation, physical and trace evidence such as hair, fiber, fingerprints, DNA, and blood.

Students will actively participate in labs and activities relating to the investigation of hypothetical crime scenes and the analysis of evidence. Lastly, we will explore various career options available in the field of forensic science.

Introduction to Artificial Intelligence

Gr. 9, 10, 11, 12

The Introduction to Artificial Intelligence course teaches students important programming concepts that enable the use of Artificial Intelligence in computer science and society at large. Students will learn how to incorporate basic Artificial Intelligence algorithms in their own work, and consider the social and ethical implications of how Artificial Intelligence is used, and how it plans to be used. Students will develop a series of projects that illustrate the variety of ways Artificial Intelligence can be used to optimize and predict information and processes.

HEALTH AND WELLNESS

Personal Development

Grade 9 Required

Personal Development is an interactive class that focuses on vital topics, such as personal identity, decision-making, mental health, communication skills, management of conflict and stress, drug education, sexuality, and responsible behavioral choices. The class material is designed to stimulate reflection and analysis about oneself, to help establish goals and examine values, and to help make healthy choices at this important time in life. Students have the opportunity to participate in activities and exercises that give them a chance to practice the reflective and critical thinking skills that will help them address life's challenges.

Sports Performance

Gr. 9, 10, 11, 12

This semester-long elective is offered both semesters and designed to enhance athletic performance and reduce the likelihood of injury through safe training practices, while also striving to instill motivation for lifelong physical wellness. Wellness guidelines such as the importance of proper nutrition, rest, and hydration will be integrated on a daily basis. Students will also understand and apply key principles of an athletic lifestyle. Develop intrinsic motivation to pursue personal goals centered on physical fitness and sports performance. Understand common injuries associated with various sports and how to prevent them with proper training. Design a specific training program for a chosen sport. This course satisfies the elective and also athletic requirement.

Sports Marketing

Gr. 9, 10, 11, 12

The teams, media outlets, and businesses tied to the world of sports rely on expertise to strengthen and grow customer bases. Teams want to enlarge their fan base, attract new sponsors to their sport, build strong programs with existing sponsors, and run their fan conventions and other events. In addition, a wide range of companies recognize the value sports relationships have in positioning and building their brands. A plethora of sports media outlets clamor to produce unique content that gets clicks, listeners, and viewers for the sponsors that keep them operating. On an individual level, athletes themselves—even now at the college level—build their brands for exposure and financial gain. This course seeks to provide insight into this world through case studies, relevant guest speakers, and in-depth research from students. As a side project, the class will work to market Owls athletics as a sort of Public Relations firm for the Athletic Department. There will be work outside of class and an expectation of professionalism in the classroom. Written work will be significant. Semester-long elective.

US ATHLETICS

Fall Sports

Girls JV/V Volleyball
Girls JV/V Tennis
Girls Golf
Cross Country
Football
Boys Sand Volleyball

Spring Sports

Girls Sand Volleyball
Track & Field
Boys Volleyball
Boys Golf
Boys Tennis

Winter Sports

Girls JV/V Soccer
Girls Basketball
Boys Basketball
Boys JV/V Soccer

SPRING MUSICAL

Gr. 7-12 After School Spring Musical

Under the direction of the Performing Arts Department Faculty, Gr. 7-12 performers, stage crew, and pit orchestra mount Laguna's full scale musical during the Spring Semester. Open Auditions and Stage Crew sign ups

occur at the start of Semester 2. All levels of acting, singing and dance abilities are welcome to audition for the Spring Musical (no prior experience is required to participate as a performer). On Stage Crew, you will learn skills in set building, painting, lighting, and sound under a professional design team (no prior technical or construction experience required). Pit Orchestra auditions are open to advanced student musicians currently enrolled in our highest level music courses or with equivalent private lessons or external orchestra experience. All rehearsals are held after school and culminate in a weekend of performances in Spaulding Theatre. Whether you are looking for a new experience or to advance your performance or production craft, the Spring Musical offers an enriching experience for everyone and is a major community building event and highlight of the year at Laguna Blanca School.

EXPERIENTIAL EDUCATION

Class Retreats

The purpose of this 3-day trip is to promote a spirit of community among students and faculty through a shared educational experience. The trip's structured group activities and duties foster solidarity, camaraderie, and bonding as a class. As the trip is part of Laguna Blanca's academic program, all students are expected to attend. Class Retreat destinations are subject to change from year to year.

Some examples include the following:
Monterey
Channel Islands
Kern River
El Capitan Canyon
Los Angeles
Catalina Island

Field Trips

Grade levels and individual classes take multiple experiential education trips throughout the year that connect to their curriculum. Trips include subject-related adventures to Los Angeles, Santa Ynez, local beaches, nonprofits, and technology companies. Many of these trips also incorporate service learning.

SENIOR PROJECTS

The purpose of the senior projects is for the student to depart from the conventional school day and to broaden their learning experiences outside the classroom. Students have two weeks to focus on furthering the pursuit of an interest they may already have, or gain hands—on experiences in new areas of interests.

Projects typically fit into one of the following categories:

- It may be oriented to the community, involving work for a non-profit service organization, whether cultural, political, or environmental.
- It may be an apprentice-type work experience such as a teacher's aide, a lab assistant, or a hospital aide.
- It may be primarily academic in nature such as an independent interdisciplinary or in-depth study.

During the project period, students are guided through the process by both on-and-off campus advisors. Sometimes during the projects students discover a new passion, solidify their current interests, or learn that they are not well suited for an area they once considered as a possible college major. It is also not uncommon for students to receive employment offers as a result of their work.

At the culmination of the project, students deliver formal presentations in Spaulding Theatre to classmates, faculty, and their families. Seniors also write and submit a Senior Project final assessment paper which reflects their experiences and insights they may have gained during their projects.

ADVISORY & COMMUNITY ENGAGEMENT

US Advisory Program

- In the Upper School, each Laguna student is assigned a faculty advisor with whom they meet at least once a week with approximately 10-12 other students. Advisors act as the student's primary advocate and serve as a bridge between home and school, providing students with additional support on campus both personally and academically. During weekly advisory sessions, students engage in discussions about a particular theme. Monthly themes include: health & wellness, gratitude &

altruism, community, empathy, responsibility, diversity, and integrity. The advisory program provides a unique opportunity to develop community and connectedness, allowing for a safe space for students to share their struggles and successes.

Community Service

- The Mission Statement of Laguna Blanca School places emphasis on making community service an integral part of School life. Our mission is to continue to involve students in many service-learning experiences. Community service teaches habits of mind and heart essential for full participation in a democratic society. Students experience the difference their commitment and efforts can make in the lives of others. They derive from their service projects a sense of accomplishment, independence, and personal responsibility that makes them more thoughtful and purposeful in all aspects of their lives.
- Upper School students will complete and document a minimum of 16 service hours to meet the graduation requirement. Hours can be received through participation in service clubs on campus or through participation in the community.
- Students who complete 50 service hours in a twelve-month period are eligible to be certified for a Presidential Volunteer Service Award. The program runs from April 15-April 15. Awards are distributed at the Presidential Volunteer Service Award assembly which is held in May.

Student-Led Clubs

Students launch new clubs every September/October, once school has started.

2024-25 Student-Led Clubs

Art Club
Asian Student Union
All Voices Heard
Aviation Club
Book Club
Canine Compassion
Care Bearers
Chess Club
Cycling Club
Experimental Science
Fishing Club
Club Swole
Foodbank
History Club
Investment Club
Internet of Things
Los Padres Club
Mock Trial
Much Ado About Nothing
OASIS Club
Rainbow Spectrum
SOCK Club
Somos Latinoamerica
Students Demand Action
Youth Promoting Wellness

APPENDIX

Technology, Research, and Library Resources

Common Sense Media

In our modern world, kids of all ages use digital media to explore, connect, create, and learn online, both at home and at school. Because of this, young people today have extraordinary opportunities, yet they face potential pitfalls, too.

Meanwhile, schools often deal with the associated ramifications—cyber-bullying, digital cheating, and safety and security concerns. These issues underscore the need for digital literacy and citizenship skills instruction.

To help our students safely navigate and manage their digital lives, Laguna has partnered with Common Sense Education's Connected Schools program, has adopted their Digital Citizenship EK-12 curriculum, and works closely with their Data Privacy team. For more information regarding Common Sense and its wealth of parent resources, visit Common Sense Media.

Middle School Laptops for Learning and Upper School Bring Your Own Device (BYOD) Programs

Laguna Blanca provides a technologically rich learning environment where teaching and learning are enhanced by using appropriate technology as part of the curriculum. We also teach our students how to be responsible digital citizens. The Technology Department uses the latest in content filtering tools for student Internet use and expects all students to observe the guidelines established in the Responsible Use Policy.

Isham Library

Our school library is a treasure trove of resources for students at all levels. From books and textbooks to online databases, journals, movies, theater productions, and more, students have access to a world of knowledge at their fingertips. Our friendly library staff is always ready to provide research guidelines and recommend reliable resources for any project.

College Counseling Program

We empower students to take responsibility for their college admission process, viewing the process of growth and maturation as a component of the school's curriculum. Frank Sachs put it best: "College admission is a match to be made, not a prize to be won." In an age of increasingly competitive admission to the nation's best colleges and universities, this statement rings ever more true.

We impart to our students the confidence to carefully research the rich array of opportunities in higher education, ultimately selecting the institution that best fits and serves their unique characteristics and needs. Similarly, we believe that choosing a college based upon an arbitrary ranking or its popular prestige is misguided and counterproductive.

Our office aids in the process of discovery and self-awareness, encouraging students to take ever greater ownership over this important life transition process, developing the powers of self-reflection needed to make a choice that rings true.

Grade 9 | Freshman Year

- Pursue the most challenging, sustainable course load appropriate to your interests and strengths— colleges check closely to see what's offered on Laguna's profile
- Join and learn about extra-curricular activities and all the various electives, sports, and clubs Laguna has to offer. (Many colleges strongly consider an applicant's talent, commitment, and leadership). Remember that a few sustained involvements are better than many shallower ones.

Grade 10 | Sophomore Year

- Take the PSAT (given to all sophomores/juniors in October).
- Take a full-length practice ACT and SAT to determine which you prefer. Consider a long-term test prep strategy.
- Begin to research and learn more about colleges by attending at least three rep visits in the fall. Consider summer coursework at colleges and opportunities to intern.

Grade 11 | Junior Year

- Take the PSAT in October.
- Research college choices – use the resources in the College Counseling Office and Scoir.
- Visit colleges on non-school days.
- Participate in long-term and sustained test preparation.
- Register to take the ACT/SAT have at least one set of official scores by April.
- Take AP exams in May.
- Write a well-developed rationale for your college needs in Scoir.
- During the summer, work on college essays and continue college visits.
- Meet with the college counseling office to learn about colleges with programs well suited to your interests and learning style.

Grade 12 | Senior Year

- Revise college list in Scoir; evenly balance between Reach, Possible, and Likely schools.
- Approach teachers EARLY for letters of recommendation and submit requests through Scoir.
- Visit with college representatives at Laguna during the fall.
- Register to retake the ACT, SAT before January 1.

Summer @ Laguna

Welcome to Summer @ Laguna, where learning and fun collide. Summer 2025 features eight weeks of Laguna's favorite summer camps, such as Arts @ Laguna and Laguna LEGO Masters—plus a whole host of new offerings, which come in all different shapes and sizes to satisfy a wide range of ages and interests. The majority of our camps take place on Laguna Blanca's Hope Ranch campus, with 35 acres of fresh air and green space for campers to run, explore, learn, and grow. Our hallmark Lower School camp, Camp Cito, along with our new Laguna Explorer series is housed on our charming 2-acre Montecito campus. Laguna faculty and other talented local educators serve as our camp staff, along with a dedicated and caring team of counselors and CITs. At Summer @ Laguna, we pride ourselves on taking excellent care of our campers. In addition to all the activities and adventures of the day, every camp includes daily healthy snacks and lunch, as well as integrated physical education. Campers come home happy, tired, well-fed, and eager for the next day of camp!

Faculty Professional Development

The Laguna experience is built every day by an unrivaled staff of devoted educators drawn from all walks of life. Whether they're academics, artists, journalists, or engineers, students learn from a community of teachers who are innovators in their fields and who are always finding new ways to teach, new curricula to offer, and new technologies to enhance the learning process. Laguna Blanca School teachers engage in robust leadership and learning opportunities, such as:

- Regular opportunities to present at conferences and lead workshops
- Yearlong onboarding and mentoring partnerships for all new hires
- Participation in dynamic horizontal (grade-level) and vertical (departmental) teams
- Engagement in on-campus Professional
- Learning Communities (PLCs) that partner on curricular development.
- Teacher-leader opportunities (PLC leadership, mentorship, grade-level leadership, departmental leadership, and committee leadership)
- Membership and yearly PD programming via CATDC, CAIS, and Challenges Success
- Instructional rounds (non-evaluative peer-to-peer observations and learning)
-

DEI Statement

Laguna Blanca is a community that is actively and intentionally working towards goals that prioritize supporting and expanding our diversity, and creating a more equitable and inclusive environment for all members of our community. We commit to sustaining and fostering policies and programs that promote the representation and participation of different groups of individuals, including people of different ages, races, ethnicities, abilities, genders, religions, cultures, and sexual orientations. Diversity, equity, and inclusion are ongoing work that demands engagement and lifelong learning. We view this work as imperative to creating a better future and invite all members of our community to participate in our conversations and solutions.

Accreditation and Affiliations

- California Association of Independent Schools
- College Entrance Examination Board
- Council for Advancement and Support of Education
- Cum Laude Society
- Educational Records Bureau
- Independent School Alliance for Minority Affairs
- National Association for College Admission Counseling
- National Association of Independent Schools
- National Council of Teachers of English
- National Honor Society
- National Middle School Association
- Western Association of Schools and Colleges