



MIDLAND SCHOOL CURRICULUM GUIDE

2018-2019



MIDLAND CURRICULUM GUIDE

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MIDLAND SCHOOL

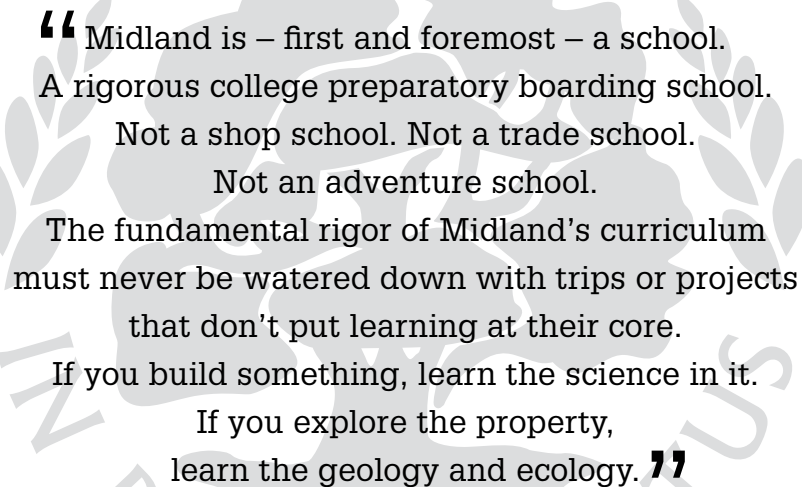
MISSION

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

PHILOSOPHY

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

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



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

Barry Schuyler '41 (1923-2011)

Midland student, teacher, trustee, advisor, and benefactor

A guardian of Midland’s soul for over 70 years
from the Kerosene Age to the Solar Age

HUMANITIES

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

Our goals are to:

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

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

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

ESSENTIAL SKILLS:

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

RESEARCH:

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

READING:

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

THINKING:

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

WRITING AND COMMUNICATION:

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

SELF-ASSESSMENT:

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

HUMANITIES

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

CORE

English 9 (1 credit) **UC**

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

Midland 101: Cultural History (0.5 social science credits) **UC**

Midland's iconic place-based 9th Grade social science course employs a rigorous anthropological approach that explores how land and resources shape – and are shaped by – people. Our overarching goal is to understand and appreciate the history and legacies of the distinct peoples that have moved through and settled in our region in the Santa Ynez Valley. We take an in-depth look at the Chumash (the original inhabitants of the region), exploring ways in which the Chumash used, managed, and cultivated local resources, and how they were impacted by the Spanish, Mexican, and American incursions in this land. Students then explore the legacy of these different cultures in the Santa Ynez Valley today. This includes examining the history and culture of Midland School and our use of local and agricultural resources. The course employs several modalities for learning, including traditional classroom lecture and discussion, local field trips, and the exploration of environmental literature as a means to reflect on how students, as individuals, relate to their landscapes.

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

World History is organized both chronologically and thematically, encouraging critical thinking. The first semester explores world religions, democracy, and dictatorship through the development of early complex human societies. During the second semester, students explore the modern era through the themes of Communism and Capitalism, Imperialism and Colonization, War and Peace Studies, Revolutions, and Globalization. Each unit is based on a set of essential questions that require students to apply their historical knowledge to contemporary and ethical issues, creating connections to students' lives. The curriculum is coordinated with the literature course, with some assessments counting toward both.

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

Works of literature are chosen to complement the themes explored in the World Studies: History course. Students read early sacred texts, Greek drama, mythology, memoirs, poetry, plays, narratives, and novels by both Western and non-Western authors set in a wide variety of historical time periods and places (including Africa, Asia, and Latin America). Students continue to develop critical reading and writing skills, while widening their knowledge of vocabulary and complex grammar. Assignments include two joint research projects with World History, analytical essays, creative literary responses, speeches, letters, and narratives with special emphasis on developing an argument based on a thesis.

American Studies: History (with or without an Honors option) (1 credit) **UC**

Through this course, students will not only gain a working knowledge of history, but the ability to analyze events and ideas through a process driven by inquiry around essential questions. To achieve this end, the major units are organized both chronologically and thematically. Units include explorations of America's first peoples, founding ideas and principles, race, gender and the struggle for equal rights and inclusivity, immigration and urbanization, the country's role on the world stage, and relationship to the environment. Advancing their historical thinking skills, students debate issues, analyze secondary and primary source documents, write persuasive and creative papers, conduct research projects, and present findings to their peers. Honors credit is earned through completing reading, analysis, and writing that is closer to college level. Some assignments will be more independent and self-guided. The Honors option is for the committed student who has shown a high level of scholarship in previous Humanities courses, and placement is decided in partnership between student and teacher.

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

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

English 12 (1 credit) *UC*

The primary goal of Senior English is to guide students towards being successful readers and writers in college. To that end, students are individually matched with appropriate texts that will enhance their reading abilities while challenging them to think critically and respond thoughtfully in writing. Students have a significant amount of independence while taking responsibility for their own learning. Assessments include a multi-genre writing portfolio made up of narrative, expository, and persuasive essays; literary analysis and research papers; creative storytelling and poetry. Students practice intellectual discourse and collaboration by using active listening techniques in class discussion, making speeches and presentations, and doing group projects. At appropriate times during the year, English 12 supports the college essay writing process and Senior Thesis preparation.

English 12 Honors (1 credit) *UC*

With a focus on British literature, students explore the history of the English language by first reading “classic” works dating from the Middle Ages up through the Romantic era, and then sample the diversity of writings created in the modern era. Students read poetry, plays, novels, short stories, memoirs, academic essays, and literary criticism. Literary works are analyzed both in their historical context and in their relevance to various social, moral, and political issues we face in today’s world. Students write primarily analytical essays while being trained in the technical aspects of literature similar to those measured by the AP tests in language and literature.

ELECTIVES

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

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

Current Global Issues (0.5 credits) *UC*

This course is a project-based, senior seminar where students delve into current social, humanitarian, economic, and political issues. It introduces students to the subject of Global Studies while also investigating, analyzing, and reporting on current events. During the course, students practice evaluating media sources, complete sophisticated readings, conduct research, give presentations, write position papers, and develop projects on current issues of a global scale. The class begins with a unit on news and information literacy, examining how to gather verified information in the digital age, and throughout the semester, students provide a weekly news report to the school community. The next thematic units cover globalization, human rights, and environmental issues respectively. Within the framework of those categories, students choose to explore topics they find personally engaging and relevant. The course culminates with a project requiring students to act on their deepened knowledge of global issues in an effort to create positive change in their immediate community, to “think globally and act locally.”

Introduction to Cultural Anthropology (0.5 credits) *UC*, Midland Honors

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

MATH

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

Our overall goals are that students:

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

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

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

ESSENTIAL SKILLS:

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

ORGANIZED, ACCURATE THOUGHT PROCESSES AND REASONING:

- Writing out steps in solving equations or performing operations to demonstrate reasoning process
- Defending answers, not just giving them

COMPLEX PROBLEM SOLVING WITH APPLICATION TO THE REAL WORLD:

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

BUILDING A STRONG FOUNDATION FOR ADVANCED STUDY IN HIGHER MATHEMATICS:

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

MATH

CORE

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

Geometry (1 credit) *UC* This course guides students to logically develop the structure of Euclidean geometry and apply the resulting definitions, theorems, proofs, and formulas to meaningful problems. We use experimentation, inductive reasoning, and tools including compass and straightedge to construct geometric concepts, discover geometric relationships, and formulate conjectures. Students employ deductive logic to construct formal logical arguments and proofs. Students apply mathematical skills and organizational techniques to make connections to life's experiences. In the Spring, students apply geometrical concepts to build structures – including bike racks, sculptures, tables, folding benches, a geodesic dome, and scooters – using Midland's land and natural materials.

Algebra 2 (1 credit) *UC* This course builds on algebraic and geometric concepts. It helps students develop and refine algebra skills learned in Algebra 1 – including advanced systems of equations; nth degree polynomials; inequalities; imaginary and complex numbers; quadratic, logarithmic, and exponential functions; and begins the study of trigonometric functions – to prepare them for Precalculus. The course also explores matrices and their properties. Continued emphasis is placed on organizational methods in both written expression and the cumulative organization of their class work.

Algebra 2 Accelerated (1 credit) *UC* This course covers all the same material as Algebra 2 but adds an additional chapter on trigonometric applications to better support the transition into Precalculus. Due to the additional material on vectors, polar coordinates, complex numbers, and trigonometric equations, the course moves at a faster pace and is a prerequisite for Precalculus and the Calculus series.

ELECTIVES

Statistics (1 credit) *UC* This course is designed to acquaint students with the theory and practice of statistics, with a primary emphasis on conceptual literacy over calculation. Students explore how data is produced, organized, and presented as well as basic probability theory and how to draw inferences of a population from a sample. At the end of the course, students are better able to appreciate the omnipresent nature of statistics in our world, and more

importantly, to evaluate statistical claims. Understanding how statistics are used and misused is an essential skill for students wishing to pursue careers in science or social science, or simply to become informed citizens.

Precalculus (1 credit) *UC* This course is designed to deepen and expand on material from previous math classes while directly preparing students for a variety of future courses. An emphasis is placed on problem-solving strategies with regard to logarithmic and trigonometric functions. In addition, we focus on how to interpret material presented graphically and verbally. The course encourages students to make connections between mathematics and the world with real-world examples to which they apply their developing techniques and skill set.

Calculus 1 (1 credit) *UC* This course is designed to develop students' knowledge and understanding of the concepts of calculus by providing a strong foundation of basic skills as well as diverse applications of its methods. Calculus arose from an attempt to develop mathematical techniques that could more aptly describe and predict a physical world filled with constant change. The course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. Students in Calculus 1 (with or without the honors option) will be prepared to take the AP Calculus AB exam at the end of the year.

Calculus 1 Honors (1 credit) *UC* This course covers all the material of Calculus 1 but with an added emphasis on proof, derivation, and theoretical rigor. Additional topics covered in Calculus 1 Honors include: epsilon-delta limit proofs, additional limit forms, derivatives and integrals involving inverse trigonometric functions, and further applications of both integration and differentiation. Calculus 1 Honors is highly recommended for students who intend to continue with more advanced courses in mathematics.

Calculus 2 (1 credit) *UC*, Midland Honors This course is designed to strengthen students' understanding of calculus with advanced calculus problem-solving skills. Students learn new integration techniques, as well as applying calculus to parametric and polar functions. Students develop a better understanding of limits, and study both sequences and series, which make up the theoretical foundations of modern calculus. Students in Calculus 2 prepare for the AP Calculus BC exam at the end of the year through example problems and practice exams.

Calculus 3 (1 credit) *UC*, Midland Honors This course builds on Calculus 1 Honors and Calculus 2 by taking the concepts of differentiation and integration and applying them to functions of several variables. Using the language of vectors and vector-valued functions, we define and explore partial derivatives, line-integrals, and multi-variable integrals. Vector calculus is essential to advanced studies in engineering, physics, and pure mathematics, and has applications in biology and computer science.

SCIENCE

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

Our overarching goals and outcomes for students are:

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

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

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

ESSENTIAL SKILLS:

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

OBJECTIVE QUESTIONING:

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

MASTERY OF THE TASK UNDERLYING THE TECHNOLOGY:

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

APPLICATION OF SCIENCE TO GLOBAL ISSUES AND SOLUTIONS:

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

SCIENCE

CORE

Midland 101: Natural History

(1 science credit) *UC*

Midland's iconic place-based 9th Grade science class focuses on getting to know our 2,860 acres – contiguous with one of the largest undeveloped and unfragmented habitats in the mountains and foothills of Southern California – through the lenses of earth science and ecology. We are concerned principally with developing skills and habits to explore and study the land as naturalists, people who explore and read natural landscapes through direct observation. Throughout this course, students gain fluency in the topography, underlying geology, soil chemistry, agriculture, trees, shrubs, wildflowers, animals, and climate of Midland's 2,860 acres. Through our focus on habits and ways of knowing (specifically direct observation, naturalist journals, map reading, and digital mapping) students develop skills to know a place and understand resources wherever they go. In today's world where people are increasingly disconnected from the natural world – knowing it principally through screens and virtual representations – it is important to train students to know a place deeply, as this generation will need tools to understand, appreciate, and manage our natural resources.

Chemistry (1 credit) *UC*

Rooted in inquiry and application of chemistry concepts to the real world, students explore chemical principles involving the nature, use, conservation, and pollution of Earth's water, mineral, and atmospheric resources. Students take part in various investigations that utilize Midland's place and philosophy – including a field study of the water quality of our local creek, investigating the chemistry of agriculture on the farm, and installing a photovoltaic system on campus. Each project promotes student engagement with the locally and globally important issues of water quality, food production, energy, pollution, and climate change.

Biology (1 credit) *UC*

Beginning with the question, "What is life?," both biology classes jump into the living world through a hands-on, investigation-centered approach, which is rooted in the local environment. On the journey, students learn about their local ecosystem, how a cell processes energy and nutrients, how living things reproduce and pass on genes, and how populations evolve over time. In addition to a focus on biological concepts, students develop the skills, habits, and practices of doing science. The year culminates in a student-designed field research project on an aspect of local ecology.

Biology Honors (1 credit) *UC*

Honors Biology coursework is rigorous and includes more intensive investigation of the core skills and concepts at a faster pace. Students complete additional readings, homework, and labs, which allow us to go a step further in depth and detail.

ELECTIVES

Physics (1 credit) *UC*

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

Physics Honors (1 credit) *UC*

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

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

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

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

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

SPANISH

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

Our goals are for students to acquire:

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

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

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

ESSENTIAL SKILLS:

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

FLUENCY IN SPANISH:

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

CULTURAL AWARENESS AND APPRECIATION OF DIVERSITY:

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

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

SPANISH

CORE

Spanish I (1 credit) *UC*

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

Spanish II (1 credit) *UC*

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

Spanish III (1 credit) *UC*

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

ELECTIVES

Spanish IV (1 credit) *UC*

This advanced course further develops students' language skills and ability to interpret visual, musical, and literary texts from the Spanish-speaking world. Students read and analyze short stories, plays, poems, novels, movies, and songs. They interpret, discuss, and write short and long essays on these different genres, gaining an understanding of the work of some of the most important authors from Latin America and Spain. At this level, students are expected to read critically and analytically, presenting nuanced interpretations in both their speaking and writing. Daily writing and speaking are essential to this course; students keep a journal and give oral presentations, thereby gaining further fluency in expressing their opinions and ideas in written and spoken Spanish.

Spanish IV Honors (1 credit) *UC*

Students in the Spanish IV Honors will be required to read more deeply and more widely in Spanish literature and to produce longer written assignments and oral presentations than non-Honors students. In advancing their fluency, students will be trained in technical aspects of Spanish language and grammar similar to those measured by the AP Spanish exam.

Spanish V: Latin American Literature (1 credit)

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

VISUAL & PERFORMING ARTS

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

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

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

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

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

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

ESSENTIAL SKILLS:

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

CREATION:

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

INTERPRETATION AND CRITICAL THINKING:

We analyze and talk about:

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

PERSONAL DEVELOPMENT:

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

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

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

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

ESSENTIAL SKILLS:

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

VISUAL & PERFORMING ARTS

CORE

Foundations of Visual Art (1 credit) *UC*

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

ELECTIVES

Beginning Ceramics (0.5 or 1 credit) *UC*

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

Advanced Ceramics (1 credit)

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

Metals (0.5 or 1 credit) *UC*

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

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

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

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

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

Honors Art (1 credit) *UC*

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

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

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

Chorus (0.5 credits; Pass/No Pass)

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

EXPERIENTIAL LEARNING

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

- John Dewey

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

Our goal is that students make deep connections between:

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

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

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

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

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

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

INTEGRATION AND ESSENTIAL HABITS:

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

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

The essential habits we hone are:

RESPONSIBILITY AND ACCOUNTABILITY:

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

SELF-RELIANCE AND SELF-CONFIDENCE:

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

COMMUNITY-BUILDING:

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

EXPERIENTIAL LEARNING

CLASSES

Ninth Grade Seminar (0.5 credits) *UC*

Offered during the first semester, the Seminar equips students with tools and knowledge to build a solid foundation upon which they can launch their Midland career, culturally, socially, emotionally, and academically. New students explore their individual roles, responsibilities, and positive commitment to the Midland community as they orient to life on campus. Through experiential and team-building activities, students acquire skills in communication and conflict resolution, which enable them to navigate the social seas effectively. Students are coached in organization, planning, and time management to aid their academic transition, understand their learning styles, and explore specific strategies to learn, store, and retrieve information. Finally, the focus turns inward as students gain a deeper understanding of themselves during a holistic unit in health and well-being.

Junior Leadership Seminar (not for credit)

Being a Senior is the ultimate test of leadership in a Midland student's career. Whether heading a job crew, prefecting younger students in the living yards, or applying to college, a Senior is tasked with being a role model and liaison. While seeds of preparation are planted over years of observing and learning from one's Senior role models, formal training begins during the spring of Junior year in a seminar course with all Juniors, the Head of School, Dean of Students, and other faculty. The broad topics of leadership and followership are taught, discussed, and role played, with a focus on the roles and responsibilities of Seniors at Midland, both ethically and practically. Students learn and practice explicit models of communication, feedback, and conflict resolution. Throughout this training and the transition into actual leadership roles as Seniors, Midland students are immersed in authentic education for life, where their actions have meaning and consequence to others.

Farm Internship (0.25 credits; Pass/No Pass)

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

Kitchen Internship (0.25 credits; Pass/No Pass)

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

Ranch Internship (0.25 credits; Pass/No Pass)

Students can be involved in Horse and Ranch activities during their academic day. Students take part in horse health including farrier and medical care, handling, grooming, moving cattle, repairing fence, and maintaining pasture. The activities provide a deeper look into herd and ranch management than the Horse afternoon sport provides.

REQUIRED DAILY ACTIVITY

Jobs Program

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

REQUIRED WEEKLY ACTIVITY

Experiential Saturdays:

These staffed and programmatically-designed three-hour blocks every week promote Midland's mission of a lifetime of learning: *Through study and work Midland teaches the value of a lifetime of learning, self-reliance, simplicity, responsibility to community and the environment, and love for the outdoors.* These designated blocks provide structure to do many of the types of activities that speak to Midland's truest, most authentic self, but are hard to fit into the academic day, things like building, exploring, creating, investigating, and developing life skills. The range of activities include: hiking and overnight camping trips; musical, cultural, and educational presentations in Santa Barbara and the Santa Ynez Valley; new artistic experiences including photography, design challenges, screen printing, sewing, and improv; grade-level workshops in health, wellness, and sex ed; experiences in the garden and kitchen; and time exploring our surroundings on horseback, with trail-building tools, or with binoculars. The blocks also facilitate weekend scheduling windows – that don't compete with class time – for SAT tests, college essay writing, sports competitions, musical rehearsals, and conferences. Some activities are themed by grade level, while others are chosen by students' interests. One of the hallmarks of Experiential Saturday is that it is ungraded; it is truly about learning through experience.

AFTERNOON SPORTS AND ALTERNATIVES – FALL, WINTER, SPRING

Athletics

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

Midland Horse Program

The Horse Program teaches students foundational horsemanship using purpose-based riding to develop skills in and out of the arena. All participants learn preventative veterinary care, nutrition, pasture management, horse behavior, groundwork, and how to handle horses. Advanced students develop skills in horse training and further develop their riding skills by learning to communicate with lightness and by exploring performance-based disciplines like cow working, cowboy dressage, drills, and trail riding. Students involved in the Horse Program have access to Midland's 25 miles of trails, may participate in horse camping trips during the school year, and may help with ranch-related activities while on horseback.

Outdoor Leadership

Outdoor Leadership is offered in the Fall and Spring. Tapping into the expansive natural landscapes within walking distance of Midland's 2,860 acres, students develop skills and habits as hikers, backpackers, naturalists, navigators, trip planners, and ultimately trip leaders. Students also explore nearby beaches, coastlines, and adjacent wild areas, including Midland's ten-acre inholding in the Los Padres National Forest, for day hikes, overnights, and longer backpacking trips. While cultivating habits of engagement with the natural world and management of risk in outdoor environments, these explorations require teamwork and provide genuine leadership opportunities.

Farm

The Midland Farm is 10 acres, and while tractors are used to work the fields, much of the work is done by hand, or by many hands. Students dig, sift, winnow, seed, mulch, pull weeds, and save seeds. They plant, cultivate, harvest, wash, and deliver organic produce to the kitchen, learning what it takes to grow their own food by tracing their hard work from the farm to the table. Vegetable scraps are wheeled back and layered into the compost pile,

and leftovers are hauled by wagon to the pigs. It is a closed loop, an example of how to provide healthy food within a local food system while also building soil health. Over four years, students' awareness of the cyclical nature of raising food grows as they work and eat through seasonal menus on the farm. The scale of the farm allows a balance between education and production.

Maintenance

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

Midland Kitchen

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

Circus

Students in Circus increase their strength, body awareness, flexibility, and agility, in a non-competitive context that fosters creativity and physical expression. They learn and train aerial skills, basic tumbling, partner balancing, acrobatic jump rope, and juggling, as well as stretching and conditioning for general fitness and injury prevention. Students cooperate and support each other while learning to safely push their limits, both physically and mentally. Students in Circus learn that mastering difficult skills takes time, discipline, and focus, but that they can approach these challenges with a spirit of joy and playfulness. The Circus program is led and coached by former professional circus performers and meets three times a week, either outdoors or in the school's three-walled gymnasium.

PERFORMING ARTS

Music

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

Theater

Once a year, a drama production is produced for parents, alumni, and students. The play is open to any student (or faculty member) who is interested in auditioning. Rehearsals occur during students' free time (generally half-holidays). True to Midland's roots, productions are kept simple; lighting, sets, and costumes are very basic and often homemade. The Midland play is a wonderful opportunity for students of all grade levels to work together creatively.

EXPERIENTIAL WEEK

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

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

10th graders help build Midland's renewable energy infrastructure, making a measurable contribution to Midland's long range plan of grid neutrality. Working alongside professionals, they install a 3-kW solar photovoltaic array and do soil and groundwater restoration projects on campus; in the past they've built working models of wind turbines or biogas digesters. After more than a decade of this work, ~40% of campus electricity needs are met with student-installed grid-tied solar arrays.

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

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

LIBRARY SKILLS AND THESIS

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

The goals of the library are to:

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

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

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

ESSENTIAL SKILLS:

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

READING:

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

RESEARCH:

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

COMMUNICATION:

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

Senior Thesis (0.5 credits or 1 credit with a Senior Project; Pass/No Pass/Pass with Honors)

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

COLLEGE COUNSELING

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

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

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

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

COLLEGE MATRICULATION

At least one student from Midland’s graduating classes of 2013 – 2018 has enrolled at the following 4-year colleges and universities:

Austin College	Oberlin College of Arts and Sciences
Bard College	Pitzer College
Bates College	Pomona College
Berklee College of Music	Quest University Canada
Boise State University	Rensselaer Polytechnic Institute
Boston University	Scripps College
Bryn Mawr College	Skidmore College
California Lutheran University	Smith College
Cal Poly, San Luis Obispo	Sonoma State University
CSU Channel Islands	Stanford University
CSU East Bay	College of Wooster
Case Western Reserve University	Evergreen State College
Centre College	Parsons - The New School
Clark University	Tufts University
Colby College	Tulane University
College of the Atlantic	Unity College
Colorado College	UC Berkeley
Fort Lewis College	UCLA
Guilford College	UC Merced
Hampshire College	UC Santa Cruz
Harvard University	University of La Verne
Harvey Mudd College	U Penn Wharton School of Business
Howard University	University of Puget Sound
Kenyon College	University of Rochester
Lake Forest College	University of San Diego
Lehigh University	University of Wyoming
Lewis & Clark College	Wellesley College
Loyola Marymount University	Wells College
MCPHS - MA College of Pharm & Health	Western Washington University
Montana State University, Bozeman	Whitman College
Mount Holyoke College	Williams College
Northwestern University	

COLLEGE COUNSELING

9th, 10th, and 11th Grades

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

11th Grade Spring College Counseling Seminar

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

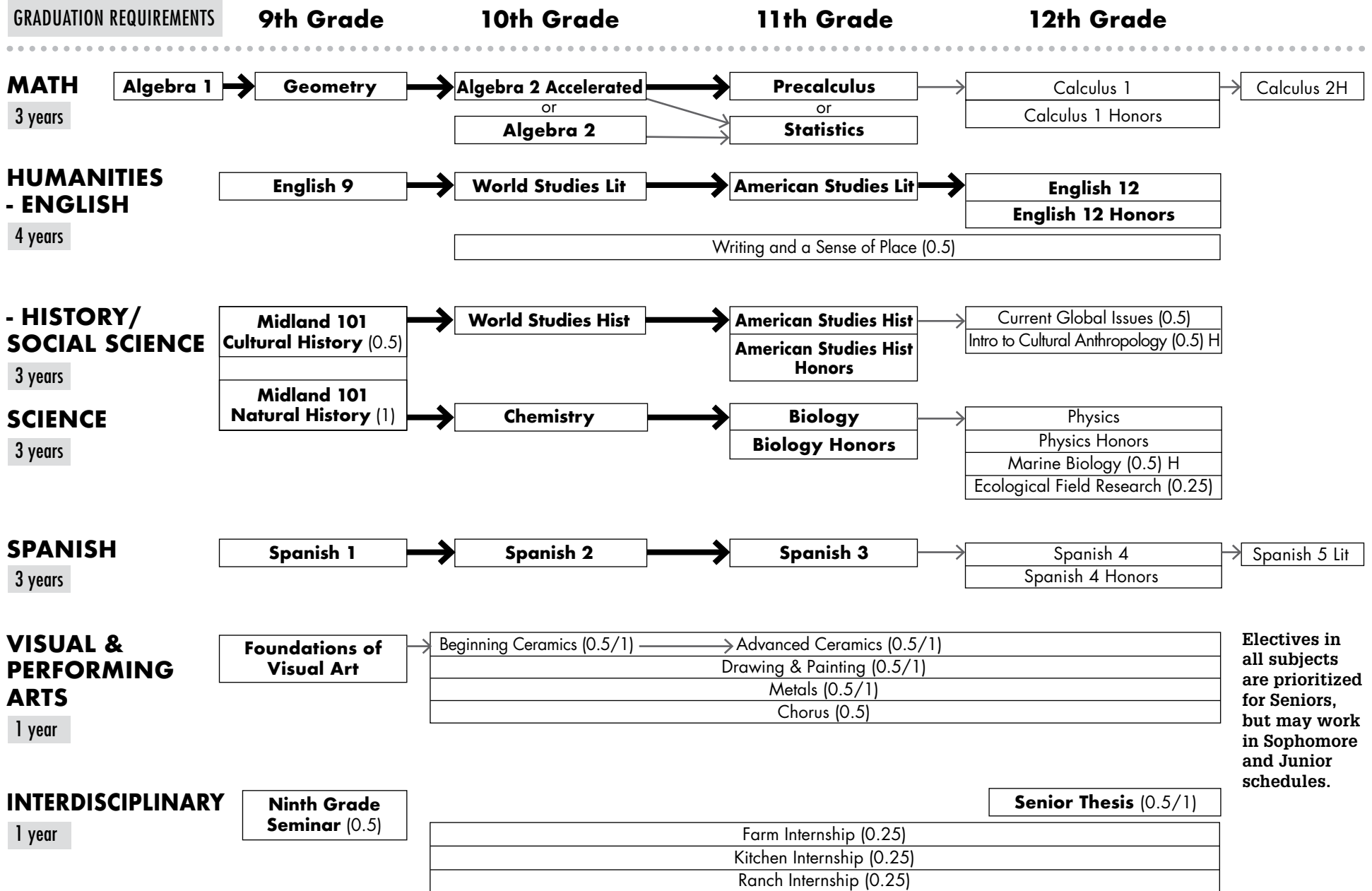
12th Grade Fall College Counseling Seminar

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

Family Involvement

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

Midland's Course Sequence



Electives in all subjects are prioritized for Seniors, but may work in Sophomore and Junior schedules.

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

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

MIDLAND'S DAILY SCHEDULE

This schedule puts experiential, place-based learning at our core, every week.

Key features include:

- Bells that align with teenage circadian rhythms
- Fewer and longer class meetings each week
- Alignment of academic and athletic schedules
- Experiential Saturdays – supervised 3.5-hour blocks for activities that teach life skills and model lifelong learning

MONDAY	TUESDAY	WEDNESDAY
7:30 Rising Bell Breakfast	7:30 Rising Bell Breakfast	7:30 Rising Bell Breakfast
8:30 Classes Start	8:30 Classes Start	8:30 Classes Start
8:30 A	F	B
9:50 B	G	A
11:15 C	Class Meetings	F
12:05 Lunch	Lunch	Lunch
1:10 D	E	Sports & Activities
2:30 E	D	
3:20 Sports & Activities	Half Holiday & Laps	
3:40		
5:15		
6:00 Chapel & Dinner	Dinner	Dinner
7:30 Status of the Library	Clubs	Status of the Library
9:00 Tea		Tea
9:45 Warning Bell	9:45 Warning Bell	9:45 Warning Bell
10:00 Final Bell	10:00 Final Bell	10:00 Final Bell

THURSDAY	FRIDAY	SATURDAY	SUNDAY
7:30 Rising Bell Breakfast	7:30 Rising Bell Breakfast	7:30 Rising Bell Breakfast	
8:30 Classes Start	8:30 Classes Start	8:30 Experiential Block Starts	8:30 Rising Bell Breakfast
D	G	Experiential Saturdays	Assembly & Work Period
E	F		
G	A		
Lunch	Lunch	Lunch	Lunch
C	C	Sports Games Half Holiday Activities	Half Holiday & Laps
Student Council & Meetings	B		
Half Holiday Faculty Meeting	Sports & Activities		
Chapel & Dinner	Dinner	Dinner	Dinner
Status of the Library	Status Saturday Prep Meetings	Clubs	Status of the Library
Tea	Tea		Tea
9:45 Warning Bell	9:45 Warning Bell	9:45 Warning Bell	9:45 Warning Bell
10:00 Final Bell	10:00 Final Bell	10:00 Final Bell	10:00 Final Bell

MIDLAND'S STRATEGIC PLAN FOR CURRICULUM AND PROGRAM:

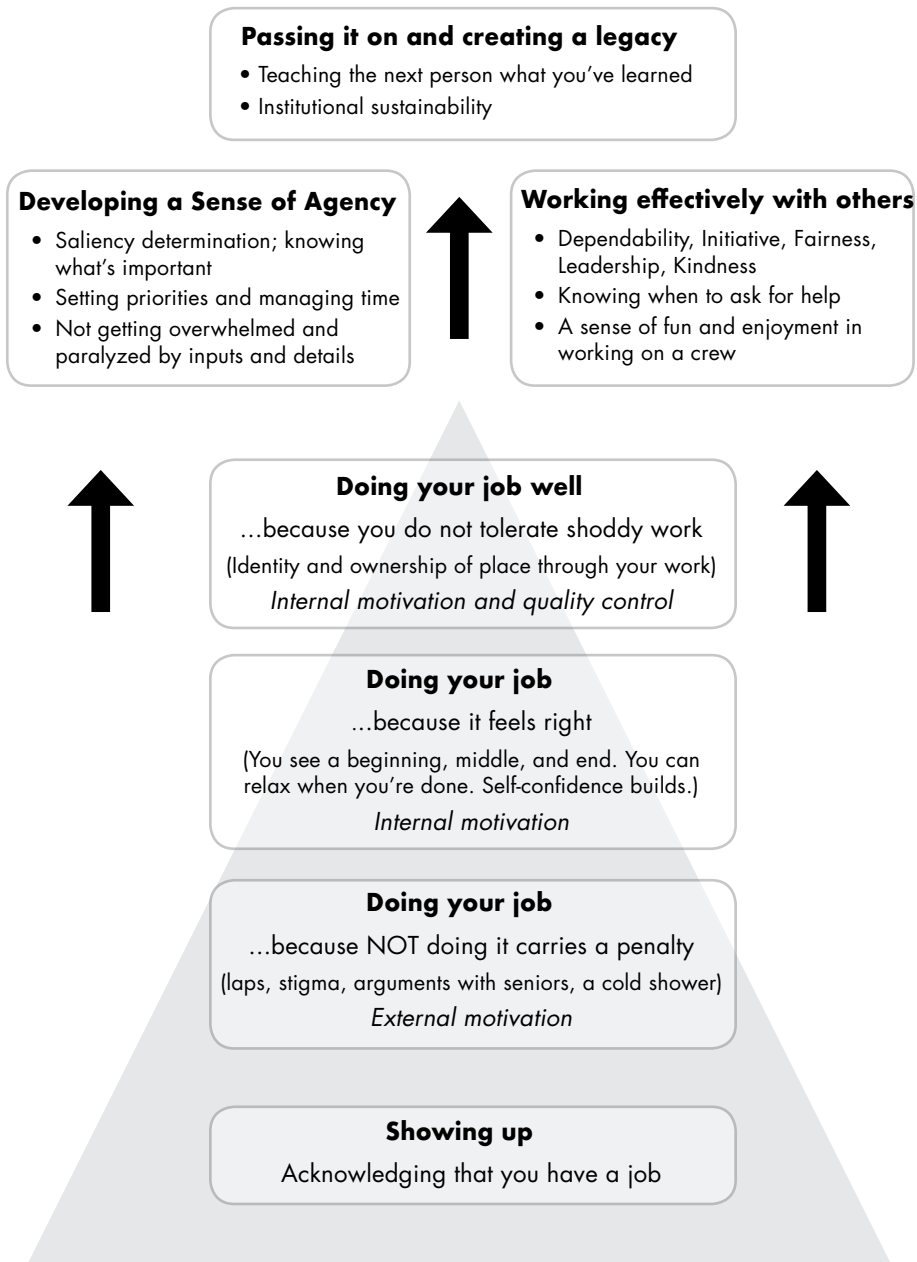
"Continue to implement an environmentally-based curriculum within a college preparatory program, emphasizing that Midland's educational landscape includes every aspect of our daily lives."

ESSENTIAL INGREDIENTS OF MIDLAND'S ENVIRONMENTALLY-BASED CURRICULUM:

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

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

Midland's Work Ethic Hierarchy Matching Program to Character Development



Midland's Grading Rubric

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

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

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

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

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



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