ORINDA ACADEMY

19 Altarinda Road, Orinda, CA 94563
P: (925) 254-7553 | admission@OrindaAcademy.org

Orinda Academy Courses

Orinda Academy offers challenging coursework designed to support students' learning styles and prepare them for higher education and responsible citizenship. Stepping into a personalized and nurturing learning environment, you'll start to see the difference in your love of learning and academic performance.

Academic coaching provides the support and develops the skills students need to succeed.

Additional course opportunities are offered during the summer for makeup or advancement.

GRADUATION REQUIREMENTS

Orinda Academy graduation requirements and UC admissions requirements:

SUBJECT	OA REQUIREMENTS	UC REQUIREMENTS
ENGLISH	4 years	4 years
MATH	3 years	3 years
SCIENCE	2 years	2 years of lab science
SOCIAL STUDIES	3 years	2 years
LANGUAGE	1 year OR 1 year visual arts	2 years
ARTS	1 year OR 1 year foreign language	1 year
PHYSICAL EDUCATION	3 years	
HEALTH	1 semester	
COLLEGE PREP ELECTIVE		1 year

English

GRADUATION & UC REQUIREMENTS: 4 YEARS

Students take four years of English at the high school level at OA. The English Department guides students to explore a variety of literature and writing and provides daily opportunities to engage with the work and with each other to make meaning for themselves and to see themselves as readers and writers.

ACCOMMODATIONS

We welcome and accommodate learning differences in the following ways:

- laptop for writing assignments
- Google Docs for assignment tracking and feedback
- choice in assignment types
- extra time for assessments/oral tests available
- conferencing/individual time with teacher
- class notes available
- audio books
- scribes/note takers
- nongraded writing and freewriting

8TH GRADE

8th grade English classes spend the year exploring a variety of genres from diverse authors, such as:

The Absolutely True Diary of a Part-Time Indian (Alexie), *The Princess Bride* (Goldman), *Twelfth Night* (Shakespeare), *The Curious Incident of the Dog in the Night-time* (Haddon), and *Chains* (Anderson), along with poetry and short stories, song lyrics, and students' independent reading choices.

Writing tasks include journaling, creative writing, personal narrative, summary writing, paragraphing, and beginning literary analysis.

Eighth graders wrestle with theme and symbols, historical context, and connections to current events.

Class activities include silent reading, games/competitions, videos, pair and group shares, small and whole group discussion, student presentations, journal writing, "starter question" readiness activities, and more.

9TH GRADE - ENGLISH 1

English 1 students (9th grade and some upper division international students) continue with a study of diverse literature, to answer the Essential Question-- *What can literature and art tell us about the traits, practices, and beliefs that humans share, and how does it reflect our differences, and sometimes conflict, within and among human societies and individuals?*

The year begins with a short story unit including authors Daniel Woodrell, Alice Walker, David Sedaris, and Kate Chopin, followed by novels *Of Mice and Men* (Steinbeck), *nonfiction Sugar Changed the World* (Aronson and Budhos)--co-curricular unit with environmental science and geograpy, *Kindred* (Butler), *Gilgamesh*, *The Little Prince* (St. Exupery), and the play *Romeo and Juliet* (Shakespeare).

Journal writing continues in English 1, along with a scaffolded approach to essay writing beginning with paragraphs and moving into crafting thesis statements, making and supporting claims, writing strong, clear sentences, and citing evidence.

Introduction to formatting conventions happens in English 1 with MLA format for formally submitted writing assignments. Students also write personal narratives, creative pieces, and continue to learn how to edit their own writing with guided practice.

We also peer edit, watch videos, make and listen to podcasts, make connections to our lives, empathize with characters, make presentations, reflect on reading and writing, and do independent reading and projects of choice. Vocabulary is extracted from our readings and other activities and can be individualized depending on the needs of students.

10TH GRADE - ENGLISH 2

English 2 students (10th grade and some upper division international students) explore the Essential Question: *What do we value?*

Literature choices are diverse in author and genre, and include *The Catcher in the Rye* (Salinger), *The Interpreter of Maladies* (Lahiri), *Persepolis* (Satrapi)and *Things Fall Apart* (Achebe) along with a full overview unit on poetry.

We explore societal and individual values in discussion, reading, writing, and research. Students make connections between their experiences as adolescents and real and fictional characters in terms of decision making, histories, patterns of learning, and more.

Students expand on what they learned in English 1 and write more advanced literary analysis, always guided and conferenced in multiple drafts. MLA format is reviewed and practiced in all formally submitted assignments.

They also have opportunities to write creatively, journal, peer and self edit, develop mature sentence structure, and reflect on their writing. As in English 1, vocabulary is extracted from our readings and other activities and can be individualized depending on the needs of students.

11TH GRADE - ENGLISH 3 OR HONORS AMERICAN LITERATURE

Juniors have two options for English, which is decided in combination with students, parents, advisors, and teacher recommendations. Both courses are

structured around the theme of American meritocracy and its evolution through the literature.

English 3 students read a selection of colonial literature and nonfiction: *The Crucible* (Miller), *The Great Gatsby* (Fitzgerald), *Cat's Cradle* (Vonnegut), *Fences* (Wilson), and *The Things They Carried* (O'Brien) along with selected poetry and short fiction. Writing assignments build on skills learned in English 2 with the goal of developing college-ready essays and personal narratives, along with experimenting with poetry and creative writing.

Honors American Literature also begins with colonial literature and continues with *The Scarlet Letter* (Hawthorne), T*he Adventures of Huckleberry Finn* (Twain), *The Great Gatsby* (Fitzgerald), *All the King's Men* (Warren), and *Ironweed* (Kennedy), along with selected poetry and short fiction. Writing assignments are geared to preparing students for AP English and for standardized testing.

12TH GRADE - ADVANCED COMPOSITION OR AP ENGLISH

Seniors also have two options for English, again decided in combination with students, parents, advisors, and teacher recommendations.

Advanced Composition students study a variety of fiction and nonfiction and engage with a variety of media to perform and report on research, develop self-awareness as writers and researchers, and prepare for college level writing tasks.

Study includes development of argument, evaluation of sources, continued practice with writing processes, standard forms of writing and formatting, following models, rhetorical strategies, and editing techniques. There is also an emphasis on studying vocabulary and writing with the goal of helping students to perform well on the SAT and ACT exams, college admission essay writing, and personal statements.

Course readings include *Beloved* (Morrison), *Between the World and Me* (Coates), *Hiroshima* (Hersey), *The Stranger* (Camus), *Kafka on the Shore*

(Murakami), *Frankenstein* (Shelley), and *They Say/I Say: The Moves That Matter in Academic Writing* (Graff & Berkenstein).

AP English students follow a rigorous preparation for college level writing and are prepared to take the College Board AP exam in the spring of the senior year. Students will read and analyze a wide range of fiction and nonfiction texts from a variety of genres, time periods, and disciplines, learn and practice rhetorical strategies and focus on audience, develop abilities to produce arguments and support them, and practice revising and editing their own writing using conventions of standard written English.

Course readings include *Frankenstein* (Shelley), *Hamlet* (Shakespeare), *The Picture of Dorian Gray* (Wilde), *A Streetcar Named Desire* (Williams), *The Iliad* (Homer), *Native Son* (Wright), A *River Runs Through It* (Maclean), and *Death of a Salesman* (Miller).

Math

GRADUATION & UC REQUIREMENTS: 3 YEARS

Our program is designed to meet students where they are and help them progress at their own pace. In addition, we are fully equipped to prepare students for a future in mathematics and/or the sciences. We take extra care to prepare our students for standardized exams and the AP Calculus Exam.

ELEMENTARY ALGEBRA

Elementary Algebra is a slower-paced algebra course covering the same material as Algebra I over two years' time.

YEAR 1: Students learn about equations and functions: graphing and using real numbers including the order of operations and the commutative, associative and distributive properties; solving equations for a variable; graphing on a dimensional coordinate plane; writing the equation of a line; and solving and graphing linear inequalities.

YEAR 2: The second year, students continue the study of algebra with learning how to solve systems of equations; using exponents in functions including learning about scientific notation and geometric sequences; using arithmetic operations on polynomial functions and factoring to find a solution; graphing and solving quadratic equations; connecting algebra concepts to geometry with radical equations, Pythagorean theorem and distance and midpoint formulas; using rational equations to find inverses, divide polynomials, and solve problems; and an introduction to probability and statistics.

ALGEBRA 1

During first semester, students learn about equations and functions: graphing and using real numbers including the order of operations and the commutative, associative and distributive properties; solving equations for a variable; graphing

on a dimensional coordinate plane; writing the equation of a line; and solving and graphing linear inequalities.

The second semester, students continue the study of algebra with learning how to solve systems of equations; using exponents in functions including learning about scientific notation and geometric sequences; using arithmetic operations on polynomial functions and factoring to find a solution; graphing and solving quadratic equations; connecting algebra concepts to geometry with radical equations, Pythagorean theorem and distance and midpoint formulas; using rational equations to find inverses, divide polynomials, and solve problems; and an introduction to probability and statistics.

GEOMETRY

Geometry is a course in logic, proof, and measurement. Students will develop their ability to construct formal, logical arguments and proofs in geometric settings and problems. Some of the topics covered include definitions, postulates, and theorems regarding angles, segments, and lines, arcs, congruent triangles, similar triangles, special quadrilaterals, parallel lines, circles, coordinate geometry, area and volume formulas, transformations, constructions, and right triangle trigonometry.

ALGEBRA II

Algebra II reviews solving and graphing equations and inequalities; solving systems of linear equations and inequalities; using matrix operations and solving matrix equations to find solutions to systems of linear equations both by hand and with the use of technology; solving and graphing quadratic equations; introduction to and use of complex numbers; graphing and solving polynomial functions; graphing and solving radical and fractional exponent equations; graphing and using exponential and logarithmic functions, including the rules of simplifying logarithmic equations; graphing and solving rational functions; an introduction to conic sections and how to solve nonlinear systems of equations; an introduction to sequences and series, focusing on patterns in sequences and series of numbers; some basic probability introducing factorials, permutations, combinations and the binomial expansions.

ALGEBRA II WITH TRIGONOMETRY

Algebra II with Trigonometry reviews solving and graphing equations and inequalities; solving systems of linear equations and inequalities; using matrix operations and solving matrix equations to find solutions to systems of linear equations both by hand and with the use of technology; solving and graphing quadratic equations; introduction to and use of complex numbers; graphing and solving polynomial functions; graphing and solving radical and fractional exponent equations; graphing and using exponential and logarithmic functions, including the rules of simplifying logarithmic equations; graphing and solving rational functions; an introduction to conic sections and how to solve nonlinear systems of equations; an introduction to sequences and series, focusing on patterns in sequences and series of numbers; some basic probability introducing factorials, permutations, combinations and the binomial expansions; and some trigonometry, introducing trigonometric ratios, radians, solving a right triangle, graphing trig functions and using basic trig identities to simplify expressions, solve equations and prove trigonometric statements.

PRE-CALCULUS

Precalculus begins with a review of functions and graphing; moves on to polynomial and rational functions with an emphasis on dividing polynomials, finding solutions with factoring, and graphing rational functions; using logarithms and exponents to solve equations, and applying logs and exponents to real world problems including financial applications; an in-depth look at trigonometry with a review of trigonometric ratios, graphing translated trigonometric functions, and using trigonometric identities to solve a triangle, solve equations and prove identities; an introduction to vectors, including finding a sum and product of vectors, the angle between vectors, and vector projection; revisiting matrices and using matrix algebra to solve a system of equations; examining conic sections and degenerate conics; introducing polar and parametric equations; using complex numbers in algebraic expressions and as solutions to equations; some discrete math, including arithmetic and geometric sequences and solutions, more probability and an introduction to induction proofs; an introduction to calculus with a look at function limits and discrete area calculations; an introduction to statistics with mean, median, and mode, data

display options, and ways to model data; and an introduction to logic and set theory with a discussion of "and" and "or," and the use of "if-then" statements.

CALCULUS

Calculus is divided into two main sections. The first semester begins with a review of functions, limits, and continuity, and then derivatives are introduced. Students learn the definition of a derivative, and how to find the derivative of a variety of function forms using product, quotient, and chain rules, implicit differentiation, and logarithmic differentiation. Derivatives are applied to solve problems like related rates problems, finding the limit of functions in indeterminate forms, optimization, and finding the error of approximation. The first and second derivatives are used to estimate the shape of a function and graph the original function. In the second semester, students first learn about integration by finding the area under a curve using Riemann Sum approximations. They learn how to integrate different functions next by finding the antiderivative and using techniques like substitution, trigonometric substitution, integration by parts, and finding partial fractions. The Fundamental Theorem of Calculus is introduced with definite integrals, and integration is used to solve problems like finding the area between curves, calculating the volume of an object, finding the length of a curve, and applying integration to physics and statistics problems. Infinite sequences and series are considered at the end of the year, and students learn to determine if a sequence has limit or a series one solution.

CALCULUS 2 / ADVANCED MATH TOPICS

Calculus 2 will cover multi-variable calculus including partial derivatives, and more in-depth work with differential equations. This course will strike a balance between the theory and applications of advanced mathematics. Our goal is to offer students an even clearer understanding of calculus and deeper insight into mathematics. We will includes a wealth of rich problem sets which makes advanced calculus relevant for students. Additionally, this course is designed to prepare students for the optional AP Calculus BC exam.

Science

GRADUATION & UC REQUIREMENTS:

OA 2 years; UC 2 years lab science

Our goal is for each student to gain a working knowledge of the sciences and to be prepared to eventually take more advanced college-level science courses. We also take advantage of the San Francisco Bay Area's museums, laboratories, and natural resources to provide our students with outstanding, and in many cases, unparalleled learning experiences.

Orinda Academy's science program offers the following sequence of classes in the physical and life sciences:

PHYSICAL SCIENCE (8th)

The 8th grade physical science course is designed to give students the necessary skills for a smooth transition from elementary physical science standards to high school physical science standards. The focus for this 8th grade science course is to provide students with inquiry-based experiences that develop science concepts that will be useful for the rest of their academic career. The purpose is to give all students an overview of common strands in physical science including, but not limited to, the nature of matter, laws of energy, matter, motion and forces, and energy transformations.

Labs/Field Trips

- SEAPUP/Lab Aides hands-on labs on molecules, chemistry, water pollution and purification, waves, forces, and energy
- Trip to water treatment center in Contra Costa County
- Water quality testing in the watershed
- Environmental Science (9th grade)

ENVIRONMENTAL SCIENCE (9th)

Environmental Science introduces fundamental ecological concepts and explores the interactions within ecosystems. Students learn about the biosphere, major biomes, ecosystems, chemical cycles, and the role of living things in ecosystems. In addition to learning about environmental problems such as pollution, overpopulation, and habitat destruction, students explore practical alternatives for protecting the environment and moving toward a sustainable future.

Labs/Field Trips:

- Ongoing field work with EBMUD, doing seasonal creek restoration
- Whale watching trip
- Build your own country (joint project with Geography)
- Solar Power lab
- Biology (10th grade)

BIOLOGY (10th GRADE)

Biology is devoted to the study of living things and their processes. Throughout the year this course provides opportunity for students to develop scientific process skills, laboratory techniques, and an understanding of the fundamental principles of living organisms. Students will explore biological science as a process, cell structure and function, genetics and heredity, evolution and classification, diversity of living organisms and their ecological roles, and the body systems of the human being.

Labs/Field Trips:

- Constructing cell models
- Modeling cell division
- Heredity lab: Mendel's work and Making "Babies" Lab
- Constructing hand models and contest
- Indiana Jones and the lost skeleton
- Cancer diagnosis lab
- Meet a doctor

- Botany study.. Can you grow a plant from seed?
- Chuckie D (Darwin) and his Mockingbirds and finches

CHEMISTRY (11th)

This goal of this course is to cultivate students' ability to reason scientifically and engage in scientific inquiry within the content field of chemistry. Chemistry studies the nature of matter and its interaction with energy, but emphasis is placed on logical reasoning and communication of ideas in this class. Our work is comprised of class discussions, small group collaborations, laboratories ("wet" and simulated) and projects. We strive to not only know what the scientists know, but also think like scientists and engineers for ourselves.

Topics covered:

- Quarter 1: Scientific method; structure and properties of matter
- Quarter 2: Bonding, stoichiometry and gases
- Quarter 3: Chemical Reactions and energy
- Quarter 4: Acid base chemistry and other topics

PHYSICS (12th)

This goal of this course is to cultivate students' ability to reason scientifically and engage in scientific inquiry within the content field of physics. Physics studies matter and motion, but emphasis is placed on logical reasoning and communication of scientific ideas in this class. Our work is comprised of class discussions, small group collaborative activities, laboratories (hands-on and simulated) and projects. We strive to not only know what the scientists know, but also think like scientists and engineers for ourselves.

Topics covered:

- Quarter 1: Science of physics; motion and stability; forces and interactions
- Quarter 2: Energy and work; momentum and collisions; rotation and gravity

- Quarter 3: Waves and their application; EM radiation; subatomic physics
- Quarter 4: Electricity and magnetism

Social Studies

GRADUATION & UC REQUIREMENTS:

OA–3 years, 1 year U.S. History, 1 year Civics/Economics, UC–2 years including world history and U.S. History

The philosophy of Orinda Academy's social studies department is to provide a broadly humanistic approach to the ideas, events, cultures, and extraordinary people that have shaped the world.

U. S. HISTORY (8th GRADE)

Topics covered:

- Civilizations of pre-colonial America
- Early European settlements in Florida, Virginia, and New York
- Founding Fathers/Revolutionary War
- Louisiana Purchase
- War of 1812
- Civil War
- Emancipation Proclamation/Abolition
- Immigration and impacts on American society
- Manifest Destiny
- Spanish-American War
- Impacts of Industrial Revolution
- Suffragette movement and equal rights
- WW I
- Civil Rights movement

WORLD GEOGRAPHY (9TH GRADE)

Class topics and projects:

- Understanding the Five Themes of Geography
- The evolution of blues music and cultural convergence in America
- Economic systems of imperialistic, and developing countries
- Pros and Cons of expanding corporate business in developing countries
- Contrasting religions of different countries
- Human-Environment Interaction
- Physical, political, and thematic maps
- Physical Geography of North & South America, Asia, Africa, Europe, and Australia
- Create your own country project (tax rate, environmental policy, government system)
- Internal and external forces shaping the earth
- Effects of Apartheid on African and international communities
- Impact of Gandhi's actions on imperialism and right to self-rule
- Global commerce in the 21st century
- Global symposium-how countries will work together for future generations

WORLD CULTURES (10TH GRADE)

Topics of discussion:

- Roman and Byzantine Empires
- Islamic World in Asia and Africa
- Rise of the Middle Ages
- Viking occupation of English kingdoms
- Impact of Genghis Khan and Mongol Empire on Asian civilizations
- Renaissance & Reformation
- Imperialism in Africa and Asia
- Effects of European Exploration on native civilizations and world commerce

- Aristocracy and Monarchies in Europe
- The French Revolution
- The Russian Revolution
- Ancient, and modern cultures of China, Japan, Korea, and India
- Impact of industrial revolutions on national/international economies
- Suffragette movement and equal rights
- Causes & Effects of WWI, and WWII

WESTERN CIVILIZATION (10TH GRADE)

A year-long course on the political, economic, social, cultural, and intellectual history of the West, with particular emphasis placed upon cultural and intellectual history. The course begins with a brief introduction to human history and then proceeds to an in-depth examination of Greece and Rome. Judaism, Christianity, and Islam are covered in the context of the classical world and within the unit on the Middle Ages. Europe during the Renaissance (13th–16th centuries) is followed by units on the history of England and France (1500–1914). The course concludes with a look at late 19th and early 20th century European culture. Continuity and change over 2500 years is a major thematic focus that provides unity to this wide-ranging course.(Students choose between this course and Modern World History for their 10th grade social studies course)

U.S. HISTORY (11th GRADE)

A year-long survey course of American political, economic, social, cultural, and intellectual history (pre-colonial to about 1975) punctuated by more in-depth examination and analysis of key topics and events (The Revolutionary War, The Constitutional Convention and the Constitution itself, The Federalist and Jeffersonian Eras, Jacksonian Democracy, The Civil War, industrialization, urbanization, and immigration, The Progressive Era, the U.S. rise to world power status, WWI and The Roaring Twenties, The Great Depression and The New Deal, WWII, and the U.S. 1945-1975) along with the prominent individuals and groups associated with them. Investigating major American themes and values such as individualism and identity, liberty and equality, etc. (including some

integration with the English 3 and honors American Literature courses) provides unity and continuity throughout the course.

CIVICS (12TH GRADE)

A one semester course that examines the classical, English, and colonial origins of our political system followed by an overview of the constitutional convention and an in depth examination the Constitution itself, including the Bill of Rights, subsequent amendments, and landmark Supreme Court decisions. The origins of modern liberalism, conservatism, and America's political parties are also examined. Special topics include the history of women and African Americans in their respective struggles for political freedom and equality. Student led discussions and presentations based on our reading of Fareed Zakaria's *The Future of Freedom* add an extra level of college prep depth to this course. Along with all of the above, weekly integration of current events provides the basis for class discussions, presentations, and debates concerning our continuing experiment in representative government.

ECONOMICS (12TH GRADE)

A one semester course (Spring) that examines the origins, evolution , nature, strengths and weaknesses of capitalism and the free market system. Students acquire the fundamental terminology and concepts of economics within a broader historical, political, and cultural context. Biographical profiles of thinkers ranging from Smith to Marx to Friedman provide an additional human dimension. Topics for discussion and debate include economic growth and environmental concerns, globalization, comparative economic systems (with an interesting aside on behavioral economics), rising levels of income inequality in the United States, the Federal Reserve and monetary policy, and the federal budget.

Foreign Language

GRADUATION & UC REQUIREMENTS:

1 year OR 1 year arts; UC requirement: 2 years of the same language

Orinda Academy's Foreign Language department offers French, Spanish, and American Sign Language

FRENCH

French 1-2

Students in French 1-2 first learn to read, comprehend, and speak words and short sentences and then progress to short paragraphs and conversations about such topics as school, family, sports, transportation, food, likes and dislikes, and clothing. The class studies the present tense and infinitive constructions as well as a little of the passé composé. We also study adjectives, articles, pronouns, and other parts of speech as time and content allow.

Students read poems and short texts and conversations in French. The study of the vocabulary, verbs, interrogative forms, negations, and some idiomatic phrases allows students to express basic information, needs and desires, and to gather information from the context of basic conversations and reading materials. Students become familiar with fundamental etiquette and cultural expectations. I want students to become comfortable with speaking and writing the language and comfortable with making mistakes. Mistakes are to be expected, as they are part of the learning process. French 1-2 uses the D'accord 1 textbook and supersite from Vista Higher Learning as well as other materials including films, music, and newspapers.

French 3-4

French 3-4 reviews all the verbs, pronouns, vocabulary and grammar from French 1-2 and adds more. We will continue to study the present and passé

composé, and we will add the imparfait, future, and conditional tenses. We will also work with object pronouns, relative pronouns, reflexive pronouns, demonstrative pronouns, si clauses and other grammar as appropriate. Students will be able to speak with fewer errors and with more description and emotion. Students will be able speak, write, and understand information about hobbies, home, holidays, as well as perform practical tasks like exchanging money or reserving a hotel room. French 3-4 uses the D'accord 1 textbook and supersite from Vista Higher Learning as well as other materials including films, music, and newspapers.

French 5-6

Students continue to develop and strengthen their French language speaking, listening, reading, and writing skills. We review vocabulary and grammar that was presented in previous years and add more sophisticated grammar and vocabulary in order to express concepts like probability, possibility, and necessity, as well as more precise descriptions of actions and time. Students use more pronouns and idiomatic expressions in their writing and speaking. Students communicate about a variety of topics including careers, vacations, music and dance, geography, and current events with detail and emotion. We continue to explore Francophone culture through literature, music, and film. French 5-6 uses the D'accord 2 textbook and supersite from Vista Higher Learning as well as other materials including films, music, and short stories.

French 7-8

Students continue the development of speaking, writing, listening, and reading skills in the French language. Students will develop a greater knowledge and appreciation of Francophone literature, music, theater, and film. Students will communicate with more depth and fewer mistakes on a variety of topics, but special attention is given to cultural comparison between various Francophone countries and the students' own communities. As students move to less scripted, more unpredictable conversations, they will be able to communicate on topics such as family/community, technology, the environment, the arts, societal expectations, and careers.

Each lesson centers on a piece of literature or a short video. Then grammatical elements and vocabulary from that selection are chosen for further study. The entire class is conducted in French and all texts are in the original French. Some days, the teacher leads the discussion; other days, individual students will lead the discussions. Activities range from listening, reading, and viewing activities to guided conversations to 15-30 minute oral presentations.

AMERICAN SIGN LANGUAGE

ASL 1-2
Development of and practice in elementary American Sign Language (ASL): preparation for acquiring a visual gestural language; finger spelling; vocabulary; modeling and use of basic grammatical structure. Beginning communication skill with emphasis on comprehension. Basic cultural aspects of deafness; historical and linguistic elements of sign language. Taught primarily in American Sign Language. Students are expected to attend occasional outside events at their own expense.

Upon completion of the course, the student should be able to:

- Distinguish the basic linguistic principles that are the foundation for American Sign Language as a conventional language distinct from English.
- Understand and apply the grammatical principles of American Sign Language structures introduced and demonstrate communicative competence in language functions through targeted social interactions
- Demonstrate comprehension mastery and production proficiency.
- Formulate visual-gestural accuracy and fluency.
- Distinguish basic elements of Deaf culture and value and apply appropriate social interaction skills
- "Yes/No" and "Wh" questions involving what, where, how, who, what-todo, how-old, how long, and when.

- Asking for, confirming, correcting and responding to information as prescribed by Deaf culture.
- Personal and possessive pronouns (singular).
- Use of space for real-world orientation, role shifting, spatial referencing, contrastive structure and other aspects. Discussion of use of space as culturally dependent.
- Use of nonmanual markers such as head tilts, raised or lowered eyebrow, nodding or shaking heads, body stances and other markers. Discussion of nonverbal communication as culturally dependent.
- Cardinal, ordinal and age numbers, 1-99.
- Noun-verb pairs, and inflection and spatial references of verbs.
- Time signs and temporal sequencing.
- Positive and negative responses to questions.
- Colors and descriptive classifiers including abstracts, size and shape specifiers, and body classifiers.

ASL 3-4

Students will continue developing their sign skills while building on vocabulary, enhancing number skills, learning more about classifiers, increasing fluency and incorporating non-manual grammatical markers and non-manual signals with more ease. They will be introduced to basic story telling using these new skills and techniques as well as learn more about deaf culture and grammar. Students will utilize the appropriate vocabulary, grammar and social behavior by demonstrating their knowledge of the topics covered in class using specific language and grammar constructions. Students will assimilate intermediate level ASL using vocabulary, grammar, non-manual signals, fingerspelling and numbers. Students will employ the target language to execute Intermediate level ASL syntax, including non-manual signals, mouth morphemes and idioms

Vocabulary:

- Exchanging personal information
- Conversation strategies - opening, confirming/agreeing, correcting, seeking clarification, declining, ending conversations
- Opinions, complaints, arguments
- Locating things around the house

- Describing extended family and family history
- Fingerspelling at the low-advanced level
- Grammar
- Sentences-topical, conditional
- Referencing
- Time signs-recurring, continuous
- Verbs and inflecting
- Role shifting
- When-clauses
- Sequencing of events
- Contrastive structure
- Possessive forms
- Classifiers at the low-advanced level
- Loan signs at the low-advanced level
- Deaf Culture
- Storytelling-handshape stories, ASL stories, cheers, songs
- Poetry
- Community activities
- educational programs
- churches
- retail establishments
- community centers
- parks
- entertainment

ASL 5-6

Using the first two years of ASL as a base, this course expands vocabulary and grammatical skills, both receptive and expressive. It will further develop

conversational skills in functional situations, and lead to an appreciation of the deaf culture and history.

Vocabulary Development:

- The student will be exposed to a targeted set of vocabulary items.
- Given a set of targeted vocabulary items drawn from class items and videos, the student will demonstrate comprehensive mastery of vocabulary items.
- Students will be able to expand ASL vocabulary and the ability to utilize ASL expansion strategies when specific vocabulary is unknown
- Grammatical Features
- Grammatical features of ASL will be used in all conversational exchange and class exercises. The student is encouraged not to think in English form.
- The student will demonstrate expressive mastery of dialogues and short sentences narratives and/or stories utilizing ASL grammatical features.
- Conversational Skills
- The student will demonstrate receptive competence for relatively short narratives, stories, and so forth in ASL that are told by the teacher and/or Deaf users of ASL and fellow classmates.
- The student will demonstrate the ability to initiate, conduct and terminate context - specific conversations with Deaf users or ASL other than the professor.
- The student will demonstrate the ability to express self-generated stories, narratives, and others in ASL.
- Cultural Awareness
- The student will read/see information on Deaf Americans, ASL, and its history.
- The student will continue to be exposed to Deaf culture/Language use. The student is responsible for Culture Notes in the workbook, videotapes shown in class, and cultural information presented in class.
- The student will attend social functions/events at which members of the Deaf community are present.

SPANISH

Spanish 1-2
The goal of this course is to gain elementary communication skills in Spanish. The emphasis of this class will be on speaking, writing, and comprehension through interactive discussion and exercises, as well as written assignments. Grammar and memorization are often the focus of elementary language classes, however the goal of this course is to develop communication skills in Spanish. This course emphasizes the integration of grammar and vocabulary into written and oral communication. We will also be using the textbook reading assignments, art, and film in order to address the cultural component of language learning. In this course the student should expect to:

1. Learn basic vocabulary and grammar.
2. Explore the culture diversity in the Spanish-speaking world.
3. Communicate in Spanish in pairs and group activities.
4. Identify vocabulary elements in Spanish based on aural and visual stimuli.
5. Respond to questions and converse in Spanish using the present, past and future tenses in classroom exercises.
6. Demonstrate their Spanish through oral and written exams and projects.

Spanish 3-4
The goal of this course is to continue to develop communication skills in Spanish. The emphasis of this class will be on speaking, writing, and comprehension through interactive discussion and exercises, as well as written assignments. This course emphasizes the integration of grammar and vocabulary into written and oral communication. We will also be using the textbook reading assignments, art, and film in order to address the cultural component of language learning.

In this course the student should expect to:

1. Expand vocabulary.

2. Continue to explore the culture diversity in the Spanish-speaking world.

3. Communicate in Spanish in pairs and group activities.

4. Read short articles and stories.

5. Develop a working knowledge of intermediate grammar and syntax.

6. Demonstrate their Spanish through oral and written exams and projects.

Spanish 5-6

The goal of this course is to continue to hone written and verbal skills in Spanish. The emphasis of this class will be on speaking, writing, and comprehension through interactive discussion and exercises, as well as written assignments. Students will review grammar structures covered in the first two years of Spanish.

In this course the student should expect to:

1. Demonstrate competency at the intermediate mid level (per ACTFL guidelines) in reading, writing, listening and speaking.

2. Review grammar structures and verb tenses and learn to use them in progressively complex and accurate ways.

3. Reading: Read and understand fully basic texts on a variety of social topics.

4. Speaking: Use authentic language, pronunciation and correct forms of grammar to communicate successfully in Spanish

5. Develop a more nuanced understanding of the cultural diversity in Latin America through classroom conversations, writing and oral presentations.

6. Demonstrate knowledge of the cultural, literary and linguistic structures that exist in the Spanish-speaking world and use the acquired cultural knowledge to think critically about their place in the world and how it relates to others.

7. Consider the continuation of the study of Spanish at college level, including participation in international exchange programs.

AP Spanish
The goal of the AP Spanish Language and Culture course is to prepare students for the College Board's AP Spanish Language and Culture exam. We use as its foundation the three modes of communication (Interpersonal, Interpretive and Presentational) as defined in the Standards for Foreign Language Learning in the 21st Century. This course is an advanced language course in which students acquire proficiencies that expand their cognitive, analytical and communicative skills. The course is designed as an immersion experience and is conducted almost exclusively in Spanish. In addition, all student work, practices, projects, participation, and assessments are in Spanish.

The course is based on the six themes required by the College Board, namely:

- Global challenges
- Science and technology
- Contemporary life
- Personal and public identities
- Families and communities
- Beauty and aesthetics

JAPANESE

Japanese 1-2
This course will focus on conversational Japanese, in addition to working with the basic alphabet and simple pictograms. The first semester will focus on developing the skills necessary for travel, and then expand to basic conversations about school, family, and daily life. By the end of the first semester students will understand basic sentence structure for statements and questions, and have a working vocabulary of basic nouns, adjectives and verbs. This course will also include an introduction to Japanese culture, and the ways that cultural norms influence the language. Once students have a basic vocabulary, we will analyze

scenes from anime and translate the dialogue. The final project will be filming a dramatic scene with original dialogue written by the students in Japanese.

Visual Art

GRADUATION & UC REQUIREMENTS

OA graduation: 1 year visual arts OR 1 year foreign language; UC requirement 1 year

Goals for all art classes:

- Students will gain confidence in their artistic abilities
- Students will develop a keen eye, being inspired by the world around them and finding constant inspiration that they can use in their art.
- When discussing art, students will be able to use vocabulary and design terms to express their opinions and ideas.
- Students will have knowledge of the history of art.

BEGINNING ART

In this class, students will build a foundation in the study of art. Students will learn design basics through the implementation of the Elements of Art and the Principles of Design, with an emphasis on drawing and painting. They will learn how to properly care for the artist materials and tools they use in the art room.

Through these studies, students will gain knowledge of vocabulary used in the art world, and will be able to discuss their vision and design aesthetics. Students will learn about famous artists and works of art, both past and present, and will learn how their own styles may fit into the art history timeline.

ADVANCED ART

Students will continually build upon what they learned in the previous year about the Elements of Art, the Principles of Design; use of artist materials, vocabulary, and history. They will use this knowledge to further their drawing and painting skills, with an introduction into other art mediums and sculpture. Students will learn how to care for these artist materials. We will discuss how the same ideas

and values apply to these art forms. Students will learn about artists and famous works of art in these mediums.

STUDIO ART

Students will continually build upon what they learned in the previous years about the Elements of Art, the Principles of Design; use of artist materials, vocabulary, and history. They will use this knowledge to further their artistic abilities, finding what speaks to them, and strengthening those abilities. There will be an emphasis on portfolio design, and staying motivated as an artist. Art history will be expanded upon through the discussion of schools of art and what distinguishes the artists in each school of art.

VISUAL ART (MUSIC HISTORY)

This class covers popular music in the U.S. starting from the mid-1800s through the blues, rock and roll, jazz, punk, hip hop, and the various international and multicultural influences that helped to form them. We draw from the varied musical backgrounds of the students in the class to explore genres not included in our readings. This class helps students develop a working musical vocabulary, learn to listen critically to musical examples, and discuss the cultural and political implications of musical developments. Major projects for the semester include a concert report, song analysis, genre presentation, and final presentation.

VISUAL ART (FILM)

The second half of the Visual Art course deals with film analysis, and introduces students to the language of formal analysis in movies. Students learn to take apart individual shots, to look at the component pieces, and to understand the artistic decisions that go into constructing a film. Through class discussions, weekly writing and outside viewing assignments, students learn to analyze films from a variety of critical lenses.

Performing Arts

GRADUATION & UC REQUIREMENTS

OA graduation: 1 year visual arts OR 1 year foreign language; UC requirement 1

DIGITAL MUSIC PRODUCTION (MUSIC)

Digital Music Production uses the garageband program to produce original songs or covers of well-known songs. Students learn to create pieces from start to finish, using a combination of sampled instruments and live instruments, effects, and looping techniques. We work within a number of different genres to give students a chance to experience what goes into creating a specific 'sound,' and how to create what they hear in their heads. Some musical background is encouraged.

STAGE BAND (MUSIC)

Stage band is a performance based class in which students with some musical experience work up a setlist of songs for three shows interspersed throughout the year. Our stage bands perform at a Winter Show in December, our Crab Feed school fundraiser in March, and at the annual Spring Arts Fest in collaboration with the dance, drama, and art students. Students suggest the songs we perform, and we arrange them based on the instrumentation we have available in each class. In the process of learning songs for performances, students learn basic theory concepts, work on their ear-training, and work to improve their skill on as many instruments as they would like to take on. Auditions are not necessary for entrance to either section of stage band, but a conversation with Molly is encouraged before signing up.

GUITAR (MUSIC)

This course is open to both beginning guitar players and those with some experience. We learn basic chord shapes, strumming patterns, and how to play single melody lines. Students practice playing along with recordings in order to learn rhythmic matching skills, and are able to choose their own songs. Each

semester culminates in a performance of the song students have been working on for the class, from memory.

VOCALS (MUSIC)

This class is open to both students with musical background, and those who are interested in singing but haven't tried it yet. We start each class with warm-ups and ear-training exercises, and each student then chooses a song on which they would like to focus. At the end of each semester, students will work up to performing their song from memory for the class. This course also includes an introduction to basic music theory - recognizing chord types by ear, interval practice, and singing harmony.

DRAMA

This class is designed to provide an overview of the theater as an art form: its elements, genres, styles, and techniques. Course content is based upon supposition that knowledge of theater, whether as an active participant, reader of good plays, or audience member, is a significant means of enriching individual existence. Students will work on skills in movement, voice, improvisation, memorized scene work, confidence-building, and imagination. There will be opportunities for students to share their work in and out of the classroom. Neither acting experience nor audition will be required for this class.

Health

GRADUATION & UC REQUIREMENTS

OA graduation: 1 semester of health required, usually 2nd semester 9th grade

Health class is approached as an inner journey for each student during which they discover and learn to articulate their own attitudes, habits, wellness practices, health histories, and sexuality. The goal is for each student to be prepared to make sound health decisions around prevention of disease and injury, staying healthy emotionally and physically, and creating a solid and dependable practice for doing self-checks around moral and ethical issues related to health.

In health class, students learn by using art, games, projects, presentations, group and individual writing, journaling, and discussions in a safe, open forum where no question is denied an answer when asked with respect.

Units of study include:

- self, family, and community
- mental health and stress
- social connections
- sleep
- nutrition
- fitness
- body image
- alcohol and tobacco
- drugs
- sexual health
- reproductive choices
- infectious diseases
- cancer

Physical Education

GRADUATION REQUIREMENTS

OA graduation: 3 years

Orinda Academy's PE program includes:

- Yoga
- Team Sports
- Soccer
- Weight Training
- Volleyball
- Badminton
- Dance

Our facilities include a large field for sports and games, an outdoor basketball court, a dance/yoga studio, and a fully equipped weight and fitness room.

Students may also choose to obtain part or all of their PE credits by participating in outside sports or physical activities. Many of our students who participate on teams or in activities outside of school may arrange to have the hours spent in training to count for PE credit.

Additionally, members of our basketball team receive PE credit for their participation.

Electives

YEARBOOK

Production of Orinda Academy's yearbook emphasizes the development of the following skills: photography, editing, journalism, leadership, teamwork, time management and graphic design. Students create layouts using the Walsworth online design website and are responsible for the creation and timely submission of pages. The class is open to all interested students.

EDGENUITY SELF-PACED COURSES

- ACT and SAT prep
- Intro to Entrepreneurship
- Intro to Business
- Intro to Communications and Speech
- Intro to Computer Science (Coding in Python)

ORINDA ACADEMY

FOR MORE INFORMATION ABOUT CURRENT COURSE OFFERINGS PLEASE CONTACT OUR OFFICE

19 Altarinda Road, Orinda, CA 94563
P: (925) 254-7553 | admission@OrindaAcademy.org

LEADERSHIP

This course is provided to OA students that have been selected to serve as Peer Mentors, and is intended to equip these students to serve as leaders in the school and broader community. The course meets weekly throughout the year, and requires regular out-of-class participation as well. The course will serve as a space for developing and enhancing leadership skills, and then executing those skills through Mentor activities at OA. As part of participating in Leadership and serving as a Peer Mentor, students are expected to be role models within the school. This does not mean being perfect students, but does mean taking a proactive stance in addressing challenges, seeking support, and working toward a more inclusive and just school culture.

ARTS & MUSIC

Orinda Academy's Arts Department includes the mediums of dance, visual arts, drama, and music, providing students with creative and artistic experiences.

The arts instructors have many years of combined teaching experience, most have advanced degrees, and all are active in their respective fields. Combining theory with practice, our programs cultivate student's curiosity, technique, and expression while remaining developmentally appropriate and relevant.

Classes offered include:

- Digital Music Production
- Stage Band
- Guitar
- Art
- Studio Art
- Drama