



L E A D E R S H I P  
A C A D E M Y

## **2017/18 Course Guide**

*Working to shape wise, virtuous, and compassionate architects of repair in the world*

## GENERAL INFORMATION

### Vision

The vision of **Odyssey Leadership Academy** is to serve families and their communities by helping to reimagine the narrative of schooling as a means of human and communal flourishing.

### Mission

The mission of **Odyssey Leadership Academy** is to redeem the narrative of education by creating schools that focus on identity formation, virtue development, and the pursuit of compassion and wisdom through constructive mentoring relationships, transformative curriculum, and real-world experiences that help students grapple with what it means to be persons of innovation, transformation, and change in the world.

### Educational Philosophy

**Odyssey Leadership Academy** is a school where deep exploration goes hand-in-hand with high expectations; a school where students are encouraged to never stop asking questions; a school where students engage in high-concept, high-touch projects using real-world, real-time applications. We believe that the key to student success lies in offering an engaging curriculum that fosters a symbiotic integration of head, heart, and hands. At **Odyssey Leadership Academy**, students are immersed in the process of learning, exploring, discussing, designing, reflecting and refining. The vision for education at **Odyssey Leadership Academy** is that students will leave having not only mastered the disciplines, but, more importantly, learned to possess the ability to use good judgment, to live reverently, to make decisions with kindness and justice, and to live and lead from the inside out.

At **Odyssey Leadership Academy**, we believe that every life has a story and that every story matters. We shape our pedagogical vision around the practice of writing a better story with one's life. The stories our students live have the power to shape better communities, better institutions, and a better world. We believe in the idea that the right habits, practiced over and over, breed the right virtues and in turn shape a story that has value to one's self and the greater good. Our pedagogy is therefore shaped around the belief that a wise school helps its students form good habits, both intellectually and personally. We are a culture organized around centers of care: care for self, care for others, and care for ideas. We believe that the mark of a good school is to be found in its practices of wisdom, compassion and service to others.

“Schools haven’t changed; the world has. And so our schools are not failing. Rather, they are obsolete—even the ones that score the best on standardized tests. This is a very different problem requiring an altogether different solution”

Dr. Tony Wagner

## Faculty—Mentors

**Odyssey Leadership Academy** works hard to create an engaging, supportive, active community of vibrant professionals dedicated to becoming masters in their chosen craft. We seek to attract Mentors who understand that the best learning comes from the collective grappling with essential questions. Our Mentors understand that the type and quality of teaching we expect is difficult because it involves asking more questions, creating opportunities for deeper thinking, and working with each and every student to know what excellence in their work entails. It is the responsibility of **Odyssey Leadership Academy** to create the type of place that attracts the brightest and best in the teaching profession and then to work tirelessly to help them hone their craft. Our Mentors are expected to be highly read in their field, and they must show a continued pursuit of mastery in their subject area. **Odyssey Leadership Academy** also works hard to support each Mentor in his or her calling through a strong commitment to professional development. We believe in giving Mentors a voice in the shape and quality of the place in which they work, and value them as colleagues, peers, professionals, and innovators. As such, **Odyssey Leadership Academy** seeks to be a pioneer in the field of creative, innovative ideas in the field of teacher education.

## Portrait of an OLA Graduate

**Odyssey Leadership Academy** is a school that intentionally begins with the end in mind, believing that the students who walk out of our doors should be capable of deep thinking, collaborative problem solving, and virtuous living. They should be individuals full of curiosity, imagination, and initiative, capable of leading by influence and working toward the greater good. Our students will be ones who see opportunity in difficult problems to be solved, consistently use their minds to figure out solutions to unpredictable situations, operate in their dealings with others from a place of concern and genuine thoughtfulness, and who have mastered strong intellectual habits. Students at OLA are not prepared for the “real” world; instead, they are being shaped to help make a better world for us all. While aspirational in nature, the following portrait encompasses what we desire our graduates will be and manifest because of their time at OLA:

*1) Our graduates live their lives with wisdom, virtue, and compassion*

They understand the difference between being smart and being wise, between being “right” and being virtuous, and between being self-indulgent and being compassionate. They seek to live wisely as persons full of virtue who act out of compassion.

*2) Our graduates are capable and willing of being architects of repair in the world*

They understand that the deep meaning of *vocation* is rooted in calling, lived out when their education, experience, intellect, talent, skills, and resources intersect with the world’s great need (Buechner). They believe they are called to act and lead on behalf of the broken and marginalized. They stand up for truth and justice on behalf of those who cannot do so themselves. They seek, in whatever capacity they find themselves, to bring light to dark places.

*3) Our graduates live lives of integrity that bear much fruit*

They understand that a life of integrity is a life whose parts are integrated, with no hypocrisy. They cultivate deep roots in fertile soil that, over a lifetime of healthy living, bears much fruit (love, joy, peace, patience, kindness, gentleness, goodness, faithfulness, and self-control).

*4) Our graduates know how to learn and how to make sense of what they have learned.*

They truly desire to be life-long learners, seeking new horizons of thought, experience, and exploration in a wide host of subjects. They continue asking questions and making connections, pushing back and verifying, grappling with truth, beauty, and goodness all the days of their lives. They are capable and willing of thinking deeply and well about the essential questions pertaining to the human condition and the human experience. They desire wisdom, seek to act prudently and virtuously, and employ thinking that is creative, imaginative, truthful, and bold.

*5) Our graduates think, act, and live counter-culturally, and, in so doing, act as makers of a better culture.*

They understand that “success” is defined not just by living, but by living well, and that living well comes from a life disciplined to wisdom, virtue, and compassion. They are willing to say “yes” to the things that proffer health, and “no” to the things that do not, even when the culture sways the other way. They are not afraid of engaging culture in order to be redeemers of culture. They are schooled in habits of virtue, avoid the dangers of vice, understand the proper ordering of the soul, and strive to bear witness to a way of life that proffers blessing to themselves, their family, community, city, country, and world.

## **Learning Expectations**

At **Odyssey Leadership Academy**, the learning space is viewed as sacred space; that is, it is a space into which we enter with reverence for each other, for the seriousness of the subjects discussed, for the places the conversations may take us (both painful and beautiful), and for the experiences of awe that come with discovering heretofore uncharted country. Therefore, OLA seeks to create intentional space for grappling with the deep issues pertaining to the human condition and the human experience by asking students and faculty to respect the following rhythms:

*1) Avoid distractions and embrace reverence*

Because the learning space is a sacred space, we strive extraordinarily hard to create an environment where students can do their best thinking. To this end, we ask that students leave their smart-phone, tablet, or laptop computer devices at home unless instructed otherwise by a professor. Teens, on average, spend approximately 7 ½ hours a day consuming “entertainment media.” This includes TV, Internet surfing, social media, and video games. Odyssey wants to create a learning environment where students can actually sit and *be*—with themselves, with their thoughts, with their peers, with their Mentors, and with the material—in order to promote personal growth, intellectual depth, and civic responsibility. Many teens in this generation lack the proper communication skills necessary to cultivating deep and valuable relationships in their lives. We believe that the magic of an Odyssey classroom occurs when students are deeply engaged with each other, the material, and their own curiosity; therefore, we desire to limit any outside distraction that might hinder this from happening. **To this end, Odyssey employs a no cell-phone, tablet, laptop, or smart device during the school day.** *If you must send your student with such a device, their Mentor will take it up at the beginning of the day and will return it once the Odyssey day is over. If you need to get in touch with your student, please feel free to call or text your Mentor, or the Executive director.* Odyssey faculty reserves the right to introduce such devices, at their discretion, where it may benefit, and not hinder, the learning environment.

## *2) Learn to engage in civil discourse*

At Odyssey, we encourage pushback on ideas, so long as it is done in a respectful manner. One of the lost arts in public engagement is the art of civil discourse—learning how to disagree with another’s point of view without attacking them personally. At Odyssey, we want to help students learn how both to stand on their own position, as well as how to engage in discourse with others who hold completely opposing viewpoints. As a sacred space, the learning environment at Odyssey provides students with the opportunity to gain their own academic voice, and to hear the voice of the other in respectful, meaningful ways.

## *3) Pursue meaningful work with excellence and integrity*

At Odyssey, students are asked to put forth their best work time and time again, believing that both the seriousness of the material and the passion of the student should intersect to create something of true merit and value. We do not give grades at OLA; instead, we ask students to discover, explore, and create artifacts of genuine beauty, dignity, integrity, and excellence that showcase their hard work, appreciation for learning, passion, and purpose. We anticipate that every artifact of learning takes time to develop into a thing of excellence; therefore, the role of the faculty is not to give it a grade, but to help the student pursue the work until all parties believe something of genuine truth, beauty, and goodness has been achieved. This means that students can expect help through multiple revisions of a given work until a thing of true mastery has been achieved. The school does reserve the right to withhold credit from a given course if a student’s work, throughout the duration of that course, does not reflect seriousness of purpose, excellence, and integrity.

## *4) Come prepared to engage, deliberate, grapple, and grow.*

At Odyssey, we want to help usher students through difficult material, challenging conversations, and engaging experiences so that they may find true growth on the other side. At Odyssey, we do not shy away from the difficult or the demanding; instead, we seek to help students overcome obstacles, face fears, rise to challenges, and brave new adventures in order to gain their voice as leaders. We ask students to try new things, risk new ventures, and step out into new arenas in order to grow, knowing that they are in a safe place filled with people who care deeply about them. We ask parents and students to come to each new challenge (personal, relational, academic, or experiential) with an open mind and a heart willing to engage in growth.

## **Non-Profit Professional Organization**

**Odyssey Leadership Academy** is an independent, educational and charitable organization under the law of the state of Oklahoma. It is recognized by the IRS as a non-profit and has been issued a 501(c)(3) tax exempt status.

“Only a pedagogy that awakens and enlivens the moral imagination will persuade the student that courage is the ultimate test of good character, that honesty is essential for trust and harmony among persons, and that humility and a magnanimous spirit are goods greater than the prizes won by selfishness, pride, or the unscrupulous exercise of position and power.”

Vigen Guroian

# Explorations at OLA

## Nondiscrimination Policy

**Odyssey Leadership Academy** admits students of any race, color, and national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at our school. **Odyssey Leadership Academy** does not discriminate on the basis of race, color, national or ethnic origin, gender, or handicap in the administration of our educational policies, admission policies, scholarship and loan programs, or other school-administrated programs. (The school does, however, have a currently limited ability to accommodate disabilities; specific situations should be discussed with the appropriate administrator with respect to your child).

## Pedagogical Model

The definition of *exploration* is "the action of traveling in or through an unfamiliar area in order to learn about it." At **Odyssey Leadership Academy**, we believe that each classroom period should be structured as a journey undertaken with one's peers for the given purpose of discovering, creating, and *exploring* new things. To that end, our courses are taught in eight-week themed units that allow students to dig deeper into a particular conversation and project.

**Odyssey Leadership Academy** employs a learner-centered, social reconstructionist view of education that involves a team-taught, interdisciplinary, project-based curriculum that shapes a vision for education that blends the head, the heart, and the hands. **Odyssey Leadership Academy** intentionally seeks to keep the fire and passion of learners going throughout their educational career. Students work to discover, create, and dream from a variety of curricular disciplines, combining multiple subjects through our Exploration courses to produce an artifact assessed both on the merits of its educational value (what the students learned) and its excellence in terms of beauty, truth, and application to making the world a better place. Courses meet for eight-week units, allowing students the chance to go deep, pursue their own questions, and learn in community. Exploration courses are integrated both in terms of discipline and student age. Students enrolled in one Exploration course will be in that course, and that course alone, for the duration of the eight-week period. Students, along with input from their families and Mentors, may choose their own trajectory; however, each student *must* take equal sections of designated Math, Science, English, and History courses in a given academic year.

Each semester at **Odyssey Leadership Academy** is broken into four, eight week, interdisciplinary course offerings (similar to Colorado College's "Block Plan" <http://www.coloradocollege.edu/basics/blockplan/>) that meet from 9:15am--11:45pm every day, allowing students to dive deeply into one particular idea without being fragmented into 7 subjects throughout the day (it is highly encouraged and expected that the three hours are spent in a variety of ways: interactive conversation, lecture, small group work, outdoor exploration, reading time, workshops, acting, Harkness discussion, etc.). This provides students the chance to go deep, ask questions, pause for reflection, and cover more material in one unit than most traditional students would cover in a whole semester (if not year)! It allows students the opportunity to dig into one multi-disciplinary field of inquiry every six weeks, giving them the time and space necessary to dream, imagine, create, and explore.

Once a student chooses a particular course, the student is engaged in that course and that course alone for the duration of the course. It means he/she will miss out on the other options during that unit, but can take them if they come back up in the rotation.

## Assessments

By working collaboratively in groups facilitated by OLA faculty instructors, students create something that demonstrates their new discovery and understandings to a real audience through Celebrations of Learning that showcase a genuine confidence in their work. Revision and reflection are key components to successful learning, and students have the opportunity to question, improve, and rethink their work in their quest for wisdom and mastery. Assessment is both written and performance based. At OLA, we believe that writing is thinking; therefore, we ask students to wrestle with the subject matter through their own writing as a means of helping them develop their own voice as scholars and experts. Students will also develop projects, solve problems, discuss reflections of their findings, and present them to their peers and the larger community during the **Celebrations of Learning** at the end of each unit.

## Academic Integrity

Essential to the success of **Odyssey Leadership Academy** is a commitment to the principles of academic integrity. Because we pursue wisdom and virtue as cardinal tenets of who we strive to be, we take academic dishonesty as a serious violation of that covenant, both to each other and to the material at hand. Activities that have the effect or intention of interfering with the education or fair evaluation of any student's performance are prohibited. Examples of such activities include, but are not limited to, the following:

*Cheating*—using or attempting to use unauthorized assistance, material, or study aids in examinations or other academic work.

*Plagiarism*—using the ideas or language of another person without specific or proper acknowledgment.

*Multiple submissions*—submitting for one course, without prior permission, any work submitted to fulfill the requirements of another course.

*Facilitating academic dishonesty*—knowingly helping or attempting to help another person violate any provision of these principles.

*Unfair advantage*—attempting to gain unauthorized advantage over fellow students in an academic exercise.

If a parent/student is unsure whether an action constitutes a violation of these principles, then it is that parent's/student's responsibility to consult with the instructor to clarify any ambiguities.

## Texts and Supplies

Curriculum for Odyssey students will be made available as much as possible, whenever possible. Common readings will be provided by Odyssey faculty, and the resources of the library will also be made available to students with a library card. However, students will be required to purchase or procure other texts and supplies pertaining to their own scholarship, projects, research, and papers.

“What if education is not primarily about the absorption of ideas and information, but about the *formation* of hearts and desires? What if we began by appreciating how education not only gets into our head but also (and more fundamentally) grabs us by the gut—by the *kardia*, ‘the heart’? What if education was primarily concerned with shaping our hopes and passions—our visions of ‘the good life’—and not merely about the dissemination of data and information as inputs to our thinking? What if the primary work of education was the transforming of our imagination rather than the saturation of our intellect?”

James K.A. Smith

# Explorations Course Offerings 2017/18

## Fall Term I (August 14-October 6):

### **Woodshop As Soul Craft (Mathematics—Mr. Brennan Will)**

In this Exploration course, designed for students who like doing math with their hands, students will explore mathematics through creating projects out of wood. Students will explore topics such as: complementary and supplementary angles, right triangles, trigonometric ratios, similarity and congruence. Students will also learn how to safely operate tools such as: band saw, miter saw, table saw, drills, hammer and nails, wood glue, stains, polyurethane. Sample projects include: picture frames, birdhouses, wooden boxes, and end tables. Students will read the book, *Shop Class as Soul Craft*, by Matthew B. Crawford, and write an original thesis paper. In connection with the book, we will discuss how working with your hands to create a product has to do with character development. For an overall class project, students will work together to create a conference table with a rounded sides and a geometric tile design for the surface. There will be a \$60 materials fee for this course. Wood will be provided for all projects, except the student's final project that they will design themselves.

### **The Language of Justice (History—Miss Amanda Kingston, Mr. Philip Moll, Miss Kortney Schwartz)**

We read to understand the world; we write and speak to change it. But how can writing change the world? In this fundamentals course, students will review basic grammar and punctuation as they learn how nouns, verbs, commas, and more affect issues of justice in the world. Students will become familiar with such spheres of justice as race, education, immigration, environment, and others through short readings in class and guest speakers. Students will read several short stories from authors such as Sandra Cisneros, Walter Dean Myers, and Toni Cade Bambara; poetry from Paul Laurence Dunbar, Maya Angelou; speeches from Aung San Suu Kyi, Elie Wiesel, Martin Luther King, Jr., Malala Yousafzai; and several articles, along with one longer core text as a class. Students will refine their writing skills in small groups with focused instructor and peer feedback, eventually creating a longer paper to research a topic of justice of their choice. They will compose a short speech on the topic as well. Students in this course will walk away with a solid foundation of grammatical principles as well as understanding the gravity of each sentence and paragraph they write.

### **The Life and Writings of C.S. Lewis (English—Mr. Sean Beckett and Mr. Chism Young)**

What is it about British literary scholar and author C. S. Lewis—the Oxbridge don and self-described “very ordinary layman of the Church of England”—that touches millions of readers so deeply? In this Exploration course, students will read from such classic Lewis works as *The Four Loves*, *The Inner Ring*, *The Voyage of the Dawn Treader*, *Surprised by Joy*, and *Mere Christianity*, in order to learn from *what* C.S. Lewis wrote, *how* he used literary devices to move and persuade readers, and *who* he was as man. This course is designed for students who have a high level of reading comprehension and who are willing to grapple with various personal, moral, theological, and philosophical issues. (As a reading comprehension test course, students are encouraged to read the first several chapters of *The Great Divorce* to get a sense as to whether they will be able to fully engage in this course.)

### **Celebrating Differences (Social Studies—Mr. Carmen Curro and Miss Madelin Greer)**

Celebrating Differences is a History Exploration course designed to investigate marginalized people groups throughout specific time periods around the world. This course is for any aged student looking to expand their knowledge and understanding of historical events that shaped the world into what it is today. We will focus mainly on African American and Native American stories, as well as world religions, to study the effects of prejudice and discrimination towards skin color, ethnicity, culture, and belief systems. Students will wrestle with such things as the value of personhood, stereotypes, implicit bias, white privilege, genetics of race, in-group and out-group bias, and tolerance. Guest speakers who are actively working to reconcile and end discrimination and inequality in Oklahoma City will regularly come speak into the course. The class will also visit religious establishments in the city, like an Islamic Mosque and a Jewish Synagogue. By grappling with these historical and current events, students will learn how to seek first to understand and then to be understood.

### **Technology in War (Science—Mr. James Cheng)**

Just as Plato observed that necessity is the mother of invention, the existential threat of war has driven people to advance technology in a multitude of ways through the ages. This Exploration course will take a closer look at seven critical technological advances throughout history, including: fire, navigation, steam engine, internal combustion engine, flight, electricity, and communication. Historical armed conflicts will serve as a backdrop for how these technologies have been utilized. This course will act as a primer in the physical sciences, touching on basic chemistry, measurement, and a few principles of physics. Coursework will also be drawn from prep materials for the ASVAB, the assessment given by all branches of the US military to guide career placement.

### **Fall Excursion: New Orleans, Louisiana (October 7-12)**

For our Fall Excursion, we will travel with Wonder Voyage (<https://wondervoyage.com/> -- the group who led our NYC trip) to New Orleans, the birthplace of jazz and a city rich with history, culture, and people! New Orleans is by far the most distinctively unusual city in the United States. Founded by the French in 1699, this city is imbued with a rich and varied history. The languid, almost Caribbean ambience, the humid climate, and the laid back lifestyle and culture all make the city worthy of the nickname, 'The Big Easy. But there is a very dark side to this Cajun capital. Hurricane Katrina left shadowy pockets of social anarchy and spiritual despair throughout the city. The stark contrast between celebration and hopelessness is enough to make your head spin. This Excursion will draw upon our Exploration courses to help us learn how to engage in such a diverse place as NOLA! Estimated cost: \$800 per student.

### **Fall Break (October 16-20)**

## **Fall Term II (October 23—December 21)**

### **Nature's Folklore (Science/English—Mr. Josiah Biles and Mr. Chism Young)**

Students in this dual-credit Exploration course will wrestle with the design of various ecosystems across the globe, learning about the harmony of each one and the stories they have birthed. Students will use their knowledge of these ecosystems to analyze the folklore and mythology of the cultures that inhabited them, such as the Indus River Valley, Mesopotamia, Ancient Egypt, Polynesia, MesoAmerica, and more. Students will engage in classic ecology texts such as the *Sand County Almanac*, *What are People For?*, and *The Silent Spring*, among others, and will work to create their own mythologies and folklore from the environment they live in, understanding the science and ecology of their own surroundings as influencing these stories. Students will gain understanding of core Biology principles such as the nature of energy flow, the cell, the five kingdoms of life, and population dynamics. This course will serve as a dual Science and English course.

### **Fixing the Body (Science—Mr. Carmen Curro)**

Fixing the Body is a Science Exploration course designed for any age student interested in gaining practical knowledge of the human body. The course will explore the main functions of the human body and spend significant time focusing on the roles and processes of the vital organs. In addition, students will apply what they have learned about the processes of the human body through the practice of skills in advanced wilderness first aid and basic lifesaving techniques. Throughout the course, students will investigate what actions to take if they were in a wilderness setting where no professional medical assistance could be obtained for a significant amount of time. This hands-on course will look in detail at signs, symptoms, and treatment of both trauma and medically related injuries like fractured and broken bones, sprains, head injuries, spinal injuries, bleeding, dehydration, hypothermia, heart attack, stroke, snake bites, insect stings, burns, and wounds. In addition, we will spend extensive time recognizing when an injury requires professional medical assistance and how to transport a patient in a wilderness setting.

### **Mathematics: The Quest for Wonder (Mathematics/History—Mr. Brennan Will and Dr. Scott Martin)**

In the 17th century, the great scientist and mathematician Galileo Galilei noted that the book of nature "is written in the language of mathematics, and its characters are triangles, circles, and other geometric figures, without which it is not humanly possible to understand a single word of it." In this dual-credit Exploration course, students will travel through space and time to study the historical quest for wonder that propelled the great mathematicians. This quest will take us from the ancient hanging gardens of Babylon to the Duomo in Florence, from seeing how the Fibonacci sequence shows up in galaxies and pinecones, to the mind-bending questions of wormholes and time travel. This course will push the boundaries of mathematics as we study such thinkers as Euclid, Pythagoras, Aristotle, Archimedes, Galileo, Fermat, Newton, Descartes, and Dyson to explore the ways in which geometry, algebra, trigonometry, and calculus are, quite literally, the language of the universe. This Exploration is designed for the student who wants to be challenged to pursue the ways in which the study of mathematics has been the historical quest to understand relationships between mankind and the universe.

### **Justice by Mathematics (Mathematics—Mr. James Cheng and Miss Kortney Schwartz)**

Understanding unjust systems requires a mathematician's mind building bridges between the reality of today and the vision for a more equitable future. This introductory mathematics course will focus on how numbers and equations can help us understand and formulate solutions to the various issues of justice, locally and globally. Students will be learning fundamental math skills, starting with a strong foundation of arithmetic and mental math skills and adding on introductory concepts from the fields of Algebra, Geometry, and Statistics. Students will put into practice critical thinking, problem-finding and problem-solving skills to approach the issues that arise from how society uses numbers to define injustice, working in small groups to help each other become mathematicians who apply the theoretical operations and equations to real-world issues in order to grasp the importance of numbers in the conversation of justice. Students will gain confidence in their mathematical abilities while both seeing how the concepts can describe the world as it is and becoming inspired to use numbers to shape a better future, bridging the gap between what is and what can be.

### **For the Love of Poetry (English—Mr. Sean Beckett)**

The ancient Greeks understood that poetry was somehow connected to the idea of human making (*poiesis*); that it gave voice to the process of becoming human. In this Exploration course, students will explore and analyze poetry across time and history from ancient to modern day. Various themes this course will explore include: A History of Poetry--looking at the scope of human poetry across time, by asking: What makes something a poem? What common techniques and themes crop up? Where can poetry be used for?; Poetry as a Language Laboratory-- how does the study of poetry enrich and expand our understanding of how the English language operates on people and shapes culture consciously and subconsciously, with applications from oratory to marketing; Poetry and the Arc of a Human Life—looking at how poets use poetry to process and explore the themes of human life from birth to coming of age, romance, marriage, purpose, old age, death, and transcendence.

### **Bildungsroman: The Coming of Age (English—Mr Philip Moll and Miss Madelin Greer)**

In this Exploration course, designed for the more emotionally mature student, students will grapple with *Bildungsroman* novels, or coming-of-age stories, as application for the ways in which we transition and grow through adolescence and life. As the characters in the stories we will read, students will engage with what it means for innocence to be lost in the confrontation of the complexities and evils of the world, and what it means to do this intentionally and well. Students will read texts like *The Other Wes Moore*, *The House on Mango Street*, and *Another Brooklyn*, as we touch on history, literature, psychology, theology, and sociology. Students will read critically to explore what it means to enter into a morally complex world, self cultivate, and seek a meaningful existence. Students in this course will have a better understanding of the transformation to adulthood in culture, and specifically what this looks like in their own teenage years.

**Peacebuilding & Wholistic Communities: The Well Being of Ourselves & Others (Social Studies—Scholar-in-Residence Dr. Marty Michelson\*\* and Miss Amanda Kingston)**

This Exploration course is a Social Studies course designed to engage psychology, social psychology, history, literature, and the history of exemplary individuals who have propagated peace. This course is for emotionally mature students looking to expand their knowledge and understanding of how persons work for the benefit of others and as peacemakers within family systems, local and inter(national) communities. The course will seek to examine categories of Altruism, Peace and Conflict Transformation with reference to issues of human personhood and social psychology. Historical and Social examples of peace-making efforts will be examined, including examples from the work of the Truth & Reconciliation Commission (South Africa) or the Righteous Gentiles Among the Nations from the Holocaust. Underlying virtues for caring for others will be explored as discerned in the work of philosophies of peace-studies or religious traditions; e.g. Johan Galtung's "Fifth Way" or the "Third Way" of Christian identity articulated by Walter Wink or Peaceable Community emerging from either Christian or Eastern Religious traditions with influences including Thich Nhat Hanh. Students may study current social groups working toward achieving peace, for example, including Protestant congregations historically known as Peace Churches for their pacifist positions (Quakers, Mennonite, Brethren) and/or the United Nations Association of Oklahoma City.

**\*\*Scholar-in-Residence**

**Odyssey Leadership Academy** is very excited to announce its new *Scholar-in-Residence* program, wherein we invite a visiting scholar to come teach one course related to his or her life's work, thereby providing OLA students the opportunity to learn from a practicing academic who has advanced his/her field of research in ways that speak into what we pursue at OLA. We are excited and honored to announce that this year's inaugural Scholar-in-Residence is Dr. Marty Michelson. Dr. Michelson holds three earned Master' degrees, a doctorate in philosophy from Manchester University (U.K), and credentials from such places as Duke, Wharton, Emory, and Oxford. His scholarly work is in the field of peacemaking, personhood development, and global stewardship, and his active advocacy work entails working with civic and political groups to shape policy towards effecting positive social change in the world (you can get a better sense of his CV and life's work [here](#)). A recognized Rotary Peace Fellow known for his work in genocide intervention and violence and conflict resolution--who has taught in such places as Kosovo, Spain, Jordan, and Palestine—we are humbled to have Dr. Michelson help us shape what it means to be an architect of repair in the world!

**“Man’s ontological vocation is to be a Subject who acts upon and transforms his world, and in so doing moves toward ever new possibilities of fuller and richer life individually and collectively. This world to which he relates is not a static and closed order; a given reality which man must accept and to which he must adjust; rather, it is a problem to be worked on and solved. It is the material used by man to create history, a task which he performs as he overcomes that which is dehumanizing at any particular time and place and dares to create the qualitatively new”—Paulo Freire**

## **Spring Term I (January 16-March 9, 2018)**

### **The Female Voice (English/History—Miss Amanda Kingston and Mr. Philip Moll)**

Where do we hear the stories of women in history, and where are they silenced? Where have women been afforded influence? Who are our grandmothers? This course serves as an overview to the historical power of the female voice, and, as such, is intended for the highly emotionally mature student. The class will move from places of silence to places of song and legacy, studying women such as Queen Elizabeth I, Aung San Suu Kyi, Cleopatra, Artemisia Gentileschi, Maria Montessori, Susan B. Anthony, Nellie Bly, and others. Students will learn about the places where women have forged a different path, the partnership of male leaders and community members to join them in this space, and the necessity of all voices at the table. Potential readings include works by Mary Wollstonecraft, Virginia Woolf, the Brontë sisters, Jane Austen, Flannery O'Connor, Gertrude Stein, and others. This course will serve as a dual English and History course.

### **The Problem of Evil (History—Dr. Scott Martin and Mr. Carmen Curro)**

The problem of evil is one of the oldest and most fundamental questions of the human experience. Since ancient times, this problem has preoccupied every major philosophy and religion, has perplexed psychologists and sociologists, and inspired scientific researchers to explore the depths of the human brain to ask, "What is evil, and can it be avoided?" No matter how it is viewed, the problem of evil remains a crucially relevant issue, particularly in the modern world. In this History Exploration course (designed for students ready to take on a more mature content load), students will study the problem of evil from the perspectives of psychology, philosophy, religion, science, and literature in order to wrestle with questions of theodicy, human behavior, structural violence, the banality of evil, the role of authority, group think, ethnocentricity and xenophobia through the lens of an in-depth historical analysis of the rise of Nazi Germany leading to and including the Final Solution.

### **The History of Protests (History—Miss Madelin Greer and Mr. Chism Young)**

This class explores the history of protesting, taking special interest in the different forms of protest throughout history. We will look at a wide range of protests across several different cultures and time periods. Examples include the writings and demonstrations of the early American revolution, the marches of the Civil Rights Movement, the music of the anti-Vietnam War protests, and the boycotts of the anti-Apartheid movement, just to name a few. Together we will look at different time periods and explore both why and how people sought change. We will explore the reasons for protesting and compare the different methods. Readings in the class will feature a wide spectrum of media, including articles, books, videos, and music, as well as experiences outside the classroom.

### **The Art of Advanced Scientific Experimentation (Science—Mr. Josiah Biles)**

This lab-science course will be geared towards students who are interested in learning more about what scientists do on a day to day basis, and the principles of investigation and inquiry that underlie all science. This course will be lab heavy, and will consist of at least two days a week in a laboratory performing hands on experiments while implementing content learned in class. Students will be learning about the rich field of Microbiology, which will serve as the content and basis for the experimentation. Students will walk through pre-designed experiments at first, and finish the course by designing and conducting their own experiment and writing their own paper. Students will also read about and discuss the purpose of scientific inquiry, the role it plays in our society, what science can and cannot tell us about ourselves, and even some conspiracy theories about how Fungi are taking over the world!! This course will demand a more rigorous and advanced pursuit of scientific inquiry, and is for students wanting to hone not just their scientific knowledge, but practical, hands on laboratory skills.

### **Poverty and Economics (Mathematics—Mr. James Cheng)**

In this Exploration course, students will learn about general economic principles (such as supply and demand) and apply them to understanding the lives of those in impoverished situations and the decisions they face. They will then draw upon their growing understanding of statistics to critically inform the decision-making progress as we turn our attention to the research of economists such as Abhijit Banerjee and Esther Duflo to learn what methods have proven to be effective in helping the poor worldwide. Questions with which this course will wrestle include: Why can't the poor get what they want/need? Is there something fundamentally different (not just "less money") about the impoverished? How much faith should we place in free markets? Does foreign aid have a role to play? What are acceptable standards of living? What is the difference between politics and policies? What possible roads out of poverty might we propose?

### **Algebraic Reasoning (Mathematics—Mr. Brennan Will and Miss Kortney Schwartz)**

In this course, students will explore many of the topics from a traditional Algebra class including, but not limited to: equations and formulas, expressions, relations and functions, linear equations and graphs, linear inequalities and graphs, solving a system of linear equations, nonlinear functions, and data analysis. Students will also read the book *Algebra Unplugged*, by Jim Loats. Big questions that students will wrestle with include: How can we utilize equations to solve problems? Why do we want to sometimes compare rather than get an exact answer? What are some types of relationships that can be modeled by graphs? What can we do with a system of equations/inequalities that we cannot do with a single equation/inequality?

### **\*\*Guided Advanced Independent Exploration (Credit Based on Subject Selected—Mr. Sean Beckett)**

This is a unique Odyssey Exploration course in which individual students will design a challenging course of study and engage in advanced independent study under the oversight of three academic advisors and the direct supervision of Mr. Beckett. Students will meet together during the usual 9.30-11.45 class time and will spend the majority of their time in focused independent study and research. Students will receive credit for this course in whatever academic discipline they are studying. This exploration course is designed **only** for highly motivated Odyssey students who have a passionate interest in a specific subject and have a strong desire to grow into disciplined self-learners. To apply for this course, students will select a subject that they want to pursue at an in-depth level and design a program of study including a detailed syllabus, reading list, comprehension assessments, academic advisors, and online resources. Students will embark on a rigorous exploration of this subject, culminating in a 15-25 page academic paper and presentation to their board of advisors (in addition to their other assessments). Students should expect to be consistently challenged in their understanding, to perform difficult assignments and assessments at the drop of a hat, and to spend *at least* ten hours outside of class each week seeking to understand the subject matter. The purpose of this course is to empower students to take ownership of their education and to go deep into a subject that they desire to pursue intently. This course will be offered only to students who have: a) an extremely strong application and b) have demonstrated a strong history of academic integrity, work ethic, and the habit of going above-and-beyond in assignments at Odyssey. Interested students are encouraged to seek out counsel from Odyssey staff in the application process and should return the application to both Mr. Beckett ([seanbeckett.ola@gmail.com](mailto:seanbeckett.ola@gmail.com)) and Dr. Martin ([scottmartin.ola@gmail.com](mailto:scottmartin.ola@gmail.com)) **no later than July 1st**. Only high motivated students willing to sacrifice other pursuits to engage deeply in the course material should apply, and it is probable that only a small percentage of applicants will be selected.

**“Most policy makers—and many educators—have absolutely no idea what kind of instruction is required to produce students who can think critically and creatively, communicate effectively, and collaborate versus merely score well on a test” –Tony Wagner**

### **Spring Excursion: Chicago (the week of March 12-16)**

With its world-class architecture, gardens, parks, and museums, Chicago is the perfect place for an OLA Excursion! With such famous sights as the world renowned Art Institute, the Field Museum of Natural History, the Museum of Science and Industry, Hyde Park, the Magnificent Mile, Navy Pier, the John Hancock building, and the University of Chicago, this top-rate city provides unique opportunities for students to engage in a place rich with culture, history, and deep-dish pizza! Estimated cost: \$800

### **Spring Break (March 19-23)**

## **Spring Term II (March 26—May 18)**

### **Leaders of the Past and Present (History—Mr. Carmen Curro and Miss Madelin Greer)**

Leaders of the Past and Present is a history Exploration course designed for any age student looking to advance his/her knowledge of highly influential leaders as well as develop themselves further into a highly effective person and leader. The course will explore the role of leadership by asking questions like: What is the difference between leadership and management? Do leaders make history or does history make leaders? What are the daily habits that mold healthy leaders? and What is a servant leader? Our journey will take us through history to look at great leaders of the past, including Mahatma Gandhi, Abraham Lincoln, Nelson Mandela, Mother Teresa, Florence Nightingale, and Malcolm X. We will also hear from local leaders who are shaping our city, state, and world. We will explore what common themes we see emerging in the lives of these “great” leaders. We will continue to learn by example by continuing to ask the questions: How did these people seek virtue, compassion, and wisdom? How did certain people arrive at leadership positions? What were the key turning points in these people's lives? What choices and decisions did they make in difficult situations? How do we evaluate their successes or failures? What makes them stand out? What kinds of lessons can we learn from their careers? Drawing on examples from the United States and around the world, the goal of the course is to invite students to become more self-conscious, historically-minded, and reflective in thinking about their own leadership and that of others. By learning from leaders of the past, we can better understand what it takes to be a leader in the present.

### **A History of The Way (History—Mr. Josiah Biles and Mr. Sean Beckett)**

This course will take an in-depth look at the history of wisdom and virtue from various traditions and teachers such as Confucianism, ancient Greece, Hebrew Scriptures, Buddhism, Christianity, America’s founding fathers, and others. Students will learn to make parallels and comparisons between themes in ancient wisdom and our 21st century context, and seek to understand the ways in which, despite chronological, cultural, and technological differences, wrestling with timeless themes and discovering common insights is essential for a flourishing life. This course is designed for students who want to hone their ability to think critically about moral issues and character development, want to pursue a deeper understanding of wisdom (as opposed to intelligence), and are looking to be pushed in their ability to read, discuss, and write about more difficult texts. Students will compare and contrast different theories of wisdom and virtue acquisition and will be asked to consider what the end-goal (“telos”) of various philosophies are. Examples of core texts may include but are not limited to, *The Analects of Confucius*, *The Republic*, *The Book of Proverbs*, *The Abolition of Man*, *The Art of War*, *Nichomachean Ethics*, *Phaedrus*, *Ecclesiastes*, *The Autobiography of Benjamin Franklin*, and scholarly articles on neuroscience and psychology.

### **Trigonometry and Pre-Calculus (Mathematics—Mr. Brennan Will and Miss Kortney Schwartz)**

In this course, students will explore many of the topics from a traditional trigonometry/pre-calculus class. The first part of the course includes a study of six basic functions of trigonometry, solutions of right and oblique triangles, identities, and complex numbers. A TI-84 calculator is required for this course, which is used as an aide to computations. The second half of the course gives a review study of straight lines, conic sections, simplification of equations, algebraic curves, transcendental curves, a completed study of straight lines, simplification of equations, polar coordinates, and an introduction to limits and derivatives. Students are expected to problem solve, do reasoning and proofs, demonstrate mathematical communication, connect and link mathematical ideas to real-world and other disciplines, and use mathematical representations for modeling, interpreting, and communicating. Students who would like to take this class are encouraged to already know material and skills from algebra and geometry. We will utilize Khan Academy for independent practice in this course, and there will be a significant amount of time needed outside of class to work on independent practice.

### **Perspectives on Energy (Science—Mr. James Cheng)**

Energy is the very foundation of the universe. It's the engine that powers life and fuels human civilization. In this Exploration course, students will learn how humanity has harnessed various forms of energy to ensure survival and power their lives. Starting with a basis in the physics, a continual chain of ideas will lead to the familiar processes of in-home electricity and oil/gas that we utilize in everyday life. Students will wrestle with such questions as: "What happens at the molecular level when something burns? Where does most of our energy come from? Will there be enough energy to fuel our future? What are the pros and cons of current energy sources today?" A special emphasis will be given to the energy industry in Oklahoma and to balancing different concerns (social, ecological, economics) pertaining to various forms of energy.

### **Shakespeare's Medley (English—Mr. Philip Moll and Mr. Chism Young)**

"All the world's a stage!" In this Exploration course, students will read a history, tragedy, and comedy of Shakespeare's plays, along with his poetry, to get a greater understanding of the Bard and his enduring influence up through the 21st century. This introductory class will look into the differences and similarities of Shakespearean tragedy and comedy, as well as the formation of the Shakespearean sonnet. This class is designed for students who have no background in Shakespeare, and for students who wish to develop critical reading and writing skills using Shakespeare's 16th century verse. Projected texts include selected poetry, *Othello*, *Richard III*, and *Much Ado About Nothing*.

**"I continue to have the faith that schools can actually contribute to the creation of a more loving, more just, saner world. I believe that there is an urgency not only to be critical, not only to deconstruct, debunk and unmask, but also simultaneously to affirm, commit and advocate"**

**David Purpel**



# 2017/18 Academic Calendar

## IMPORTANT DATES

### SUMMER

June 30.....New Family Gathering  
 July 22.....Back to School Orientation

### FALL

July 30–August 5.....Summer Excursion (Colorado)  
 August 14.....First Day of School  
 August 14–October 6.....Fall Term I  
 September 4.....Labor Day (no school)  
 October 6.....Fall Term I Celebration of Learning  
 October 7–12.....Fall Excursion (New Orleans)  
 October 16–20.....Fall Break  
 October 23–December 21.....Fall Term II  
 November 20–24.....Thanksgiving Break  
 December 21.....Fall Term II Celebration of Learning  
 December 22–January 15.....Winter Break

### SPRING

January 15.....Martin Luther King, Jr (no school)  
 January 16–March 9.....Spring Term I  
 March 9.....Spring Term I Celebration of Learning  
 March 12–16 (week of).....Spring Excursion (Chicago)  
 March 19–23.....Spring Break  
 March 26–May 18.....Spring Term II  
 May 18.....Spring Term II Celebration of Learning  
 May 19.....Graduation



## **Expeditions at OLA**

### **Expedition Model**

The definition of *expedition* is, "a journey or voyage undertaken by a group of people with a particular purpose." At **Odyssey Leadership Academy**, we believe that students should have the chance to craft their own educational journey to fit their passions, interests, needs, and desires. **Odyssey Expedition** sessions meet in the afternoons from 1:00--3:00pm. Students have the chance to design their own educational experience through these afternoon sessions.

### **Expedition Options 2017/18**

"Fall and Spring" denotes these courses are offered both semesters, but change students at the end of each semester. "Fall" denotes just Fall, and "Spring" denotes just Spring. "Full Year" indicates that a student is in this elective for a full year

#### **Monday**

### **Service Leadership (*required*) [Full Year]**

Service Leadership serves as a gateway to orienting students into the vision and values of OLA, particularly as it relates to being architects of repair in the world. In this Expedition, students will explore some of the most important issues facing modern society and work to create thoughtful solutions at the global, national, and local levels. Students will get an indepth look at issues of civic responsibility and social justice related to education, children's rights, human rights, health/disease, conflict resolution, class, race, oppression, and inequity. This Expedition introduces students to what it means to live and lead from the inside out, and is required for all students at Odyssey. It will be taught by the OLA faculty, and will meet every Monday afternoon.

#### **Tuesday/Thursday Expeditions**

### **The Odyssey Owl & Yearbook [Full Year]**

This Expedition will serve as the Odyssey newspaper for terms Fall I, Fall II, and Spring I, with a focus on creating an OLA yearbook during Spring II. Students in this course will be assigned different "beats" from OLA life to cover each month. These include Expeditions, Explorations, Special Events and Excursions, Student Life and Clubs, and Newspaper Editor. Students will learn how to create newspaper articles, audio slideshows, podcast interviews, short video interviews, and more. This Expedition is limited to 7-8 students. Students will need use of a DSLR camera and/or laptop. This course will be taught by Miss Amanda Kingston.

**\*\*It is understood that students who sign up for Owl and Yearbook are committing to this Expedition for the full year**

### **Karate [Fall and Spring]**

OLA has partnered with Christian Karate Academy (16614 N. Western Avenue, Edmond) to offer students the opportunity to gain physical fitness while they also learn character development, self-esteem, and self-defense through the martial arts. This Expedition will be taught by Master Robert Lewis, and will meet Tuesday and Thursday afternoons. **\*\*There is an additional cost associated with this Expedition, but Master Lewis has significantly reduced the fee for OLA students.** (<http://martialartsedmond.com/>). Transportation and oversight will be provided by OLA faculty.

### **TED Ed Club [Fall and Spring]**

Modeled upon the highly informative TED Talks, the TED Ed Club Expedition will be a guided independent study of topics chosen by the student. We will learn how to critically think by sharing, debating, and discussing the ideas presented by each other and in TED Talks. In this Expedition, we will learn how to take influence from TED speakers, and ultimately develop and present big ideas based on our own passions. We will also gain skills in storytelling / storyboarding, production, and in creating visuals that communicate their ideas clearly. Our Expedition will end with the students presenting their very own TED-style talks. This Expedition will be taught by Miss Madelin Greer.

## **Physical Education [Fall and Spring]\*\***

Not your typical physical education class, this course will include basics in different games, sports, and practicing/learning techniques, but also will explore sports throughout history by taking an in deeper look at United States sports history and philosophy. More than brawn, this course will aim to explore *why do we play?*, *at what cost?*, and *how sports have come to shape our modern American experience?* Becoming an integrated person requires more than just the fine tuning of the mind, heart, and soul. Strengthening the body and learning to challenge ourselves physically in healthy ways is paramount to every student's success in other areas of life. In this course, we will focus on concepts like fitness, game strategy, team building, and most importantly, how to have fun! Texts include a possible John Wooden classic, sections of films, essays, and other articles. In the Fall, this Expedition will be taught by Mr. Philip Moll. In the Spring, it will be taught by Miss Kortney Schwartz

## **Tinker's Garage: Beck's Garage [Fall]\*\***

In this DIY Expedition, students have the opportunity to connect their heads, their hands, and their heart with real world projects in a variety of real-world settings! In the Fall, we partner with Beck's Automotive Garage, where students have the opportunity to learn from Mr. Jeff Beck how to do such things as: rotating tires, changing oil, restoring old car engines, cleaning carburetors, and much more (transportation and oversight provided by OLA faculty).

## **Mechanics 101 [Spring]\*\***

This course will a combination of learning basic auto mechanics with our partners at Beck's Garage, as well as learning how to take apart, rebuild, and maintenance bicycles. Students will gain hands on experience with mechanics as well as learn how to properly handle tools, safety techniques, and most importantly, gain the confidence to maintenance, tinker with, upgrade, and rebuild their own vehicles and bicycles in the future. This course is for all students who would like to grow in their hands-on knowhow and want to have fun while fixing things! For students who have not yet read it, the book *Shopcraft as Soulcraft*, by Matthew Crawford, will be required reading. This course will be taught facilitated by Mr. Josiah Biles

\*\*In the Fall, PE and Tinker's Garage will be offered *in the same slot* (Tuesday for PE / Thursday for Tinker's Garage), meaning to sign up for one in the Fall is to sign up for both. In the Spring, PE and Mechanic's 101 will be separate offerings, with Mechanic's 101 offered on Tuesday/Thursday, and PE offered on Wednesday/Friday (meaning you can sign up for them separately).

## **Community Engagement [Fall Only]**

We often talk about issues of justice at Odyssey, but how much do you understand what goes on in the background of policy making and enforcement in our city, or what a nonprofit does on the daily basis and the effect it may have on members of our community? In this Expedition, we will explore the hot button issues for Oklahoma City, such as homelessness, environmental issues, and hunger, through visiting various government agencies and the related non-profits to answer questions such as, "What does the government do to support the wellbeing of its citizens?" and "What do nonprofits do that the government cannot do?" We will most importantly learn to critically analyze the systems we have in place in our society- both in the public and private sectors- in order to understand their effects on our community and the world at large. For a final project, each student will explore what would be his or her ideal potential internship. This Expedition will be taught by Miss Kortney Schwartz.

## **Spanish [Fall only]**

Students in this Expedition will learn how to speak, read, and write in the Spanish language, as well as learn about the Spanish culture around the world! This course is designed to help students gain fluency both in formal and conversational Spanish, and will include immersion opportunities to interact act with native speakers here in the city. This Expedition is taught by Mr. Josiah Biles and Mrs. Linsey Curro.

## **Entrepreneurship [Fall Only]**

Do you have a business concept you want to start? Ever dreamed of creating something from scratch that could have a positive impact on your community? Got an idea for a new venture you want to see launched into the world? This Expedition is designed to help students develop an entrepreneurial mindset, in order to help them learn how to think and act as creators in the world. This skillset, properly developed, will serve them well, whether they choose to start a company, run their own non-profit, or seek change within an existing organization. This course will help students learn how to recognize problems in the world and pitch original ideas to solve those problems. We will see the value in developing a growth mindset through grit and determination, think creatively and collaboratively, and learn how to take an idea from the thought stage to final execution. The ideal student for this Expedition will come in with some idea for a project he/she would like to see developed out. This course will be facilitated by Mr. Chism Young.

## **Hacker's Academy: Learning to Code [Spring Only]**

Few skills are more important and valuable in the market than computer programming. With the ability to code, you can create anything you want! If you've ever had an idea to create your own video game, website, or phone app, this course will give the basic knowledge and skills to get started. We will learn the basics of how programming works, some simple tools to get started, and the first steps in a basic programming language. By the end of the class, students will be able to create their very own application of their choice. This Expedition will be led by Mr. Chism Young

## **Musical Theater [Spring Only]**

Musical theatre is a truly unique art form, pulling together three quite separate performances into one beautiful spectacle. The Musical Theatre Expedition will teach students about the three different art forms: music, dancing, and acting, and how to combine them for musical theatre performances. The class will also teach them about the more technical side: auditions, the history of musical theatre, etc. At the end of the semester, the students will take everything they've learned in the class and combine their skills and talents into a musical. This Expedition will be led by OLA student Elizabeth Thomas, and overseen by OLA faculty Mr. Brennan Will and Mr. Carmen Curro.

## **The Art of Painting [Spring Only]**

The painting Expedition will be a time for students at all levels to stretch and grow their abilities in using different brushes and paint mediums. The first half of the course students will focus on in-studio, individual work. The second half of the semester, students will work as a group to create a design they will paint as a mural in the Plaza Walls district. Throughout the course, students will have the opportunity to see once-in-a-lifetime exhibitions at the Oklahoma City Museum of Art and the 21c Museum, as well as learn from local artists. There is a \$50 art supplies charge for this course. This course is taught by Mrs. Linsey Curro.

## **Wednesday/Friday Expeditions**

### **Culinary Arts [Fall and Spring]**

This Expedition is a hands-on course to gain knowledge, skills, techniques, and experience in preparing and cooking a variety of meals. In this Expedition, we will taste, chop, bake, measure, sauté, carve, and smell a variety of different foods as we follow recipes and even dive into making our own food creations. We will enjoy and recognize the tastes and flavors of a variety of foods and meals as we discuss the combinations of different flavors and textures. Come hungry and come ready to create art with food. This course is taught by Mr. Carmen Curro, and takes place at the Cole Community Center on NW Expressway. There is an extra \$50 food supplies fee for this course.

### **Dream Launch [Fall and Spring]**

One of the greatest topics of interest in our society is the question of our life's purpose. DreamLaunch exists to help students think about how they can utilize their purpose as a pro-social, problem-solving, architect of repair in their communities. Their purpose may lead them to college, to become an entrepreneur, work in non-profits or in a corporation. Our focus encompasses four things: supporting students in understanding their passion and purpose, helping the students identify their foundation of values, gain an understanding of the systems that make America work, and become aware of the set of skills and power they possess that will not only allow them to pursue their life goals but to also have others join in that pursuit. This course is taught by Mr. Keith Jossell.

## **Creative Writing [Fall and Spring]**

Do you have an original story you've been mulling over? Got an idea for a great movie? Are you a budding poet? OLA offers a creative writing workshop for students desiring to write fiction, poetry, screenplays, and/or scriptwriting. In this workshop, students read each other's work, learn from authors-in-residence, and strive to get their work published! This Expedition is taught by OLA faculty members Miss Madelin Greer, Miss Kortney Schwartz, and Mr. Philip Moll.

## **Math-stery! [Fall and Spring]**

In this Expedition course, students will get the opportunity to practice their math skills. We will utilize Khan Academy for independent practice and short break out sessions (30-40 minutes) for direct instruction. Each student will set goals for themselves for mastering a certain math mission by the end of the term. Students will be expected to work outside of class at least three days per week for at least 20 minutes toward their goal. This Expedition will be taught by Mr. Sean Beckett in the Fall and Mr. Brennan Will and Mr. Chism Young in the Spring.

## **Photography 1: Telling Stories Through Images [Fall Only]**

Photography is an Expedition to increase your skills in using a DSLR camera and to learn how images tell a story with and without words. Together we will use the city and her residents to learn how to better use a camera, interview individuals, and develop our artistic abilities through the world around us. You will learn how to create and produce well composed, compelling images through practicing composition forms and program modes like aperture and shutter speed. We will look at amazing photographs taken by famous photographers and have discussions on what makes a photo and its story worthy of telling. This course is designed for students at all levels of photography and writing abilities, from never-touched-a-camera-before students to someone who has been playing around with photography for a couple years. *Students in this course are required to have their own DSLR camera for the class.* This course is taught by Mrs. Curro.

## **Woodshop [Fall Only]**

Are you a student who loves to create things with your hands? Do you have a craftsmen's eye for original works of function and beauty? Do you enjoy using power tools? If so, join us at Prototek Maker's Space (10<sup>th</sup> and Hudson) where we will learn how to safely operate tools such as: band saw, miter saw, table saw, drills, hammer and nails, wood glue, stains, and polyurethane. Sample projects in this Expedition might include creating picture frames, birdhouses, wooden boxes, end tables, as well as projects students design themselves. Spots in this offering are limited. There will be a \$60 materials fee for this course. Wood will be provided for all projects, except the student's final project that they will design themselves. This course is taught by Mr. Brennan Will.

## **Music Lab [Fall Only]**

Ever wanted to play in a band? Interested in learning a new instrument? Or do you just want to learn a little more about the theory behind music? In this Expedition, students will have the opportunity to learn a new instrument, hone their skills, or start playing music with their friends. We will also explore different types of music and practice creating our own compositions. Students of any skill level are welcome. The class will consist of developing your skills and learning how to play together in a band. This Expedition will be facilitated by Mr. Chism Young and Mr. Josiah Biles

## **Dance [Fall Only]**

OLA partners with Studio 7 OKC dance studio (520 NW 23<sup>rd</sup> Street, OKC) for students who want to learn jazz, ballet, or hip hop dance. This Expedition will be taught by Stacey Johnson, and will meet at the Studio 7 OKC studio (<http://www.studio7okc.com/>).

## Spoken Word [Spring Only]

A blend of traditional poetry, rap, theater, and autobiography, spoken word is an explosive art form gaining traction around the globe. In this Expedition, students will watch, imitate, write, and perform spoken word poems. We will challenge you to subvert the art form, experiment with your own style, memorize poetry, and grow as a writer while wrestling with challenging themes. Get excited- and be prepared to go big! This course is taught by Mr. Sean Beckett.

## Russian Language and Culture Studies [Spring Only]

Russia is a fascinating country with rich culture and a strong language. This Expedition is designed as a level 1, beginner's course to Russian language. Students will learn the basics of the language: the alphabet, vocabulary, and greetings. To deepen our understanding and practicing of the language, students will learn about the culture through studying Russian literature and music, the country's geography, Russian history and current events, and their different religious beliefs. This course is taught by Mrs. Linsey Curro, who, yes, does know quite a bit of Russian!

### Expedition Schedule

#### Fall

Monday	Tuesday	Wednesday	Thursday	Friday
Service Leadership	Entrepreneurship	Culinary Arts	Entrepreneurship	Culinary Arts
	Karate	Photography	Karate	Photography
	Spanish	Dream Launch	Spanish	Dream Launch
	Owl Newspaper (Full year)	Math-stery!	Owl Newspaper (Full Year)	Math-stery!
	TedEd Club	Woodshop	TedEd Club	Woodshop
	Community Engagement	Creative Writing	Community Engagement	Creative Writing
	PE/Tinker's Garage	Music Lab	PE/Tinker's Garage	Music Lab
		Dance		Dance

#### Spring

Monday	Tuesday	Wednesday	Thursday	Friday
Service Leadership	Musical Theater	Creative Writing	Musical Theater	Creative Writing
	Karate	Russian	Karate	Russian
	Yearbook (Full Year)	Dream Launch	Yearbook (Full Year)	Dream Launch
	Art	Culinary Arts	Art	Culinary Arts
	TED Ed Club	Math-stery!	TED Ed Club	Math-stery!
	Mechanics 101	Spoken Word	Mechanics 101	Spoken Word
	Hacker's Academy: Learning to Code	PE	Hacker's Academy: Learning to Code	PE

**\*\*Students may also arrange their own Expedition and/or internship options so long as they get it approved by OLA. Contact Mr. James Cheng, Dean of Student Advancement, for more information: [jcheng.ola@gmail.com](mailto:jcheng.ola@gmail.com)**

**Student Name:** \_\_\_\_\_

## **Odyssey Leadership Academy Exploration Course Selections**

Please choose below for this year's Exploration (academic) Courses. You must choose one Science, one English, one History, and one Math course *per term*.

Mark each course in the order of your preference, with #1 being your first choice, and so on. Consideration for placement will be given to each student's choices; however, should high demand occur, preference will be given to older students first.

### **Fall Term I:**

- Language of Justice (English)
- C.S. Lewis (English)
- Celebrating Differences (Social Studies)
- Wood Shop as Soul Craft (Mathematics)
- Technology in War (Science)

### **Fall Term II**

- Nature's Folklore (Science/English)
- Fixing the Body (Science)
- Mathematics: The Quest for Wonder (Mathematics/History)
- Justice by Mathematics (Mathematics)
- For the Love of Poetry (English)
- Bildungsroman (English)
- Peacebuilding & Wholistic Communities (Social Studies)

### **Spring Term I**

- The Female Voice (English/History)
- The Problem of Evil (History)
- The History of Protests (History)
- The Art of Advanced Science Experimentation (Science)
- Poverty and Economics (Mathematics)
- Algebraic Reasoning (Mathematics)
- Guided Advanced Independent Exploration (Independent Studies)

### **Spring Term II**

- A History of the Way (History)
- Leaders of the Past and Present (History)
- Trigonometry/Pre-Calculus (Mathematics)
- Perspectives on Energy (Science)
- Shakespeare's Medley (English)

Student Name: \_\_\_\_\_

## **Odyssey Leadership Academy Expedition Selections**

Please choose below for this year's Expedition Offerings.

Mark each course in the order of your preference, with #1 being your first choice, and so on. Consideration for placement will be given to each student's choices; however, should high demand occur, preference will be given to older students first.

### **Fall Expeditions**

#### **Monday: Service Leadership (required)**

#### **Tuesday/Thursday:**

- Spanish
- Karate
- OLA Owl & Yearbook
- TED Ed Club
- Community Engagement
- PE/Tinker's Garage
- Entrepreneurship

#### **Wednesday/Friday:**

- Culinary Arts
- Photography
- Dream Launch
- Math-stery!
- Wood Shop
- Creative Writing
- Music Lab
- Dance

### **Spring Expeditions**

#### **Monday: Service Leadership (required)**

#### **Tuesday/Thursday:**

- Musical Theater
- Karate
- Art
- OLA Owl & Yearbook
- TED Ed Club
- Mechanic's 101
- Hacker's Academy: Learning to Code

#### **Wednesday/Friday:**

- Culinary Arts
- Creative Writing
- Dream Launch
- Russian
- Math-stery!
- Spoken Word
- PE