



## **MUSE YOU Prep Post-MUSE and College Planning**

MUSE School creates a post-secondary culture for all students, whether you want to attend college, join the workforce, or take a GAP year. With this in mind, MUSE will expose you to a variety of professional, academic, and social pathways so that you can pursue your passions and prepare for the next chapter. In addition, we assist in the planning of individual course selection to maximize post-MUSE opportunities. As a part of your preparation, you will apply to a minimum of three colleges, research gap year programs, and explore employment opportunities and applications working alongside the MUSE College Counselor.

MUSE High School invites students to explore 4 themes as they journey from 9 to 12 grade.

9<sup>th</sup> Grade – Who I Am?

10<sup>th</sup> Grade – How I Am?

11<sup>th</sup> Grade – This is Who I am.

12<sup>th</sup> Grade – This is Where I Am Going.

### **The MUSE Five Pillars**

Every student's learning experience is framed by and rests upon the MUSE Five Pillars: Academics, Passion-based Learning, Sustainability, Self-Efficacy, and Communication.

1. Academics: Core academics and milestones specific to each grade are woven into studies on topics, which are derived from the students themselves. MUSE teachers differentiate their teaching to accommodate students with diverse academic needs, learning styles and environmental preferences, documenting their learning through personalized student Progress Reports and BLUEPRINTS. Note: The Progress Report is shared mid-way through each semester and students lead their parents in a conference. The Blueprint is a comprehensive document that reflects student growth and development related to the 5 Pillars and is disseminated to parents twice a year. The following is included in these documents: goals, academic progress, and passion project progress.

2. Passion Based Learning: MUSE School infuses Passion Based Learning with Core Academics to create learning opportunities, which are challenging, individualized, and unique. Students are encouraged through their interests and passions to learn at a deep and meaningful level. This pillar is central to the teaching and learning framework at MUSE. All students from age 2-18 will be able to explore and identify their curiosities, passions and interests.

3. Sustainability: Sustainability is an intrinsic part of MUSE. It begins with fostering a personal connection between our students and nature. We respect and encourage diversity, honor, and care for Earth's cycles, study our interconnectedness, and think of creative responses to a world facing a climate crisis. Using the United Nations Sustainable Development Goals, students take a holistic approach to sustainability that includes human rights, equity, health, prosperity and peace, and justice. Through solution-oriented projects, students acquire the skills, knowledge, and mindset to become transformative leaders.

High School Students work towards earning a Certificate of Sustainability through classes like; Climate Crisis and Action, Human Rights, Seed to Table and Outdoor Education.

Additionally, students:

- Incorporate sustainability concepts into every passion project.
- Have the opportunity to take national and international trips where they gain exposure and hands-on experience in sustainable design and engineering, regenerative food systems, cultural immersion and human health.

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- Are encouraged and guided to find internships and volunteer opportunities that relate to the U.N. Sustainable Development Goals.

4. Self-Efficacy: Self-Efficacy is the number one predictor of a person's success in life. MUSE defines Self-Efficacy as "my belief in my ability to achieve success by accessing my open, resourceful and persistent skills." In our daily MUSORY classes, students explore and develop an understanding of self-efficacy through reflective writing and class discussions and team building.

5. Communication: Process Communication Model. MUSE uses the Process Communication Model (PCM), a tool that helps: 1. Assess, connect, motivate and resolve conflict. 2. Observe and understand your own behavior. 3. Understand the behavior of others and know how to communicate with them effectively. 4. Create effective communication. 5. Analyze conflict and miscommunication. 6. Know how to find a resolution and a return to effective communication. In our daily MUSORY classes, students explore and develop an understanding and use of the Process Communication Model through reflective writing and class discussions and team building.

### **The MUSE Blueprint**

Throughout a student's career at MUSE, their learning experience, performance, and growth are reflected in the MUSE Blueprint. In 2018 the MUSE Blueprint was honored by HundrED, as one of the top ten Innovations in Education in the world. The MUSE Blueprint comprehensively captures every aspect of a student's learning experience as it relates to the Five Pillars. By closely monitoring and advising students through their MUSE Blueprints and the MUSE Five Pillars, MUSE School will be cultivating students' readiness for the challenges of post MUSE study and/or work.

In the following section, we have highlighted the four-year scope and flow of courses and activities that frame student's high school experience.

### **MUSORY**

Unique to MUSE is the daily morning and afternoon meeting. During this time, students engage in thoughtful discussions on various themes, reflecting and journaling upon their day, and more importantly, navigating their overall journey as they develop their authentic voice. At each grade, the daily MUSORY sets the tone and tenor for the development of their community. The MUSORY curriculum is a comprehensive social emotional learning structure combining tools to develop our students understanding and use of Self-Efficacy and the Process Communication Model.

- Monthly Theme
- Monthly Question
- ORP Journal

### **Human Rights**

The Human Rights program begins in the 10<sup>th</sup> grade at MUSE High School under the Human Rights Coordinator, Jeff Martin. This program approaches the study of social justice from three perspectives: building a knowledge base of the history of human rights and contemporary local, national and international developments, creating awareness of human rights issues and concerns in the world and in our school community, and understanding the value and purpose of advocacy through service opportunities and direct action. Students gather two-three times per week to discuss specific topics and to explore current events, to research and process information, and to plan both individual and collaborative projects. The adventure continues as students have the opportunity to travel on a domestic trip and/or an international trip to provide compassion to an underserved population. MUSE has partnered with Mending Kids to provide a deep experience to a 3rd world country and with varying domestic organizations including the Cheyenne River Indian Reservation. Applications for the following year adventure are due May 1st.

During the 10<sup>th</sup> - 12<sup>th</sup> grade years, students will have the opportunity to apply for 1 of 10 spots on our Human Rights trips. Students selected will be responsible for a portion of their travel expenses.

### **Outdoor Education**

Outdoor Education fosters student self-efficacy — their belief in their ability to be successful — and the facilitation of student community through a variety of outdoor activities. These outdoor adventures provide students with opportunities to learn about themselves, their peers and the world around them in fun and

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challenging ways. Trip locations include Joshua Tree, Brandeis, Kernville, Sycamore Canyon, Santa Cruz Island, Carpinteria, Pinnacles, Lake Cachuma, Placerita Canyon, and Death Valley.

Students are required to attend 2 overnight outdoor education trips per year.

### **Visual Arts**

The Visual Arts program begins in 9<sup>th</sup> grade with classes exploring various mediums under the Visual Arts Teacher and Professional Artist, Ivo Spirov. This adventure invites students to have the opportunity to travel on many local field trips and a yearly opportunity to travel internationally. Past trips include Tokyo, Japan and the upcoming 2019-2020 trip will be to Florence, Italy. During the 7<sup>th</sup> - 12<sup>th</sup> grade years, students will have the opportunity to apply for 1 of 10 spots on our Visual Arts trips. Students selected will be responsible for a portion of their travel expenses and spending money.

### **Performing Arts**

The Muse Performing Arts Program gives our students the opportunity to engage in all aspects of theater and film, including acting, writing, directing, design, editing, dance and vocal performance. By encouraging students to explore the performing arts, not only do we aim to create informed and skilled theater / filmmakers, but instill self-confidence, imagination, team work, empathy, concentration and communication skills, while providing a fun and often much needed emotional outlet. Performance opportunities are offered throughout the year, along with special guests and field trips to Los Angeles based artistic events and performances.

### **Specialists and Electives**

Classes include:

- Seed to Table
- Climate Action
- Human Rights B
- World Language Studies in French and Spanish
- Visual Arts
- Music
- Theater
- Dance
- Film
- Screen Writing
- Voice
- Yearbook
- Creative Writing
- Graphic Novel
- Photography
- College Prep
- Mindfulness
- Social Media for Business
- Yoga
- Student Leadership
- Computer Science
- Engineering

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## **MUSE You Prep – 9<sup>th</sup> Grade – This Is Who I Am**

### **ACADEMICS**

Resume: Students begin an initial draft of the student resume focused on their passions with the college counselor.

Goal Setting and Passion Meeting: Students have their first meeting with their advisor at least two weeks before school. Students will set goals related to the MUSE Five Pillars.

Personal Narrative/Essay: Students work with their advisor and college counselor. Students incorporate the Five Pillars into this essay.

College Musings: Students engage in thoughtful and purposeful discussions with both their advisor and college counselor. Note: Please see appendix for the activity grid

MUSE Academic Standards: Student's competence in the MUSE 9<sup>th</sup> grade standards is documented in the MUSE Progress Report two times per year and the Blueprint two times per year.

Culminations: Students prepare and demonstrate their knowledge of the MUSE Five Pillars and their passion projects two times per year.

Post or Inter MUSE Program: Students are introduced to the Pre-collegiate/POST MUSE Program, doing an activity or program with an associated college.

College Research: Students begin researching a minimum of two colleges with the college counselor, which is completed in the spring and is documented in the MUSE Blueprint.

Internal Assessments: Students are narratively assessed through the MUSE Progress Report, Blueprint and a formal diagnostic.

### **PASSION BASED LEARNING:**

Passions: Students explore and identify what interests and motivate them in Advisory classes each week. Students will conduct interest explorations and will begin passion experiences. To guide them through this process, students will use the MUSE passion project check list as a resource to help them prepare for their culmination.

Passion Meetings: During the first two weeks of school, the students and parents will have the opportunity to meet with their assigned advisor to solidify their passions and set both their personal and academic goals for the upcoming school year.

Passion Experiences: Students experience their passions through internships, shadowing, interviewing, and seeking a mentor/mentee relationship.

Passion Hours: All 9<sup>th</sup>-graders will be responsible for at least 5 hours (outside of school) of passion hours. The passion hours allot time for the students to explore, create, spend time with their mentor, interview, research, and design their project. Hours are tracked by the college counselor and can be achieved through interviewing, shadowing and/or interning.

### **SUSTAINABILITY**

UN Sustainable Development Goals:

- 6. Clean Water and Sanitation
- 12. Responsible Consumption and Production
- 13. Climate Action
- 14. Life Below Water
- 15. Life on Land

Projects: Through the Seed to Table Program, students explore issues of waste. Students explore methods to reduce food waste like composting and vermi-composting. They experiment with collecting rainwater and devise systems to conserve water in the garden.

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## **SELF-EFFICACY**

Incorporating Self-Efficacy Daily: Students execute daily journaling as it relates to certain contexts and concepts. MUSORY discussions focus on how conduct will reflect their self-efficacious behavior by being open, resourceful, and persistent.

Rubrics: Students assess their self and relationships to the community.

## **COMMUNICATION**

Process Communication Model (PCM): Students will complete a Core PCM training (24 hours) in their 9th-grade year. Students demonstrate their use of PCM Skills through culminations, internships, and personal interactions. This is documented in their blueprints.



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## **MUSE You Prep – 10<sup>th</sup> Grade – This Is How I Am**

### **ACADEMICS**

**Resume:** Students begin an initial draft of the student resume focused on their passions with the college counselor.

**Goal Setting and Passion Meeting:** Students have their first meeting with their advisor during the first two weeks of school. Students will set goals related to the MUSE Five Pillars.

**Personal Narrative/Essay:** Students work with their advisor and college counselor. Students incorporate the Five Pillars into this essay.

**College Musings:** Students engage in thoughtful and purposeful discussions with both their advisor and college counselor.

**Common College Application:** Students are introduced to the common college application and begin to understand the process with their college counselor.

**MUSE Academic Standards:** Student's competence in the MUSE 10<sup>th</sup> grade standards is documented in the MUSE Blueprint two times per year.

**Scholarships Post MUSE:** The MUSE college counselor discusses with each student their college eligibility and grant and scholarships opportunities which will then be reflected in their Blueprint.

**College Visits:** MUSE School coordinates and chaperones two college field trips for each high school student throughout their 10<sup>th</sup>-grade year.

**Culminations:** Students prepare and demonstrate their knowledge of the MUSE Five Pillars two times a year.

**Post or Inter-MUSE Program:** Introduction to the Pre-collegiate/POST MUSE Program, doing an activity or program with an associated college during off weeks and/or summertime with the college counselor.

**Internal Assessment:** Students are narratively assessed through the MUSE Blueprint, and a formal and internal diagnostic assessment.

### **PASSION BASED LEARNING**

**Passions:** Students explore and identify what interests and motivate them in Advisory classes each week. Students will conduct interest explorations and will begin passion experiences. To guide them through this process, students will use the MUSE passion project check list as a resource to help them prepare for their culmination.

**Passion Meetings:** Students, advisor, and parents will during the first two weeks of school. Passions (and goals - academic and/or other) are discussed and identified in this meeting. Students explore and identify how, and what, they want to learn more about. To guide them through this process, students will use the passion project checklist as a resource to help them prepare for their culmination.

**Deeper Learning:** At the 10<sup>th</sup>-grade level, students go deeper in their exploration and identification of their passions. Through the development and practice of a set of knowledge, skills, and beliefs that include a core academic content, critical thinking, and problem solving, collaboration, effective communication, self-directed learning, and an academic mindset, students present passions in both an informative and interactive way. This is documented in their MUSE Blueprint two times per year.

**Passion Hours:** All 10<sup>th</sup>-graders will be responsible for at least 10 hours (outside of school) of passion hours. The passion hours allot time for the students to explore, create, spend time with their mentor, interview, research, and design their project. Hours are tracked by the college counselor and can be achieved through interviewing, shadowing and/or interning.

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Self and other considerations: Students begin to explore and identify global dimensions of their passions and how they might integrate these elements. Also explored is why the world might be interested in what they are doing.

## **SUSTAINABILITY**

UN Sustainable Development Goals:

1. No Poverty
2. Zero Hunger
3. Good Health and Well-Being
11. Sustainable Cities and Communities
16. Peace, Justice and Strong Institutions
17. Partnerships for the Goals

Projects: Through the Seed to Table Program, students explore issues of food insecurity and poverty. Students help install and maintain gardens in local community organizations.

## **COMMUNICATION**

Process Communication Model (PCM): Students will do an 8-hour PCM review during the 10th grade year. Students will learn how to use channels, get their needs met and use PCM to assess, connect, motivate and resolve conflict. Students demonstrate their use of PCM Skills through culminations, internships, and personal interactions. This is documented in their blueprints.

## **SELF-EFFICACY**

Incorporating SE Daily: Students execute daily journaling as it relates to certain contexts and concepts. MUSORY (see appendix) discussions focus on how conduct will reflect their self-efficacious behavior (open, resourceful, and persistent).

SE Rubrics: Students assess their self and relationships to the community.



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## **MUSE You Prep – 11<sup>th</sup> Grade – This Is Me**

### **ACADEMICS**

Resume: Update resume with the college counselor.

Interviews: Students participate in 4 interviews with administrators/ MUSE community volunteers (parents) to experience meeting people and conducting college and career interviews.

College Essays: Students generate, draft, and practice writing college entrance essays and personal narratives incorporating Five Pillars with their college counselor and advisor. Note: College Counselor is available the summer prior to their 12th grade year to meet with students to begin construction of their college essay.

Common Application Practice: Students complete mock applications to 1-2 choice schools.

College Assessments: Where applicable, take the SAT and ACT in the fall and spring. Accommodations are provided if indicated.

MUSE Academic Standards: Students competence in the MUSE 11th grade standards is documented in the MUSE Progress Report and Blueprint two times per year.

College Informational Meetings: Parents, guardians, and students attend a meeting with the college counselor (offered individually in the Fall and early Spring) regarding college application process.

Post MUSE Conference: Students Participate in a required Post MUSE conference to discuss their post MUSE ideas, plans and dreams with w/ Advisor and College Counselor.

Scholarships: Students continue researching and apply (if applicable and eligible) for college scholarships. MUSE College Counselor oversees and guides this process.

College Fairs/visiting reps: Students participate in college fairs and have the opportunity to meet with a minimum of 15 visiting college reps.

Senior Thesis: Students begin developing Senior Thesis Topics with their Sr. Advisor - brainstorm, research gathering, and outlining (spring semester) based on their work in the Five Pillars.

Recommendation Letters: Students secure sources for future letters of recommendation and where applicable, generate formal letter requests.

College Visits: Students participate in at least three MUSE sponsored college visits to California Schools. Students and families are strongly encouraged to participate in college visits outside of school.

Introduction to Dual Enrollment: All MUSE Students have the opportunity to visit and/or attend a college class at a local community college. This will be guided and overseen by MUSE College Counselor.

### **PASSION BASED LEARNING**

Passions: Students explore and identify what interests and motivate them in Advisory classes each week. Students will conduct interest explorations and will begin passion experiences. To guide them through this process, students will use the MUSE passion project check list as a resource to help them prepare for their culmination.

Passion Meetings: Students, advisor, and parents meet during the first two weeks of school. Passions (and goals - academic and/or other) are discussed and identified in this meeting. Students and advisor discuss how to go deep with their interests and passions during their 11th-grade year through the Passion Project Timeline.

Living Passions: Students deepen their interests and passions through consistent passion experiences outside of school. This is me living my passion. Students explore and identify unique ways to pursue their passion.

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**Leveraging Passions:** Students and their advisor determine how they can develop/leverage their passions/interests to help someone else within and/or outside the MUSE Community. 11th graders have the opportunity to mentor and (show evidence of mentoring) younger students in a mutual area of passion and interest and/or work in small groups on community projects in our Seed to Table and Human Rights program.

**Passion Hours:** All 11th-graders will be responsible for at least 15 hours (outside of school) of passion hours. The passion hours allot time for the students to explore, create, spend time with their mentor, interview, research, and design their project. Hours are tracked by the college counselor and can be achieved through interviewing, shadowing and/or interning.

## **SUSTAINABILITY**

UN Sustainable Development Goals:

1. No Poverty
2. Zero Hunger
3. Good Health and Well-Being
10. Reduced Inequalities
11. Sustainable Cities and Communities
16. Peace, Justice and Strong Institutions
17. Partnerships for the Goals

**Projects:** Through the Seed to Table Program, students learn about food deserts and food injustice. Students complete a project where they install a garden in a local community center as well as teach gardening and healthy eating classes to community members.

## **SELF-EFFICACY**

**Incorporating SE Daily:** Students execute daily journaling as it relates to certain contexts and concepts. **MUSORY** (see appendix) discussions focus on how conduct will reflect their self-efficacious behavior (open, resourceful, and persistent).

**SE Rubrics:** Students assess their self and relationships to the community.

## **COMMUNICATION**

**Process Communication Model (PCM):** Students demonstrate their use of PCM Skills through culminations, internships, and personal interactions. This is documented in their blueprints.



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## **MUSE You Prep – 12<sup>th</sup> Grade – This Is Where I’m Going**

### **ACADEMICS**

College Applications: During the beginning of Senior year, students finalize their applications, essays, scholarship applications, and college recommendation letters. Recommendation letters for college and/or career.

12<sup>th</sup> grade Capstone: Students complete 12th Grade Capstone Presentation in their Spring semester--- Cumulative Demonstration of knowledge and growth over the last 4-6 years with a presentation to classmates, administrators, teachers, and parents/guardians. Students receive the Capstone Checklist as a guide to review with their advisor and support their process.

Senior Thesis: Students complete their senior thesis and present it during their Capstone Presentation.

MUSE Academic Standards: Students competence in MUSE 12th grade standards is documented in the MUSE Progress Report and Blueprint two times per year.

MUSE Exit Interview: Students participate in the MUSE School exit interview with selected MUSE employees.

### **PASSION BASED LEARNING**

Passions: Students complete their final Passion Project in the fall of their senior year. They continue to explore and identify what interests and motivate them in Advisory classes each week. Students will conduct interest explorations and will begin passion experiences. To guide them through this process, students will use the MUSE passion project check list as a resource to help them prepare for their culmination.

Passion Meetings: Students, advisor, and parents meet within the first two weeks of school. Passions (and goals - academic and/or other) are discussed and identified in this meeting. 12th graders go deeper in their explorations and identification of what they want to do in their Post-MUSE life.

The Future of their Passion: Students reflect and demonstrate where they are going within their passions. Students answer what this looks like for themselves, the community and the planet. This is explored more specifically in Spring of the 12th-grade as they develop their Senior Capstone Presentation.

Passion Hours: All 12th-graders will be responsible for at least 20 hours (outside of school) of passion hours. The passion hours allot time for the students to explore, create, spend time with their mentor, interview, research, and design their project. Hours are tracked by the college counselor and can be achieved through interviewing, shadowing and/or interning.

### **SUSTAINABILITY**

UN Sustainable Development Goals:

- 6. Clean Water and Sanitation
- 7. Affordable and Clean Energy
- 9. Industry, Innovation and Infrastructure
- 11. Sustainable Cities and Communities
- 12. Responsible Consumption and Production
- 13. Climate Action
- 14. Life Below Water
- 15. Life on Land
- 16. Peace, Justice and Strong Institutions

Projects: Through the Seed to Table Program, students learn about different farming systems and explore which are the most sustainable. Students also learn how farming practices are tied to environmental and human health. Students develop a project that improves food growing techniques as well as improves human health.

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## **SELF-EFFICACY**

Incorporating SE Daily: Students execute daily journaling as it relates to certain contexts and concepts. MUSORY discussions will focus on how conduct will reflect their self-efficacious behavior (open, resourceful, and persistent).

SE Rubrics: Students assess their self and relationships to the community.

## **COMMUNICATION**

Process Communication Model: Students will have completed all 5 days of PCM Training. They will use these skills to:

- write college essay
- stay Plus Plus
- navigate college visits
- make post-MUSE decisions
- Assess, connect, motivate and resolve conflict

### **12th Grade MUSE Capstone**

The 12th Grade MUSE Capstone is a cumulative assessment marking a student's exit from MUSE and readiness for post-MUSE life. The Capstone presentation exhibits a student's learning and growth throughout life (primarily focused on last 4-6 years). Each Capstone demonstrates a student's progress and journey by highlighting academic fluencies and mastery, emotional and intellectual growth, passion-based inquiries and experiences, community involvement and leadership, creativity, and achievements, strengths, challenges, and goals. Students are invited to emphasize areas of strength and challenge while celebrating who they are as a unique learning individual.

Students prepare for the Capstone, with guidance from advisors, using the 5 Pillars to guide presentation format and by consistently adding evidence and expressions of learning and growth to the online portfolio throughout the school years. Each student also selects the three community members (teachers and administrators) assessing the Capstone, with one being the student advisor. Students also invite members of the MUSE community and other guests (family, friends, peers) to attend to Capstone event. Fulfillment of the Capstone requires the approval of all three community members.



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