



CROSSROADS
SCHOOL FOR ARTS & SCIENCES



www.xrds.org



Vergil: Aeneid. Arma virum cano, Troiae qui primus ab oris Italiam, fato profugus, Laviniaque venit litora, multum ille et terris iactatus et alto vi superum saevae memorem Iunonis ob iram; multa quoque et bello passus, dum conderet urbem, inferretque deos Latio, genus unde Latinum, Albanique patres, atque altae moenia Romae. Musa, mihi causas memora, quo numine laeso, quidve dolens, regina deum tot volvere casus insignem pietate virum, tot adire labores impulerit. Tantaene animis caelestibus irae? Urbs antiqua fuit, Tyrii tenuere coloni, Karthago, Italiam contra Tiberinaque longe ostia, dives opum studiisque asperrima belli; quam Iuno fertur terris magis omnibus unam posthabita coluisse Samo; hic illius arma, hic currus fuit; hoc regnum dea gentibus esse, si qua fata sinant, iam tum tenditque fovetque. Progeniem sed enim Troiano a sanguine duci audierat, Tyrias olim quae verteret arces; hinc populum late regem belloque superbum venturum excidio Libyae: sic volvere Parcas.

1971. Crossroads was founded on five basic commitments: Id metuens, veterisque memor Saturnia belli, prima quod ad Troiam pro caris gesserat Argis— necdum etiam causae irarum saevique dolores exciderant animo: manet alta mente repostum iudicium Paridis spretaeque iniuria formae, et genus invisum, et rapti Ganymedis honores. His accensa super, iactatos aequore toto Troas, reliquias Danaum atque immitis Achilli, arcebat longe Latio, multosque per annos errabant, acti fati, maria omnia circum. Tanta molis erat Romanam condere gentem! Vix e conspectu Siculae telluris in altum vela dabant laeti, et spumas salis aere ruebant, cum Iuno, aeternum servans sub pectore vulnus, haec secum: **1. academic excellence** 'Mene incepto desisterae victam, nec posse Italia Teucrorum avertere regem? Quippe vetor fati. Pallasne exurere classem Argivom atque ipsos potuit submergere ponto, unius ob noxam et furias Aiacis Oilei? Ipsa, Iovis rapidum iaculata e nubibus ignem, disiecitque rates evertitque aequora ventis, illum expirantem transfixo pectore flammas turbine corripuit scopuloque infixit acuto. Ast ego, quae divom incedo regina, Iovisque et soror et coniunx, una cum gente tot annos bella gero! Et quisquam numen Iunonis adoret praeterea, aut supplex aris imponet honorem?' **2. the arts** Talia flammato secum dea corde volutans nimborum in patriam, loca feta furentibus austris, Aeoliam venit. Hic vasto rex Aeolus antro luctantes ventos tempestatesque sonoras imperio premit ac vinclis et carcere frenat. Illi indignantes magno cum murmure montis circum claustra fremunt; celsa sedet Aeolus arce sceptrata tenens, mollitque animos et temperat iras. **3. the greater community** Ni faciat, maria ac terras caelumque profundum quippe ferant rapidi secum verrantque per auras. Sed pater omnipotens speluncis abdidit atris, hoc metuens, molemque et montis insuper altos imposuit, regemque dedit, qui foedere certo et premere et laxas sciret dare iussus habenas. Ad quem tum Iuno supplex his vocibus usa est: 'Aeole, namque tibi divom pater atque hominum rex et mulcere dedit fluctus et tollere vento, gens inimica mihi Tyrrhenum navigat aequor, Ilium in Italiam portans victosque Penates: incute vim ventis submersasque obrue puppes, aut age diversos et disice corpora ponto. Sunt mihi bis septem praestanti corpore nymphae, quarum quae forma pulcherrima Deiopea, conubio iungam stabili propriamque dicabo, omnis ut tecum meritis pro talibus annos exigat, et pulchra faciat te prole parentem.' Aeolus haec contra: 'Tuus, O regina, quid optes explorare labor; mihi iussa capessere fas est. **4. a student population of social, economic and racial diversity** Tu mihi, quodcumque hoc regni, tu sceptrata Iovemque concilias, tu das epulis accumbere divom, nimborumque facis tempestatumque potentem.' Haec ubi dicta, cavum conversa cuspide montem impulit in latus: ac venti, velut agmine facto, qua data porta, ruunt et terras turbine perflant. Incubuerunt mari, totumque a sedibus imis una Eurusque Notusque ruunt creberque procellis Africus, et vastos volvunt ad litora fluctus. Insequitur clamorque virum stridorque rudentum. Eripiunt subito nubes caelumque diemque Teucrorum ex oculis; ponto nox incubat atra. Intonuere poli, et crebris micat ignibus aether, praesentemque viris intentant omnia mortem. Extemplo Aeneae solvuntur frigore membra: ingemit, et duplicis tendens ad sidera palmas talia voce refert: 'O terque quaterque beati, quis ante ora patrum Troiae sub moenibus altis contigit oppetere! O Danaum fortissime gentis Tydide! Mene Iliacis occumbere campis non potuisse, tuaque animam hanc effundere dextra, saevus ubi Aeacidae telo iacet Hector, ubi ingens Sarpedon, ubi tot Simois correpta sub undis scuta virum galeasque et fortia corpora volvit?' **5. the development of each student's physical well-being and full human potential** Talia iactanti stridens Aquilone procella velum adversa ferit, fluctusque ad sidera tollit. Franguntur remi; tum prora avertit, et undis dat latus; insequitur cumulo praeruptus aquae mons. Hi summo in fluctu pendent; his unda dehiscens terram inter fluctus aperit; furit aestus harenis. Tris Notus abreptas in saxa latentia torquet— saxa vocant Itali mediis quae in fluctibus aras— dorsum immane marai summo; tris Eurus ab alto in brevibus et Syrtis urget, miserabile visu, inluditque vadis atque aggere cingit harenae. Unam, quae Lycios fidumque vehebat Oronten, ipsius ante oculos ingens a vertice pontus in puppim ferit: excutitur pronusque magister volvitur in caput; ast illam ter fluctus ibidem torquet agens circum, et rapidus vorat aequore vortex. Adparent rari nantes in gurgite vasto, arma virum, tabulaeque, et Troia gaza per undas. Iam validam Ilionei navem, iam fortis Achat, 120 et qua vectus Abas, et qua grandaevus Aletes, vicit hiems; laxis laterum compagibus omnes accipiunt inimicum imbrem, rimisque fatiscunt.

www.xrds.org Interea magno misceri murmure pontum, emissamque hiemem sensit Neptunus, et imis 125 stagna refusa vadis, graviter commotus; et alto prospiciens, summa placidum caput extulit unda. Disiectam Aeneae, toto videt aequore classem, fluctibus oppressos Troas caelique ruina, nec latuere doli fratrem Iunonis et irae. Eurus ad se Zephyrumque vocat, dehinc talia fatur: 'Tantane vos generis tenuit fiducia vestri? Iam caelum terramque meo sine numine, venti, miscere, et tantas audetis tollere moles? Quos ego—sed motos praestat componere fluctus. Post mihi non simili poena commissa luetis. Maturate fugam, regique haec dicite vestro: non illi imperium pelagi saevumque tridentem, sed mihi sorte datum. Tenet ille immania saxa, vestras, Eure, domos; illa se iacet in aula Aeolus, et clauso ventorum carcere regnet.' Sic ait, et dicto citius tumida aequora

SKETCH IN YOUR

MAKE IT
AMAZING
AND TRUE



I woke up this way: inspired

NEW FUTURE

Vergil: Aeneid. Arma virumque cano, Troiae qui primus ab oris Italiam, fato profugus, Laviniaque venit litora, multum ille et terris iactatus et alto vi superum saevae memorem Iunonis ob iram; multa quoque et bello passus, dum conderet urbem, inferretque deos Latio, genus unde Latinum, Albanique patres, atque altae moenia Romae. Musa, mihi causas memora, quo numine laeso, quidve dolens, regina deum tot volvere casus insignem pietate virum, tot adire labores impulerit. Tantaene animis caelestibus irae? Urbs antiqua fuit, Tyrii tenuere coloni, Karthago, Italiam contra Tiberinaque longe ostia, dives opum studiisque asperrima belli; quam Iuno fertur terris magis omnibus unam posthabita coluisse Samo; hic illius arma, hic currus fuit; hoc regnum dea gentibus esse, si qua fata sinant, iam tum tenditque fovetque. Progeniem sed enim Troiano a sanguine duci audierat, Tyrias olim quae verteret arcus; hinc populum late regem belloque superbum venturum excidio Libyae: sic volvere Parcas. 1971. Crossroads was founded on five basic commitments: Id metuens,

veterisque memor Saturnia belli, prima quod ad Troiam pro caris gesserat Argis— necdum etiam causae irarum saevique dolores exciderant animo: manet alta mente repostum iudicium Paridis spretaeque iniuria formae, et genus invisum, et rapti Ganymedis honores. His accensa super, iactatos aequore toto Troas, reliquias Danaum atque immitis Achilli, arcebat longe Latio, multosque per an-

Vix e conspectu Siculae telluris, sub pectore volnus, haec secum avertere regem? Quippe vetor fatis et furias Aiacis Oilei? Ipsa, Iovis expirantem transfixo pectore, Iovisque et soror et coniunx, ubi aris imponet honorem?’ 2. the

austris, Aeoliam venit. Hic valet et carcere frenat. Illi indignum tenens, mollitque animos et tu quippe ferant rapidi secum venti et montis insuper altos imposu quem tum Iuno supplex his vocibus tollere vento, gens inimica mihi submersasque obrue puppes, aut quarum quae forma pulcherrima annos exigat, et pulchra facies mihi iussa capessere fas est. regni, tu sceptrum Iovemque conubi dicta, cavum conversa cuspis turbine perflant. Incubuerunt et vastos volvunt ad litora flammamque Teucrorum ex oculis; viris intentant omnia mortem. talia voce refert: ‘O terque quae fortissime gentis Tydide! Mene Aeacidae telo iacet Hector, u-

corpora volvit?’ 5. the development stridens Aquilone procella ventis undis dat latus; insequitur cum fluctus aperit; furit aestus fluctibus aras— dorsum immane vadis atque aggere cingit harenam in puppim ferit: excutitur pro rapidus vorat aequore vortex. Iam validam Ilionei navem, iam fortis Achat, 120 et qua vectus Abas, et qua grandaevus Aletes, vicit hiems; laxis laterum compagibus omnes accipiunt inimicum imbrem, rimisque fatiscunt. Interea magno misceri murmure pontum, emissamque hiemem sensit Neptunus, et imis 125 stagna refusa vadis, graviter commotus; et alto prospiciens, summa placidum caput extulit unda. Disiectam Aeneae, toto videt aequore classem, fluctibus oppressos Troas caelique ruina, nec latuere doli fratrem Iunonis et irae. Eurum ad se Zephyrumque vocat, dehinc talia fatur: ‘Tantane vos generis tenuit fiducia vestri? Iam caelum terramque meo sine numine, venti, miscere, et tantas audetis tollere moles? Quos ego—sed motus praestat componere fluctus. Post mihi non simili poena commissa luetis. Maturate fugam, regique haec dicite vestro: non illi imperium pelagi saevumque tridentem, sed mihi sorte datum. Tenet ille immania saxa, vestras, Eure, domos; illa se iacet in aula Aeolus, et clauso ventorum carcere regnet.’ Sic ait, et dicto citius tumida aequora

My journey with Crossroads School for Arts & Sciences began in 1984. I had been teaching in public schools on the East Coast and was eager to find a more progressive learning environment, one that offered student-centered education and celebrated the individuality of each child. It was time to forge a new path, but to where? I had come, as they say, to a crossroads.

So I packed up, moved to Los Angeles and was soon hired to be a math teacher at Crossroads. That decision altered the course of my life in ways I could have never dreamed possible. Over the years, as a teacher and then administrator—and since 2009 as Head of School—I have watched our School grow and flourish, providing an enriching and joyful education to our passionate, creative, engaged students. I am immeasurably proud and immensely grateful to be a part of this vibrant community, a community that inspires all of us to create our own story.

Bob Riddle *Head of School*

SKETCH IN YOUR

MAKE IT
AMAZING
AND TRUE

1.

Welcome to a place where each student is treated as an individual, where imagination is ignited and rewarded and learning is both spontaneous and meticulously designed, impromptu and intentional.

Welcome to Crossroads School for Arts & Sciences. Our singular K-12 school is founded on a progressive, developmental model of education. Within our strong college preparatory program, innovative arts and sciences curricula, and diverse, inclusive culture, students can discover and celebrate who they are and who they are becoming.

Crossroads is a spirited, nurturing environment. Our two Santa Monica campuses—one housing the Elementary School and the other, two blocks away,

containing the Middle and Upper schools—combine an extraordinary academic curriculum with attention to each child’s social, emotional and physical well-being. It’s what we call an education in balance. Our ultimate goal is simple, yet profound: to support the development of every student’s full human potential.

These are the skills we consider essential for all graduates: to read well, write clearly, study effectively, reason soundly and question thoughtfully. Armed with these tools, our students are prepared to create their own stories, which will transform their futures—and ours—for the better.



NEW FUTURE

dream, and make it real

Crossroads combines a proven academic education with a commitment to immersive, experiential learning. Our students gain confidence in their knowledge and in themselves—from the moment a kindergarten student stands in front of her classmates to speak at a weekly Gathering to the culminating senior projects, when 12th-graders present their independent research, internship discoveries and other lessons gained.

The real Crossroads curriculum isn't about what is easily measured or defined. At its heart, it encourages creativity, risk-taking, collaboration, play, constructive rule-breaking and, above all, caring and respect for others.

To us, academic excellence isn't about accumulating statistics or "making the grade." In the Elementary and Middle schools, we provide comprehensive, narrative feedback instead of letter grades, and we don't rank student work. That way, younger children can be the natural learners they are, without competition. In the Upper School, Crossroads Advanced Studies Classes have replaced the test-driven, AP-branded curriculum and are UC-approved for Honors credit.

LEARNING TO LAST A LIFETIME

Because there are many ways to learn, our teachers design instruction that embraces a variety of styles. As a result, Crossroads students learn how to interpret information and think across disciplines. The bottom line is that we value the process as much, if not more, than the end result. Thinking through problems, and reflecting on mistakes, ultimately can be as instructive as finding the right answer.

Our globally conscious curriculum includes French, Spanish and Mandarin. We also offer Latin (*quippe!*)—required in the Middle School—partly because it's an invaluable foundation for English vocabulary.

Learning is connected, in ways obvious and mysterious. Students analyze the mechanics of flight in Math class, then build kites and fly them at the beach. Or read Dante to understand the Middle Ages, and write their own version of "The Inferno." Crossroads isn't merely a distinctive K-12 School or an educational journey. It's a skill set for life.



79

zip codes represented in student body

40%

cultural and racial diversity

1 in 4

crossroads students receives financial aid

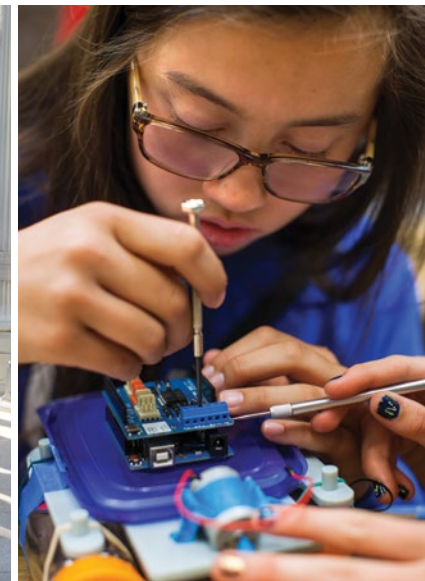




ARTS AND
SCIENCES: THE
PLOT THICKENS



SEQUEL AND PREQUEL



award-winning
student publications

crossfire: the students' voice news magazine • *etymology* academic journal •

dark as day literary journal



At Crossroads, art + science = incredible stories, linked by a sense of discovery. Our outstanding science education is fueled by a passion for ideas, exemplified by our new Science Education & Research Facility on the Middle/Upper School campus. At the same time, our energetic arts offerings enable students to explore visual arts, music, dance, drama, film, creative writing, journalism, speech and debate—all of which enrich their lives, whatever their path.

Our Elementary School curriculum offers abundant chances for artful exploration, as well as an introduction to sciences such as robotics, botany, chemistry and more. Project-based learning throughout the curriculum allows for creative expression to make critical connections across all disciplines.

In the Middle School, students are exposed to every art discipline, and performance opportunities abound through multiple music groups, as well as drama and dance productions. All students participate in the annual Science Fair, incorporating their creative and analytical skills into their own independent research.

Upper School students can pursue independent study projects in math, science or technology through our W.M. Keck Math/Science Institute. More than a dozen course offerings—including Marine Biology, Computer Science, Organic Chemistry and Mobile App Development—provide a wealth of options, including the chance to go beyond the classroom through field study and outdoor education.

The chamber orchestra and classical music program—part of our Elizabeth Mandell Music Institute—and comprehensive jazz and vocal music programs offer a standard of education usually found in music conservatories. The Drama Conservatory includes extensive coursework in acting, voice, improvisation, movement, playwriting and directing. And in Visual Arts, classes such as ceramics, photography, painting, graphic design, film and sculpture are supported by a faculty of professional artists.

average # of students per
classroom: k-fifth grade

sixth-eighth
grade

ninth-12th
grade

student-teacher
ratio

26
47
18
8:1

lynda bezdek *mother of trevor '95* At Crossroads, my child's initiative was encouraged, responded to and valued. It enabled him to do many special projects from being a stage manager to building an electron-tunneling microscope. When he went to Stanford, he felt that he was better prepared than many other incoming students because of the depth of study he received. Crossroads provided a community for our whole family for which we will always be grateful.

ARTS: EXPRESSION



“The artist is not a special kind of person, rather each person is a special kind of artist.”—**ananda coomaraswamy** *ceylonese philosopher*



PHOTO BY MARK GOLD

3. WRITING'S ON THE WALL

This is Exploration Central—animated, inspired, nurtured—where learning is fun and questioning valued. Picture a multitude of intersections on a daily basis.

Turn a corner down a hallway, and you discover a student jazz band riffing. An impassioned debate over global warming. Or fifth-graders rehearsing the lines of Shakespeare. In a theater green room, calculus class, or ceramics studio, in the library, in a dance studio, on the soccer field—everywhere you look, someone is making something. A life. A future. A story worth telling.

The energy is contagious. There's a sense of performance, a musical score accompanying life at Crossroads, with a hum and a beat all its own. You can feel it in the Alley, the nucleus of the Middle and Upper schools, and Crossroads' town square. All roads come together here and venture out again. You may see a dancer

seniors speak:
what's your
home base
at crossroads?

sophie

the
newspaper
room

olivia

the
math
office

owen

the
theater

sonaali

anywhere
my track
team is

shooting hoops with members of the basketball team. Nearby, students and teachers compare notes on a robotics experiment while student editors hand out the award-winning news magazine. At a sun-drenched picnic table, a Latin instructor reviews translations with a student as a group of her classmates paints a mural nearby.

On both campuses and in all three divisions, every student carves out a space to dream big, grow and excel.

Our diverse faculty and staff are invested in knowing and supporting each student as they explore new subjects, cultures and people. Because Crossroads is ultimately a place of relationships—among students, faculty, parents, staff and the broader community—each individual is central to the creative life of this remarkable school.



the herbert zipper archives Housed in the Paul Cummins Library, the Zipper Archives honor the remarkable life of the humanist musician, composer and conductor who survived Nazi concentration camps and internment by the Japanese in World War II. Mr. Zipper (1904-1997) taught music theory and composition at Crossroads until 1997.

4. TAKE THE LEADING ROLE

IMPROVISE
INVENT
GROW

Somewhere else, you might be thought of as “out of the box.” Different. Moving to your own beat. If so, you’ll fit right in at Crossroads. Who are you? Someone who likes to think for yourself. You’re curious. Creative. Independent. Passionate. You ask questions—*Why?* and *Why not?* *How does this work and how can I make it better?*

This is your school if you prefer the road less traveled or even if you want to define your own path. We don’t simply welcome originality, we nurture it. We look for students who don’t just break the mold but make a mold of their own.

Crossroads grads go on to colleges and universities throughout the country and around the world. They become tech entrepreneurs, filmmakers, choreographers, poets, journalists, cellists, research scientists. Most of all, they are critical thinkers and global citizens. As a Crossroads student, you’re given the freedom to thrive and room to astonish. You’ll graduate with accomplishments and skills you didn’t think possible when you began.

At Crossroads, you’re not a label, a category, or a “type.” You’re you, in the process of becoming the most well-rounded person you can be. Here, artists are mathematicians, athletes are writers,

and dancers are scientists. You’re not confined to one definition, but can pursue all aspects of yourself. In a single day, you might construct a zipline camera in robotics and perform a classical symphony. Or create an abstract, translate Spanish poetry and solve a mind-boggling equation.

We support you throughout with passionate, committed teachers, counselors, coaches and staff. Go ahead and dream. This place will help bring shape and fabric to make that dreaming real.



my voice matters all the time



middle and upper school classrooms aren't
numbered—they're named.
where would you like to learn today?

chavez coltrane curie gandhi kahlo lincoln morrison

plato pythagoras wolff

three gates of the elementary school:

Is it true?
Is it kind?
Is it necessary?

A Crossroads education aspires to give all students the tools for personal growth. Our Human Development Department—a core part of our curriculum—encompasses Life Skills, Physical Education, Environmental and Outdoor Education and Community Service.

In Life Skills, special attention is given to the social, emotional and spiritual development of each child. Our weekly Life Skills classes provide a safe forum for students to reflect on and talk about their deepest concerns.

In the Elementary School, Life Skills focuses on lessons in conflict resolution, diversity training and shared community values, such as Vivian Paley's statement, "You can't say you can't play."

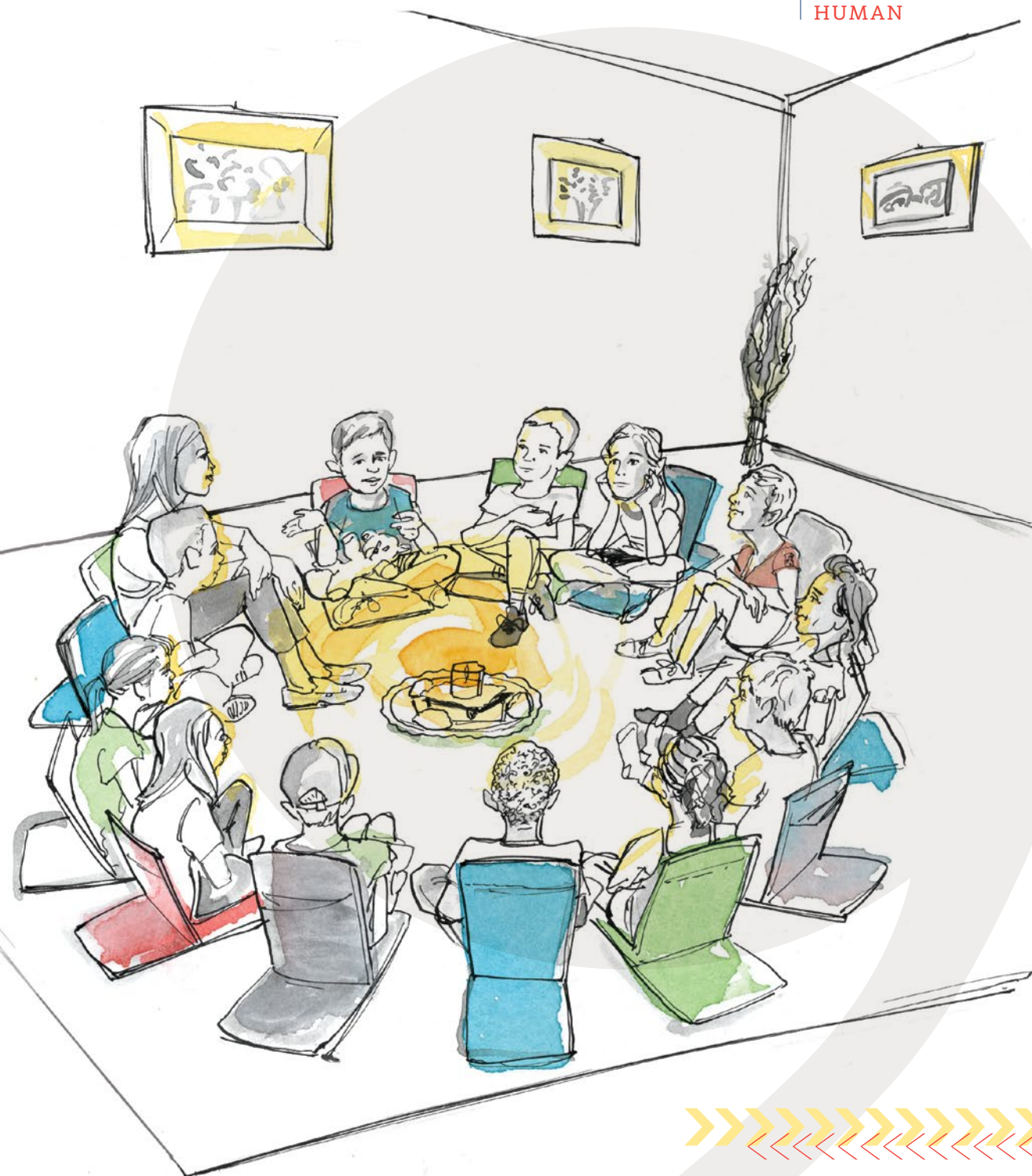
In Middle School, each grade level has a theme that inspires the Life Skills curriculum, from the transition to a new school to identity formation, friendship and values clarification. Separate units for boys and girls address issues specific to each gender. Special programs in the Middle and Upper schools in anti-bullying, family structure, peer mediation and, later, drug and sex education, help students build trust and maturity.



Students in all divisions take part in Council, one of many circles within circles here, where they learn to respect and celebrate diversity, while finding self-expression. In Council, students and teachers meet in a circle. Each in turn holds a "talking stick" or object before passing it along. Every child develops a voice and the skills to interact with respect and resolve conflicts peacefully.

We believe that learning how to listen with empathy—perhaps especially when someone else's perspective disagrees with your own—is a skill that will serve our students an entire life.

THE ABCs
OF BEING
HUMAN





THE ALLEY

laissez vivre, laissez danser;
LET US READ,
AND LET US DANCE;
THESE TWO AMUSEMENTS
WILL NEVER
DO ANY HARM
TO THE WORLD.

voltaire 1694–1778

6. DRAWING UP A GAME PLAN

The world without walls is our classroom, too. We were founded on the idea that education at its best should be play—a spirit-stirring experience. Our Physical Education Program, as central to a student's comprehensive education as any other subject, seeks to help students become conscious of and coordinate their bodies, minds and hearts. With a focus on movement, we emphasize health, well-being and fitness for life. The many pluses include personal and cooperative development.

average year:
student athletes

In our Athletics Program, we're collaborative, but competitive too, within a supportive environment. Students have an option to participate on one of our 23 Upper School teams, 27 Middle School teams or six fifth-grade teams. Our state-of-the-art facilities include a gym, swimming pool, soccer field, weight room and space for athletic trainers.

athletic
teams

Our student-athletes benefit from instruction by a professional coaching staff aligned with the Crossroads philosophy. It gives us great pride to say our student-athletes and teams win championships. Most important, they consistently demonstrate a capacity for fairness, respect, integrity, responsibility, cooperation, caring, composure and dedication.

athletic
contests

We believe a program focused on learning and teaching will provide each participant with a challenging yet rewarding experience. Many of our student-athletes go on to compete at the collegiate level, and some have made the transition to professional athletics.



SERIOUS FUN
MAD SKILLS

our mascot? the *roadrunner*, of course

austin croschere '93 *retired NBA player, Fox sports analyst* This is truly a special place that pushes you academically. But more than that, it took a self-conscious, tall, skinny introverted kid and gave me a voice. Crossroads provided me a platform to learn to be a leader, to question things. You just don't get that everywhere you go.

7. FIRST EDITION: EARTH

average
EOE year:

750

pounds of trail
mix consumed

85

nights under
the stars spent

5,531

miles by foot
or kayak traveled

environmental
and outdoor
education teaches:

grit optimism gratitude curiosity teamwork leadership activism

VOCABULARY
OF SUN, SAND
AND STAR



Crossroads students gain invaluable experiences under the sun and stars in our Environmental and Outdoor Education (EOE) program. This earth-conscious program offers a wide range of science-based field study courses, environmental service trips and leadership development opportunities.

Students begin their EOE experience in the fourth grade, when they travel as a class to San Juan Capistrano for a three-night land-and-sea adventure. Fifth-graders spend four nights on Catalina Island learning about ocean activities. In Middle School, sixth-graders head to Joshua Tree National Park for rock climbing and camping in the desert; seventh-graders travel to Morro Bay State Park for immersion in the marine environment; and eighth-graders trek to the vast Sierra Nevada mountains.

Upper School students can choose from more than 10 field study trips to diverse and amazing natural habitats, including the Sierra Nevada and Death Valley. Our unique Outdoor Leadership Program provides advanced leadership training and technical outdoor skills, developing student leaders and mentors in the outdoor education world. Each year, a few juniors participate in semester-away at programs such as High Mountain Institute in Colorado.

EOE's adventures are integrated with our exceptional science education as students build their awareness as citizens of the earth. These interconnected dialogues take place both across the curriculum and beyond the confines of a traditional classroom. After all, isn't that how learning happens—everywhere?

SCIENCE=LIFE²

each year, students in the seventh-grade Forensics class act as “detectives” in a mock investigation, using the scientific method to crack a fictitious case

in the fifth-grade Lego Mindstorms unit, student groups design, build and program robots, culminating in a robotics exhibition



Crossroads is one of only a small number of U.S. high schools to offer Organic Chemistry

8. THE NARRATIVE EXPANDS

Every year, a group of Upper School student actors, musicians and stagehands puts on a one-act musical in settings such as rehabilitation centers, hospitals, juvenile detention centers and homeless shelters in the San Francisco Bay area. "Drama Tour" has been a Crossroads tradition since 1993.



BUILDING MEANINGFUL CONNECTIONS

At Crossroads, social justice is embedded in our DNA. Community Service is one expression of that commitment. We view it as a critical part of the balanced education we seek to provide every student. From day one, Crossroads students begin to understand what it means to be a good neighbor and engaged citizen. In the Elementary School, we call this "service learning" because service is rooted in the curriculum.

Kindergarten students plant and harvest vegetables. They sell the produce to Crossroads families—great practice for new-found counting skills—then give the profits to a local preschool. Second-graders visit with the School's senior citizen neighbors, exchanging stories and finding that wisdom comes from listening. Fifth-graders go to universally accessible playgrounds and play with their differently abled friends. And campus-wide, students collect supplies for a nearby food bank.

In the Middle School, students discover that service is a privilege. They form challenge teams to tackle projects centered on pollution, nature, health and wellness, sports and mentorship and education. For Upper School students, community service is a door to the world through Community Awareness and Service Leadership classes. We encourage them to choose projects that reflect their personal passions in many settings, whether beach cleanup, a convalescent home or Head Start. Student-run clubs extend this activist tradition into such areas as animal welfare, HIV/AIDS, sustainability and human rights.

Through institutional community service, Crossroads mirrors the social responsibility we ask of our students. Our P.S. Science program brings exploration-based science experiences and instruction to children living at or below the poverty line in local Title 1 schools. The result: All of us are as changed as the people we meet.

crossroads partner organizations where students can volunteer



clubs that care

aids ambassadors ▪ animal rights ▪ anti-bullying club
caring for cancer ▪ free the children
human rights club ▪ teens abolishing slavery coalition
people for equity and cultural equality (peace)

NOT AN ENDING

WHAT
WILL YOUR
STORY BE?



i unplug to read

future's so bright, i gotta wear shades

We invite you to visit Crossroads School for Arts & Sciences and experience our philosophy, commitment and curriculum for yourself.

Our Middle and Upper School campus sits in a distinctly urban area of West Los Angeles, not far from the great Pacific Ocean. Our Elementary School is just a few blocks away, within walking or biking distance.

Elementary School/Norton Campus
1715 Olympic Boulevard
Santa Monica, California 90404

Middle and Upper School Campus
1714 21st Street
Santa Monica, California 90404

For admissions information,
call 310-582-4109.

www.xrds.org



A BEGINNING

laugh out loud

do robots count?

i woke up this way: fearless

CREATIVE DIRECTOR AND EDITOR: JERYLDINE SAVILLE CONTENT CONTRIBUTOR AND EDITOR: SARA RING DESIGN: WARREN GROUP | STUDIO DELUXE COPYRIGHTING: CANDACE PEARSON ILLUSTRATION: BRETT AFFRINTI PRINCIPAL PHOTOGRAPHY: STEPHEN ZEIGLER

Vergil: *The Aeneid*. Arms, and the man I sing, who, forc'd by fate, And haughty Juno's unrelenting hate, Expell'd and exil'd, left the Trojan shore. Long labors, both by sea and land, he bore, And in the doubtful war, before he won The Latian realm, and built the destin'd town; His banish'd gods restor'd to rites divine, And settled sure succession in his line, From whence the race of Alban fathers come, And the long glories of majestic Rome. O Muse! the causes and the crimes relate; What goddess was provok'd, and whence her hate; For what offense the Queen of Heav'n began To persecute so brave, so just a man; Involv'd his anxious life in endless cares, Expos'd to wants, and hurried into wars! Can heav'nly minds such high resentment show, Or exercise their spite in human woe? Against the Tiber's mouth, but far away, An ancient town was seated on the sea; A Tyrian colony; the people made Stout for the war, and studious of their trade: Carthage the name; belov'd by Juno more Than her own Argos, or the Samian shore. Here stood her chariot; here, if Heav'n were kind, The seat of awful empire she design'd. Yet she had heard an ancient rumor fly, (Long cited by the people of the sky,) That times to come should see the Trojan race Her Carthage ruin, and her tow'rs deface; Nor thus confin'd, the yoke of sov'reign sway Should on the necks of all the nations lay. She ponder'd this, and fear'd it was in fate; Nor



esides, long causes working in
Of partial Paris, and her form
d. Each was a cause alone; and
distant from the Latian coast
ain Were toss'd by storms, and
labor for so vast a frame. Now
t'ring with cheerful shouts the
discontent, The Queen of Heav'n
rojans reign in Italy? So Fate
angry Pallas, with revengeful
foe, The bolts of Jove himself
bosom of the deep; Then, as an
ngly seiz'd, and with a burning
ove, The majesty of heav'n, the
hs of ruin'd Troy! What nations
ddess; and, with fury fraught
, ' The tyrant Aeolus, from his
rk prisons binds. This way and
his hall th' undaunted monarch
ted sway Would sweep the world
n would fly before the driving
, And lock'd 'em safe within,
or their force allay. To whom
O Aeolus! for to thee the King
estrain, And smooth the waves,
passage cut the Tuscan sea; To
es there. Raise all thy winds:
v'n, the charming daughters of
; The fairest, Deiopeia, shall
n, to will The work which duty
your bounteous hand: Yours is
tempests at your pleasure, or
tain side His quiv'ring spear,
air, and skim along the ground;
ep. South, East, and West with
sailors' fearful cries Ascend;

and sable night involves the skies; And heav'n itself is ravish'd from their eyes. Loud peals of thunder from the poles ensue; Then flashing fires the transient light renew; The face of things a frightful image bears, And present death in

vergil *70 B.C.–19 B.C.* was one of the finest Roman poets who wrote during the golden age of literature in the reign of Augustus. It took Vergil 10 years to write *The Aeneid*, considered the national epic of ancient Rome.

i woke up this way: fearless



FRUNTI PRINCIPAL PHOTOGRAPHY, STEPHEN ZEIGLER

CREATIVE DIRECTOR AND EDITOR, JEFF

Vergil: *The Aeneid*. Arms, and the man I sing, who, forc'd by fate, And haughty Juno's unrelenting hate, Expell'd and exil'd, left the Trojan shore. Long labors, both by sea and land, he bore, And in the doubtful war, before he won The Latian realm, and built the destin'd town; His banish'd gods restor'd to rites divine, And settled sure succession in his line, From whence the race of Alban fathers come, And the long glories of majestic Rome. O Muse! the causes and the crimes relate; What goddess was provok'd, and whence her hate; For what offense the Queen of Heav'n began To persecute so brave, so just a man; Involv'd his anxious life in endless cares, Expos'd to wants, and hurried into wars! Can heav'nly minds such high resentment show, Or exercise their spite in human woe? Against the Tiber's mouth, but far away, An ancient town was seated on the sea; A Tyrian colony; the people made Stout for the war, and studious of their trade: Carthage the name; belov'd by Juno more Than her own Argos, or the Samian shore. Here stood her chariot; here, if Heav'n were kind, The seat of awful empire she design'd. Yet she had heard an ancient rumor fly, (Long cited by the people of the sky,) That times to come should see the Trojan race Her Carthage ruin, and her tow'rs deface; Nor thus confin'd, the yoke of sov'reign sway Should on the necks of all the nations lay. She ponder'd this, and fear'd it was in fate; Nor could forget the war she wag'd of late For conqu'ring Greece against the Trojan state. Besides, long causes working in her mind, And secret seeds of envy, lay behind; Deep graven in her heart the doom remain'd Of partial Paris, and her form disdain'd; The grace bestow'd on ravish'd Ganymed, Electra's glories, and her injur'd bed. Each was a cause alone; and all combin'd To kindle vengeance in her haughty mind. **Question everything.** For this, far distant from the Latian coast She drove the remnants of the Trojan host; And sev'n long years th' unhappy wand'ring train Were toss'd by storms, and scatter'd thro' the main. Such time, such toil, requir'd the Roman name, Such length of labor for so vast a frame. Now scarce the Trojan fleet, with sails and oars, Had left behind the fair Sicilian shores, Ent'ring with cheerful shouts the wat'ry reign, And plowing frothy furrows in the main; When, lab'ring still with endless discontent, The Queen of Heav'n did thus her fury vent: "Then am I vanquish'd? must I yield?" said she, "And must the Trojans reign in Italy? So Fate will have it, and Jove adds his force; Nor can my pow'r divert their happy course. Could angry Pallas, with revengeful spleen, The Grecian navy burn, and drown the men? She, for the fault of one offending foe, The bolts of Jove himself presum'd to throw: With whirlwinds from beneath she toss'd the ship, And bare expos'd the bosom of the deep; Then, as an eagle gripes the trembling game, The wretch, yet hissing with her father's flame, She strongly seiz'd, and with a burning wound Transfix'd, and naked, on a rock she bound. **Why?** But I, who walk in awful state above, The majesty of heav'n, the sister wife of Jove, For length of years my fruitless force employ Against the thin remains of ruin'd Troy! What nations now to Juno's pow'r will pray, Or off'rings on my slighted altars lay?" Thus rag'd the goddess; and, with fury fraught The restless regions of the storms she sought, Where, in a spacious cave of living stone,' The tyrant Aeolus, from his airy throne, With pow'r imperial curbs the struggling winds, And sounding tempests in dark prisons binds. This way and that th' impatient captives tend, And, pressing for release, the mountains rend. High in his hall th' undaunted monarch stands, And shakes his scepter, and their rage commands; Which did he not, their unresisted sway Would sweep the world before them in their way; Earth, air, and seas thro' empty space would roll, And heav'n would fly before the driving soul. In fear of this, the Father of the Gods Confin'd their fury to those dark abodes, And lock'd 'em safe within, oppress'd with mountain loads;Impos'd a king, with arbitrary sway, To loose their fetters, or their force allay. To whom the suppliant queen her pray'rs address'd, And thus the tenor of her suit express'd: "O Aeolus! for to thee the King of Heav'n The pow'r of tempests and of winds has giv'n; Thy force alone their fury can restrain, And smooth the waves, or swell the troubled main- A race of wand'ring slaves, abhorr'd by me, With prosp'rous passage cut the Tuscan sea; To fruitful Italy their course they steer, And for their vanquish'd gods design new temples there. Raise all thy winds: with night involve the skies; Sink or disperse my fatal enemies. **www.xrds.org** Twice sev'n, the charming daughters of the main, Around my person wait, and bear my train: Succeed my wish, and second my design; The fairest, Deiopeia, shall be thine, And make thee father of a happy line." To this the god: "'T is yours, O queen, to will The work which duty binds me to fulfil. These airy kingdoms, and this wide command, Are all the presents of your bounteous hand: Yours is my sov'reign's grace; and, as your guest, I sit with gods at their celestial feast; Raise tempests at your pleasure, or subdue; Dispose of empire, which I hold from you." He said, and hurl'd against the mountain side His quiv'ring spear, and all the god applied. The raging winds rush thro' the hollow wound, And dance aloft in air, and skim along the ground; Then, settling on the sea, the surges sweep, Raise liquid mountains, and disclose the deep. South, East, and West with mix'd confusion roar, And roll the foaming billows to the shore. The cables crack; the sailors' fearful cries Ascend; and sable night involves the skies; And heav'n itself is ravish'd from their eyes. Loud peals of thunder from the poles ensue; Then flashing fires the transient light renew; The face of things a frightful image bears, And present death in

vergil *70 B.C.–19 B.C.* was one of the finest Roman poets who wrote during the golden age of literature in the reign of Augustus. It took Vergil 10 years to write *The Aeneid*, considered the national epic of ancient Rome.

create your own story



CROSSROADS
SCHOOL FOR ARTS & SCIENCES