Odyssey Leadership Academy
Official High School Transcript
100 E California Avenue
OKC, OK 73104

Name: Demi Moore    Gender: F    Birthdate: 1/19/2001
Address: 123 N. Hollywood OKC OK
Entered OLA: August 2016    Graduation Date: May 2019

<table>
<thead>
<tr>
<th>9th grade</th>
<th>Fall 2015</th>
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<tr>
<td><strong>Fall Term I</strong></td>
<td>**Credit Units</td>
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<tr>
<td><em>For the Love of Poetry (English)</em></td>
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Demi brought a high level of ability to our “For the Love of Poetry” class this semester. Demi was the first one to volunteer to take discussion notes in the class. Even from this simple assignment it was abundantly clear Demi must have a strong academic background- the notes were well-composed, perfectly organized, thorough, and well laid-out. Such an ability to meet set expectations with skill is a critical and highly desirable part of any student’s makeup. From day one, Demi showed she had the intellectual capacity and commitment to do well in the class. However, what made Demi’s performance exceptional this term was her ability to push into unfamiliar and uncomfortable territory to go beyond where she knew she could easily succeed. Several times Demi made the conscious choice to take the harder, riskier road rather than stick to her strengths. An early example was a sonnet-writing exercise coupled with a study of Shakespeare’s iconic sonnet, “Shall I Compare Thee To a Summer’s Day.” Demi, (always respectful and polite), brought up her strong dislike of the romantic idealism of the poem, which lead to a great class discussion on the controversial subject of the recipient of Shakespeare’s sonnets and the nature of love and friendship. If I remember correctly, she also didn’t particularly enjoy writing her own sonnet (or found it challenging). Many students in Demi’s place would have concluded that sonnets were just not their thing and move on. Instead, Demi told me later, she went home and spent hours reading sonnets online. Rather than give up, Demi pushed in. Demi showed a similar desire to go the extra mile on her final essay. Demi wrote a draft in which she examined how women look at aging through the lens of Sylvia Plath’s poems “Mirror” and “Facelift.” I suggested she could go to a deeper level by taking one of Plath’s poems and comparing it to a male poet’s piece of aging, but didn’t say she would have to. Re-writing the essay would require significant extra work and restructuring, and many students would not have risen to the occasion. Demi, though, took it an extra few miles by comparing “Mirror” to Moore Stanley’s, “When I See Young Men Play.” She brought in outside research and articles and made significant points about aging in different cultures and the role of gender in the experience of aging. My favorite moment of the semester was Demi’s Celebration of Learning. Her original plan was to create an art piece and write a poem to accompany it. When she talked it over with her parents, they suggested she could challenge herself by performing the poem as a spoken word piece. This was definitely a step out of Demi’s comfort zone- when she started practicing with the spoken word Expedition, she found even the performative warm-up exercises tough. Within a few days, though, Demi had memorized the piece and performed it as a duo-piece for our Fall Celebration of Learning finale. Demi didn’t just dive into spoken word, she
did a triple-front flip on her way in. Her art piece was also outstanding and was one of our featured works. I could write at length about Demi’s academic ability, which is clearly the product of years of hard work. Most impressive to me, however, was Demi’s tenacity and desire to expand her borders to take on unfamiliar challenges. If Demi continues to choose to take risks and push herself into the unknown, I can’t imagine where she Demi end up. I commend Demi’s courage and urge her to keep pushing, keep risking, and keep seeking higher. - Mrs. Abbey Bybee

**Fall Term II**

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<tr>
<th>Game Theory (Mathematics)</th>
<th>Credit Units</th>
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I am so glad Demi is a part of our community at Odyssey. Whether in Game Theory or Spoken Word, Demi adds passion and curiosity to each class. As we worked on some of the key math concepts that are key to Game Theory and almost every domain of math, Hope was able to complete the curriculum laid out for her. She also made significant progress on some of the fundamental calculation challenges, increasing her scores on the ZetaMac sheets by large margins (85% in one category). As we worked through the interconnections between Game Theory and Sean Covey’s *The 7 Habits of Highly Effective Teens*, Demi shared the information with friends outside of class and had them present back to our class. One of my favorite moments of class was when Demi was when I called on Demi to solve a problem we were working on of a type we had not seen before. I brought her to the board and she had trouble solving it correctly-- it probably didn’t help that everyone was watching her! Rather than let her off the hook, I asked Demi to keep working on it on her own and sure enough several minutes later she came and had the solution and underlying conceptual framework. I was so proud of her resilience to work through a new problem with diligence under pressure. Demi will find that as she works hard, tries different strategies, and asks for help that she will be able to grow in understanding in outstanding ways. For Demi’s final essay she explored the history of the Prisoner’s Dilemma and how it applied to advertising between competing firms. She also looked at the principle of Backwards Induction. Demi fulfilled the requirements but had a few conceptual and grammatical errors and could definitely have produced stronger work. Her Celebration of Learning was an art piece in which Demi demonstrated the different payoffs from loving, hating, and forgiving. Melding philosophy and mathematics, it demonstrated how love is always a game theorist’s best response, regardless of the other player’s choice. Hope has two growth edges-- one is to stay diligent and timely with her work. Another would be to constantly question her understanding of a topic and to engage in self-testing to make sure she has full mastery. A couple of times Demi seemed to have a concept mastered and eased up in her attention only to discover she didn’t have it fully dialed yet. Demi video projects on the Prisoner’s Dilemma and backwards induction were filled with humor, care, and energy and were my favorite of the semester. I really appreciate all the finishing touches she put on them, from theme music and titles to costume changes and action shots! Great job, Demi! Demi is such a wonderful force at Odyssey. It has been an honor to work with her! I am thankful that we will have her here for years to come. -- Mr. Sean Beckett

**Expeditions (Electives)**

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<th>Dream Launch</th>
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**Spring 2016**

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<th>Faithful Neighbors - World Religions (History)</th>
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Demi added a lot to our class. She participated in discussions and raised challenging questions, unafraid to share her perspective or take issue with points raised. She was similarly curious and active on our field trips. When we visited the Mosque, she asked Imam Enchassi, “What can we do to be good neighbors?” On the practical side, Demi was one of our most successful students in learning the basic vocabulary of different faiths. She performed well on the short religious literacy exercises we performed in class, and really seemed to enjoy them. She demonstrated she had internalized much of the content. On the Buddhism quiz, for example, she described the life of Buddha, accurately described the four Noble Truths, named the Three Treasures of Buddhism, and described the theological differences between Theravada, Mahayana, and Vajrayana Buddhism. Demi has developed a knack for creative writing which she brought to her written work. We asked each student to interview someone of a different faith and report back, and she took initiative to interview a woman named Jacquie. Demi succinctly and poetically described Jacquie’s journey as a quest for, “deep soul-felt fulfillment of our own internal longings” and “that 3 a.m., magnetic, connection” that Jacquie spoke of. Demi completed over twenty short journal entries dealing with
the readings, site visits, comparing religions, and her own perspective on various question of theology and belief. Her entries were usually brief but interesting. For example, as she read a selection from Dhammapadda, a fundamental text in Buddhism, Demi noted how the form was poetry and compared it to the Jewish Psalms, wondering about the connection between poetry and wisdom. In studying Hinduism she discussed how the belief of the internal divine could potentially lead to egotism and compared the idea of atman to the notion to the indwelling Holy Spirit from Christianity. In terms of personal growth, these journal entries are a place where Demi could challenge herself in the future. Considering her thoughtfulness and ability to write, her pieces could have been significantly longer and deeper. She could certainly take short reflective pieces like these and take them to another level. We encourage her in the future to take the “easy” assignments like these and to use them as an opportunity to push herself farther. For Demi’s Thesis paper, “The Plague and its Metamorphosis of Religion,” she explored “the cause and effect relationship between the Bubonic Plague and the three Abrahamic religions.” In this fascinating paper she looked at the dramatic impact of the plague on faith in Medieval times, or, as she put it, how “a flea forever changed the beliefs and trajectory of the human race.” Within Christianity, Demi explored the deep and wide-ranging effects of the Black Plague on students in this course, completing the required

Spring Term II Technology in War (Science)

Demi did very well managing the wide variety of expectations placed upon students in this course, completing the required work in a timely manner. She consistently demonstrated a firm grasp of all the core learning goals studied in class (including the relationship between nuclear reactions, forces in flight, waves, electromagnetic spectrum, chemical reactions, and subatomic particles, and their connection to seven critical technological advances throughout history, namely: fire, navigation, steam engine, internal combustion engine, flight, nuclear reactions, and electromagnetic waves), and furthermore, exhibited a positive attitude of inquiry in the more philosophical topics raised in class (the existential threat of war, a history of armed
conflict, human motivation, “just war” theory, and the philosophy of progress). Demi took a particular interest in the philosophical elements throughout the course, and chose to write her thesis paper on the questions of what give meaning to life, and how that ties into the ethics of death, killing, and engaging in warfare. Demi has a naturally scientific mind, and took it upon herself to undertake a personal experiment for her Celebration of Learning. She performed her own experiments and collected the data with little guidance from myself. She put a herculean amount of work into her final chapter project, which was rewarded by the very high calibre of the final product. Demi is a diligent student, and is always asking questions and seeking to learn more on her own. Her colleagues look up to her, and we have seen her grow further into a role of leadership by example and encouragement as the term progressed. Demi’s final paper was well written and exhibited a clear understanding of the experiment. Similarly, her two Celebration of Learning projects artistically expressed these tensions: a sculpture of a WWI-era gas mask depicting one of the horrific developments stemming from the rise of chemistry as a science, and a spoken-word performance about the nature of true peace. Demi consistently displayed a high level of professionalism, coming to class with a good attitude and engaging in discussions with thoughtful comments. It is a joy to have her in class. -- Mr. James Cheng

Expeditions (Electives)

Dance/Drama 0.5 0.5
3D Printing 0.5 0.5

10th grade

Fall Term I

The Land Speaks: Geography and Folktales (Social Studies) 1 1

Demi is a deeply curious, intellectually tenacious, and courageous researcher. She is also a deep listener, attempting to understand all the information provided in class before she thinks about possibilities, connections, and results. Demi is one student who when she speaks I know that the conversation will become deep, complex, and challenge all other students to dive deeper. Demi was also very interested when we spoke about the implications of the Czech Republic’s geographically central position in Europe. She was able to make the connections about their status under the Hapsburg empire, German occupation, Communist control, and Havel’s revolutionary influence for the Czech people. Further, Demi was able to tie together her Russian language class as we discussed the influence of language on logic and reason. Demi’s writing is superb. Each one of her reading reflection over The Grapes of Wrath tied together both her insights from the book and current class discussions. She was able to connect the loss of land to borders issues in other countries, and the shame of losing land. She also tied together how families created roadside tribes with a project one of her friends completed in another class. This shows Demi’s ability to think widely, seeing whole pictures of information. She also represented this in her cultural profiles. Her most impressive profile was about the Coptic Christians in Egypt, who preserve an ancient Egyptian dialect, but are suffering alienation in various countries. It was a small research paper in itself, looking into the language and culture of the Copts and how it still survives today. Her thesis focused on the Russian cultural influence of sud’ba, tying together he language class and The Land Speaks. Sud’ba is a concept of refinement or salvation through suffering. She defined Sud’ba, and showed its roots within Russian Orthodoxy’s suffering Christ, and the roots of Slavic language. She then explored the concept through motherhood (Mother Mary and Mother Russia), and abandonment. She tours through much of Russian literature showing how each character relates to suffering as an acquaintance, and how it prepares the characters for their final redemption. Demi’s paper could be a dissertation. This is where we had to work to refine her concept. Demi is a phenomenal researcher, thinker, and writer. We are now working how to take complex information and present it in a simple and logical order so that readers can digest her thoughts. Demi’s celebration of learning was a sculpture of the Golem of Prague and a paper mosaic inspired by
Prague’s Spanish synagogue, incorporating words in Hebrew, Czech, and English. She was inspired by the Czech acceptance and protection of Jewish people in the 1800’s and 1900’s. She was able to tell the story with great enthusiasm, and explain all the different languages she used. She was also able to explore how we care for the less fortunate in our society, protecting them. Finally, she was very insightful in explaining how creating the golem made the rabbi like God, creating from clay and breathing life into it. I am more than honored to give Demi a full credit in social studies for The Land Speaks. She has exceeded expectations in every way! -- Dr. Logan Kruck

**Fall Term II**

**Botany and Urban Agriculture (Science)**

Demi has displayed an exceptionally inquisitive mind and attitude in this class, and in general an eagerness to learn. I would encourage Demi to keep working on being punctual with her work, which was a minor issue a couple of times. Her work ethic and collaboration with others were both good, and she seemed to engage wholeheartedly in the community projects. Demi displayed good effort on her labs, quizzes, and memory challenges. Her presentation over allelopathy was also well done, and it was obvious she latched onto her topic and wanted to learn about it. Her Celebration of Learning over genetics was well done, and it was obvious she had a passion for that topic and went above and beyond in diving deeper into it. Demi’s writing is excellent, to say the least. Not only does she express her thoughts clearly, she obviously thinks deeply about what she is saying. Her final writing paper was focused on the old and new perspectives on farming, the pros and cons of each, and then her own solution and thoughts on the issue. Very well done, I am impressed, and convinced by many of your points! Through the memory challenges, labs, and presentations, Demi has demonstrated a good understanding of the core concepts for this course. Demi shows all the qualities of a scientist: she can think big picture but also is attentive to detail and thorough in all her work. It was an honor to have her in class and I look forward to seeing her grow as a person and the impact she will have on the world in whatever field she decides to invest in. She asks great questions and is willing to challenge ideas when they ought to be challenged. She is really creative and has worked really well with other students in the class projects we’ve done so far. In particular, she has done a great job leading some of the younger students in class, calling them up while also being patient with them. Demi is also an exceptionally talented writer. Her reflection essays were extremely thought-provoking and are always really enjoyable to read. They frequently challenged my thinking and encouraged me to wrestle with tough topics. In addition to her individual work, Demi has proven to be a leader among her peers, as her colleagues regularly approach her for her kind and generous help in understanding complicated concepts from the class material. She exemplifies the traits we hope to see in all of our scientist-scholars here at OLA: curiosity paired with tenacity, and exhibiting both intellectual humility and autonomy. I am very proud of her work, and am excited to see where her bright, dedicated mind takes her in the future. - Mr. Josiah Biles

**Expeditions (Electives)**

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**Spring 2017**

**Spring Term I**

**The Female Voice (English)**

Demi brought a deep thoughtfulness and curiosity to this course that encouraged her classmates to engage with and learn about topics in respectful and careful ways. Demi stepped beautifully into the role of “leader” in this course, from engaging with guest speakers and class discussion to the high caliber of work she consistently presented to the deep wrestling she did in the tension of violence and peace. Her written work and annotations were always completed on time and done in such a way that showed a high level of respect for the course content (including the study of categories of altruism, peace and conflict transformation with reference to issues of human personhood and social psychology; historical and social examples of peace-making from the work of the Truth & Reconciliation Commission (South Africa) or the Righteous Gentiles Among the Nations from the Holocaust; as well as an exploration of philosophies of peace-studies in 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). Demi consistently held herself to the highest quality of work possible, and often she went above and beyond expectations to turn in exceptional work. What
was important for Demi in this course was not only to do the work, but to understand the why behind assignments, writings, and discussions. For her book presentations, she grew in communicating the ideas in a concise and clear away from presentation one to presentation two, and in both she displayed a clear understanding and mastery of the content. She worked hard to teach the class about the progressive work of Jane Addams including her work at the Hull House, in the suffrage movement, and beyond. For her final thesis paper, Demi wrote an eight page paper about the effects of patriarchy silencing both men and women, pulling from five outside sources. Demi final Celebration of Learning was a string artwork of artist Artemisia Gentileschi crafted from a 3.5 by 4 foot piece of pine wood, 1500 nails, and a single thread. It is by far one of the most ambitious and well-crafted Celebrations I have witnessed in my time at Odyssey. For her deep engagement with the course and her continuing integrity to the material, it is our honor to award Demi full course credit. -- Ms. Amanda Kingston and Mr. Philip Moll

Spring Term II
Navigating Mathematics (Mathematics)  
Demi has completed the requirements needed to receive credit for this course, both showing a high level of mastery in the math curriculum (substitution/association/commutation/distribution of numbers, equations with 1 and 2 variables, trigonometric functions, etc.) as well as demonstrating a sufficient ability to apply those concepts to the real world (distance between two points via Pythagorean Theorem, calculating flight times based on headwind vs. tailwind, etc.). In a class that studied in-depth such mathematical concepts as circular functions, ratios, differential equations, angle functions, triangle postulates, radians, coordinate values, rational and irrational numbers, and exponential functions, Demi pushed through to a deep mastery of the ways in which these concepts interacted. Her final portfolio of Real World Math Proofs is of good quality. Along with the two Real World Math Proofs that we completed as a class, Demi created, revised, and drafted final copies of three original math proofs, plus one proof that was not quite completed to a final draft. In her final proofs, she budgeted how much money she would save on a vegan diet, calculated how many lines her spoken word should be to hit three minutes, and summed up how much money she would make working at Starbucks for 6 months. In these math proofs, she demonstrated her understanding of the mathematical concepts of substitution, distribution, commutation, and association through algorithms, as well as the virtues of humility and autonomy throughout the process by admitting her limits and taking ownership of her ideas. Her edge of growth in her work would be to practice intellectual courage by taking more risks and seeking out a challenge instead of staying with what is easy. For her Celebration of Learning Project, Demi wrote and performed a Spoken Word piece named “How Numbers Define You,” a moving commentary about social and economic distinctions and injustices that civic data can illuminate, such as the percentage of public-school students on free/reduced-price lunch and zip code-income correlation. It was a pleasure to have Demi in class. As a student, she demonstrated tremendous growth and responsibility, maintained a high level of professionalism throughout the course, and brought a joy and enthusiasm for learning. -- Captain AnhThu Nelson

Expeditions (Electives)
Musical Theater  
Mathstery  

11th grade
Fall 2017
Fall Term I
The Problem of Evil: Rise of Nazi Germany (History/Literature)  
Demi Moore’s work in this course was nothing short of outstanding. In a class that unpacked the thinking of writers like Immanuel Kant, Augustine, Plato, Jean Jacques Rousseau, Karl Marx, Aristotle, and Freud, and included an intense study of the rise of Nazi Germany, Demi did an amazing job of swimming in the deep intellectual waters. In class discussions, she posed questions of true scholarly inquiry, she helped us wrestle with issues ranging from problems of theodicy to issues related to power and obedience, and she brought a consistent eagerness to learn that was evident and infectious. As a natural scholar, Demi thrived in this very rigorous academic setting, as evidenced by her fifteen-page, scholarly thesis paper (complete with 15 original sources) utilizing Ordinary Men, by Christopher Browning; Why? Explaining the Holocaust, by Peter Hayes; Man's
Fall Term II
The Science of Learning & Memory (Science)
This class explored the field of neuroscience by exploring such topics as neuroplasticity, the nervous system, psychology, growth mindset, mind chunking, memory, and skill acquisition through the work of K. Anders Erikson's research on excellence, Carol Dweck's material on growth mindset, and Barbara Oakley's, Learning How to Learn. During class, Demi was a great asset. While she entered the class knowing more on the material than other students, Demi was vocal and helpful without dominating others. One thing that made Demi shine in class was her curiosity. She seemed to be deeply interested in the material and in how it could impact her and others' lives. Demi challenged the class and challenged us. As we focused on the role of deliberate practice and training on talent, she argued for the role of innate or genetic components, using an illustration from triplets separated at birth. Demi took ownership of her learning experience by asking for help and support in various ways and giving us helpful feedback on areas of the class we could shift to better serve students. Demi is aware of her own learning process and those of other students and cares about fostering a great learning environment for others. As part of the learning, students were given the chance to self-design their own projects. Demi and her partner seized this opportunity to create a series of four podcasts. These four episodes of “Charge Your Brain with Double A” focused on key class topics: “The Neuron and Parts of the Brain,” “The Basics of Memory,” “Mindset and How to Improve It,” and “The Best Lifestyle for Your Brain.” Alternating between funny and thoughtful, Demi and her partner coached their listeners through the material, engaging them with jokes and patter. This four-part series, a total of almost 80 minutes of audio, was certainly above and beyond the required boundaries for this assignment. For her Celebration of Learning project, Demi took inspiration from a museum display in Chicago to create an interactive exhibit showing trends in a person’s personal experience with mathematics. Demi created a board with questions regarding one's mindset towards math, one's ability in math, the role of early childhood teachers in math, and personal feedback in math. She placed metal rings on the board so as people answered the question they could draw a piece of string through the rings. This created a way for people to trace the impact of teachers and feedback on subsequent attitudes and ability towards math, while also looking at the macro-trends and patterns. Demi spent a lot of time thinking about the project. She drafted the project first and had Odyssey students do the project so she could troubleshoot any issues. She also was thoughtful about the order of questions, putting questions about teachers at the end so participants could then look right to left and see how these final questions impacted the initial questions. Her project was a fascinating way of visually exploring trends in mathematical mindset. Demi is interested in the science of living well and desires to contribute to others’ lives. With her intellectual curiosity and tenacity, we can see Demi going really far in this direction. Demi could choose and be successful in a variety of disciplines, but we can definitely envision Demi choosing a research-based approach to building understanding of skillful living and then serving others by helping them understand these insights. Her work on the podcasts showed a threefold gift-- an interest in the science of learning, an ability to share the information in a down-to-earth, approachable manner, and a genuine care for her listeners. With her ability to understand and connect with her audience, we can see Demi taking the lessons of this course and having a significant impact on her generation.
Demi was a rock star in this class. We are grateful for the opportunity to work with her and are excited to see the work she Demi do in the future. Demi's academic curiosity and willingness to work hard could very well lead her to wonderful outcomes down the road. -- Mr. Sean Beckett and Mr. Josiah Biles

Expeditions (Electives)

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Spring 2018

Spring Term I

Nature's Folklore (Science/English)

Demi has been an exceptional student in this course. She has a naturally bright and inquisitive nature which is inspiring. On the science side, Demi took detailed notes on all information presented in class, from thermodynamics to ecosystem population dynamics, completed a very observant and well done leaf project along with a thoughtful reflection on the relationship between form and function, wrote an excellent research paper in APA format on sinkholes and human causation, and was always active in the creative artwork, graphs, and diagrams the class worked on collectively. Demi shows all the qualities of a scientist: she can think big picture but also is attentive to detail and thorough in all her work. It was an honor to have her in class and I look forward to seeing her grow as a person and the impact she Demi have on the world in whatever field she decides to invest in. Demi did a fantastic job on the English side of class. She is an incredibly thoughtful and intelligent person and that shows in both her conversation and writing. She challenges shallow thinking and is always pushing the class to move into a deeper, wiser place. She asks great questions and is willing to challenge ideas when they ought to be challenged. She is really creative and has worked really well with other students in the class projects we’ve done so far. In particular, she has done a great job leading some of the younger students in class, calling them up while also being patient with them. Demi is also an exceptionally talented writer. Her reflection essays were extremely thought-provoking and are always really enjoyable to read. They frequently challenged my thinking and encouraged me to wrestle with tough topics. She has also worked really hard to understand what myths truly hard and has applied that knowledge to her myth-writing project really well. She created a new myth inspired by islander mythology and perfectly captured what makes something a myth. She is a great storyteller. She was also consistently asking important questions. We encourage her to keep writing because she has really valuable and important things to say. I could see a future where she is a really successful writer of some kind. We could particularly see her being a really valuable journalist, asking tough questions and helping give wisdom and context when people need it. Excellent job in this class. -- Mr. Josiah Biles and Mr. Chism Young

Spring Term II

Justice by Math (Mathematics)

Someday, we can see Demi being a powerful reformer in the mold of Wilberforce or MLK. We enjoyed getting to explore topics of justice with her through the lens of numbers and mathematics. Demi was an active member of our class who participated regularly and was not afraid to volunteer insights. When we were working on the calorie-to-dollar ratio, Demi boldly went to the board and helped walk us through a challenging problem, helping the class progress in its understanding. During class studio time, Demi exercised and developed a high competence in the following concepts (as seen in the attached pictures below): substitution, unitization, additive association and commutation, multiplicative distribution, multiplicative association and commutation, definition of division, multiplicative identity, combination of like terms, and subtraction as debt. Aside from the three Real World Math Proofs (RWMP's) we worked on as a class, Demi wrote three original proofs of her own. Demi focused on one of her passions—sports—and designed proofs that compared the salaries of good to average NBA players, calculated how much LeBron James makes every second of every game, and how much money Tom Brady makes every second of every game. These proofs showed knowledge of our concepts of unitization and substitution. Demi's growth edge would be to challenge herself with more difficult questions. Demi's Writing Project was of great quality, with excellent formatting and clarity of language and good organization and depth of ideas. She wrote on topics such as: how the cycles of production and waste affect the environment, poverty statistics in the US, how income level affects educational success, healthy and unhealthy foods, Big Ag farming, and facts on the Kakuma refugee camp. Throughout the process of weekly writing and editing, Demi
Celebration of Learning project, Demi created a genuine work of art that displayed the fabric of the mathematical universe as a measure. For a paper in a “math” class, it was one of the finest pieces of scholarship we have seen in any class. For her Newton’s Laws of Gravitational attraction and Aristotelian Virtue theory (with a little Augustine, City of God), Demi wrote one of the most creative, well-argued thesis papers we have ever encountered, making the link between work of genuine expertise, it displayed an original voice and unique style that was all Demi. For her individual research to her. Demi's work in class exhibited a thorough knowledge of the material, and the math textbook she created was not only a masterpiece Archimedes’ Law of the Lever, Kepler’s Laws of Planetary Motion, Galileo’s Law of Gravity, Newtonian Physics, Special and General Relativity, Time Dilation, the Goldbach Conjecture, the Fibonacci Sequence, and the Laws of Thermodynamics, just to name a few; as well as tackling head on such mathematical concepts as:

- \( d = \frac{1}{2}gt^2 \) (Law of Free Fall); 
- \( F_1 = - F_2 \) (Newton’s Third Law); 
- \( T = \frac{2\pi}{\sqrt{1 - \frac{v^2}{c^2}}} \) (Time dilation in Special Relativity); and \( V_f = g \cdot t \) (the Law of Velocity), to name a few), Demi not only set the bar, Demi was the bar. Her mind pushed into some of the most difficult mathematical concepts in the known universe, and did it with intellectual fervor. She pushed herself to discover how to create the perfect circle using only Euclid’s first four Axioms, mastered Archimedes’ Law of the Lever, grappled with Newton’s Second Law of Motion, and explored the arrow of time through Einstein’s concepts of Principle of Equivalence, Special Relativity, and the Second Law of Thermodynamics. Demi was not only one of the finest mathematicians in the class, she led out with a confidence and sincerity that made the learning come alive for the rest of us. Day in and day out, Demi infused this class with her razor-sharp mind and penchant for deep thinking such that we all grew as mathematicians because of her. She has a natural affinity for being able to see the beauty and wonder in such things as Kepler’s First Law of the Ellipse, and found ways to discover Pythagorean Triples that were uniquely original to her. Demi's work in class exhibited a thorough knowledge of the material, and the math textbook she created was not only a work of genuine expertise, it displayed an original voice and unique style that was all Demi. For her individual research project, Demi wrote one of the most creative, well-argued thesis papers we have ever encountered, making the link between Newton’s Laws of Gravitational attraction and Aristotelian Virtue theory (with a little Augustine, City of God, thrown in for good measure)! For a paper in a “math” class, it was one of the finest pieces of scholarship we have seen in any class. For her Celebration of Learning project, Demi created a genuine work of art that displayed the fabric of the mathematical universe as a

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<th>Expeditiions (Electives)</th>
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<tbody>
<tr>
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<tr>
<td>Culinary Arts</td>
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**12th grade**

**Fall Term I**

**Math: Quest for Wonder (Philosophy of Mathematics)**

Demi Moore did graduate-level work in this course. Each and every day, she brought an extraordinarily high reserve of enthusiasm, engagement, and energy that underscored the deep intellectual work she displayed. In a class that explored the historical stream of mathematics (that include engaging with such concepts as: Euclidean geometry, base number systems, Archimedes Law of the Lever, Kepler’s Laws of Planetary Motion, Galileo’s Law of Gravity, Newtonian Physics, Special and General Relativity, Time Dilation, the Goldbach Conjecture, the Fibonacci Sequence, and the Laws of Thermodynamics, just to name a few; as well as tackling head on such mathematical concepts as:

- \( n \cdot \sin\left(\frac{\theta}{n}\right) \) (Archimedean formula for Pi); 
- \( d = \frac{1}{2}gt^2 \) (Law of Free Fall); 
- \( F_1 = - F_2 \) (Newton’s Third Law); 
- \( T = \frac{2\pi}{\sqrt{1 - \frac{v^2}{c^2}}} \) (Time dilation in Special Relativity); and \( V_f = g \cdot t \) (the Law of Velocity), to name a few), Demi not only set the bar, Demi was the bar. Her mind pushed into some of the most difficult mathematical concepts in the known universe, and did it with intellectual fervor. She pushed herself to discover how to create the perfect circle using only Euclid’s first four Axioms, mastered Archimedes’ Law of the Lever, grappled with Newton’s Second Law of Motion, and explored the arrow of time through Einstein’s concepts of Principle of Equivalence, Special Relativity, and the Second Law of Thermodynamics. Demi was not only one of the finest mathematicians in the class, she led out with a confidence and sincerity that made the learning come alive for the rest of us. Day in and day out, Demi infused this class with her razor-sharp mind and penchant for deep thinking such that we all grew as mathematicians because of her. She has a natural affinity for being able to see the beauty and wonder in such things as Kepler’s First Law of the Ellipse, and found ways to discover Pythagorean Triples that were uniquely original to her. Demi’s work in class exhibited a thorough knowledge of the material, and the math textbook she created was not only a work of genuine expertise, it displayed an original voice and unique style that was all Demi. For her individual research project, Demi wrote one of the most creative, well-argued thesis papers we have ever encountered, making the link between Newton’s Laws of Gravitational attraction and Aristotelian Virtue theory (with a little Augustine, City of God, thrown in for good measure)! For a paper in a “math” class, it was one of the finest pieces of scholarship we have seen in any class. For her Celebration of Learning project, Demi created a genuine work of art that displayed the fabric of the mathematical universe as a
Expeditions (Electives)

Fall Term II

Bildungsroman (English)

Demi has been a great influence on this class, as she has brought authenticity and the practiced intellectual virtues of thoroughness and open mindedness. Already possessing intellectual curiosity and open mindedness, throughout the course readings, she grew in intellectual courage as she took sharp yet generous stands in class discussions on controversial topics of religion and faith. Throughout the whole of the course readings, Demi showed practice of carefulness with handling and interpreting texts. Especially with her outside reading presentation over John Green’s Looking for Alaska, Demi was careful to both point out the edge of her knowledge and yet articulate particulars of the novel and Buddhist philosophy with care. In class discussions, Demi was nearly always present to her peers and the texts at hand. On the whole, comprehending the novels and short readings with a masterful level, she participated in class discussions with the comfort of conversational style mixed with academic regard for truth. Engaging in a staged debate over The Other Wes Moore during one class period, Demi presented philosophical perspectives from previous courses, as well as perspectives from W.E.B. Du Bois and Michelle Alexander to support her argument. Her first paper, covering Brené Brown’s Daring Greatly, was a solid paper that pointed out that empathy given by one’s self and others is key in growth and combating shame. In her three separate short response papers over The Other Wes Moore, Demi practiced her writing skills, becoming clearer and more persuasive as her writing improved. Specifically, Demi argued that an ethic of justice and care were used in raising each respective Wes Moore, and she used Psychologists Lawrence Kohlberg and Carol Gilligan to do so. Furthermore, she also used Michelle Alexander’s The New Jim Crow and W.E.B. Du Bois’ theory of Double Consciousness to shed light on the context and development of both men’s morals. Moving from a somewhat blocky and disjointed first response, her third and final short response assignment was clear and crisp without fluff. Demi did improve greatly in writing with specificity and purpose, showing off understanding of all texts at hand with clear topic sentences and supporting arguments throughout the response. In her outside reading Presentation, Demi showed masterful understanding of her own book of choice--Looking for Alaska. As she clearly and smoothly related the main moral questions that the book was raising to themes of Bildungsroman Novels, and as she connected the novel to the questions of religion and practice that we had not yet even covered in class, she did a fantastic job of offering a meaningful look at eastern philosophy and religion, especially in terms of the point of suffering. Demi’s in her memoir, Demi created a well crafted memoir of her life in the midwest, offering her unique perspectives on family, longing, acceptance, and hope. Drawing upon narrative memoirs, Demi’s own was a light hearted, but sober reflection on the possibilities and restrictions that environments--both interpersonal and nature centered--afford each of us. Demi’s research paper was possibly the most well written paper a student has turned in to me in my short time teaching. As Demi tackled the realm of smart phones and digital presence of contemporary adolescents, her paper looked at authors such as Neil Postman, Jean Twenge, Sherry Turkle, James K.A. Smith, Anne Helen Petersen, John Green, and Tom W. Boyd. Engaging the works all on their own terms, Demi adeptly interpreted research, story, anecdotal evidence, philosophy, and religion to put together a phenomenal essay, which ultimately argued through the authors forementioned that, with the advent and expedited change of the modern era, childhood is disappearing (or being dramatically changed) to the point where adolescents have little sense of the present moment, and thus are shortchanged and inadequately developing empathy, sense of self, and connection to each other and the world. Demi’s CoL was an art piece that consisted of two sets of plants secured in a baby’s crib. Demonstrating the effects of modern smart phones and electronic devices on teenage development, Demi’s project was an extension of the research she did in her longer research based essay. Citing authors such as Jean Twinge who wrote “Are Smartphones Killing a Generation,” as well as other stats and quotes, Demi’s project was a valuable and well thought through piece that commented on the potential hazards of smart phone use and culture for contemporary teens. It is with distinguished pleasure that I write that Demi should receive full credit for this English Course. -- Mr. Philip Moll

Credit Units | Credits Earned**
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1 | 1
Demi Moore was a joy to have in the class and was an engaged member of the Nutrition course. It was evident she walked away from this course grasping a wide understanding of the chemistry, biology, ecology, culinary, and social aspects surrounding the impact of the food we consume. Demi challenged herself and stepped out of her comfort zone many times when she tasted foods she traditionally knew she would not enjoy the flavor. Even though she knew the flavor would not agree with her, she still made strides to taste the food and give it a try. During our two week added sugar fast, Demi worked extremely hard to abide by the expectations and avoid foods with any added sugar in them. We were impressed with Demi’s commitment, and, though it was extremely difficult for her, she showed tenacity and courage and never gave up. During the chemistry lessons related to nutrition, Demi’s hard work showed as she grasped a number of difficult concepts and was able to help her peers learn and understand the challenging lessons. We enjoyed having Demi in this course and greatly appreciated her dependability and willingness to help and serve whenever needed. Throughout the entirety of the course, Demi completed 13 out of 15 of the weekly enhanced learning course videos and questions on time to continue his learning at home and also to check for her understanding of various topics related to nutrition. While she completed most of the videos on time, she can grow in thoroughness as two videos were late. In this course, Demi was given a unique opportunity to learn about food and nutrition through weekly hands on culinary experiences. She chopped, sauteed, boiled, blended, and baked a wide range of food items made from scratch. She did an amazing job working with other students, following directions, preparing the meals, and helping clean the kitchen and equipment. The students in the Nutrition course all participated in a collaborative project to create a nutrient mind map, which compiled key information about sources and functions of each macronutrient and micronutrient into a large, aesthetic and informational diagram. The students researched the main sources of each nutrient in our food and the function of the nutrient for the body’s health. Then, they designed drafts to creatively display their research and received peer and mentor reviews. Demi’s contributions were of excellent quality, demonstrating her creative eye and ability to research and synthesize information. She played a major role in the collaboration, design, research, and creating of the nutrient mind map and walked away with a deeper understanding of nutrition and the body. With a partner, Demi created a slide presentation conveying the content of a food documentary to their peers and mentors. The presentation covered the lessons and topics discussed in the documentary, *King Corn*. Demi worked hard in the creation of the slide presentation and worked well with her partner. Demi and her partner provided a wide range of pictures in their visual presentation, personal stories, statistics, and impactful connections for the students in the class. Demi and her partner worked very well together and spent significant amount of time practicing the flow of the presentation which showed when they transitioned from each topic and slide. Demi summarized and explained many of the main topics in the documentary and discussed how the industrialization of corn has caused major problem with the quality and uses of corn. Demi did excellent work reviewing and summarizing the main points of a statement from a short clip they showed of an interview from the film with Earl Butz. While Demi and her partner were creating the presentation, there were many times feedback was provided for the visual slides, flow of the presentation, or additional information needed. When the feedback was given, Demi quickly accepted the feedback and jumped right into making the edits with a humility and open-mindedness. During the actual presentation to her peers, Demi conveyed confidence and clearly communicated the information she learned when watching the film. Demi’s Celebrations of Learning final cumulative project was an interactive display board showing six different food packaging boxes that each contained added refined sugar to start conversations about sugar in everyday food products that may seem deceptively healthy from the outside package. Guests interacted with the project by opening the front flap of each package to reveal a small container showing how much refined sugar was in each serving of the product along with the nutrition label and other informational facts about sugar and the related health effects. She researched the information, planned out the display, and presented the project with a knowledgeable confidence and an obvious passion for the topic. The project was a great culmination of the nutritional knowledge and personal connection for living healthier, and we are confident Demi’s project influenced people in significant ways. -- Mr. Carmen Curro

Spring Term II

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<th>Credit Units</th>
<th>Credits Earned**</th>
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<tbody>
<tr>
<td>Pursuit of Justice: Advanced Ethics (Social Studies/English)</td>
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It has been an immense honor having Demi Moore in the *Pursuit of Justice* class. Over the duration of this course, Demi spent a considerable amount of time engaging the ethical work of such thinkers as Homer, Socrates, Plato, Aristotle, Marcus Aurelius,
intellectual autonomy, curiosity, and courage. Demi brought her “A” game to class each and every day, and her work in this class was a testament to her dedication to finding value and Truth in each ethical system.

She is one of the most open-minded students I have had the pleasure of working with, always willing to engage in conversation with classmates who hadn’t heard of anything she thought. It’s always neat seeing how childhood upbringings affect one’s morals - it’s so fascinating and scary at the same time. I’m proud of myself for continuing to be an open-minded person and to encourage peers in their thinking. Demi communicated consistently with instructors on her coursework, often asking for guidance and clarification when needed to strengthen her voice and scholarship. She has been a steady presence throughout the course, a voice we can always count on to engage in course material in meaningful ways. She consistently contributes mature questions and thoughts to the class, pushing classmates and instructors both to further thinking and wrestling with course material.

As a senior, Demi led out by setting a high bar of respect, authority, humility, and wisdom that made us all better scholars and better persons. Demi clearly exhibited a tremendous level of integrity both to the process--as evidenced by the high level of engagement she brought to the readings, writings, and class discussions--and to the final product, which, for Demi, was a 14 page paper on the ethical and scientific significance of developing resilience in one’s moral and ethical formation. Demi explored the ways in which Plato’s ideas of Appetite and Ambition, when properly restrained by logos, strengthens one’s resilient desires, thereby placing one on the path towards eudaimonia. She unpacks this first through the lens of biology, studying the “triune” brain through a neurological study of the ventromedial prefrontal cortex and the role it plays in presiding over decision making and problem solving. She writes, “From an ethical perspective, the vmPFC may very well contribute to one’s moral and ethical development and ability to discern right from wrong and good from bad.” She moves from neuroscience to a Platonic look into the tripartite soul, making a scholarly detour into a Rousseauian look at man’s state of nature, before finally landing on her argument that it is through the Buddhist pursuit of Nirvana that one ultimately reaches moral maturity. Demi carefully applies this scholarly framework to Les Miserables when she states, “Throughout his extensive life experiences, John Valjean’s ventromedial prefrontal cortex, limbic system, and amygdala undergo extreme maturation, resulting in his astounding problem-solving, decision-making, life-interpretation, and emotional-recentering skills. By allowing the Logos of Buddhism to guide him towards eudaimonia, Valjean transforms into one of the most astutered characters in literature.”

Finding appropriate analysis of texts, essays, books, and class discussions, Demi’s final paper was one of rich content and beautiful writing. She is one of our school’s most accomplished students, and her dedication to the craft of intellectual tenacity merits high praise. For her Celebrations of Learning, Demi designed a table-conversation experience for visitors to engage with one another on the topic of current ethical dilemmas around healthy eating, hate speech, and issues with public vs private health. With a splash of creativity, she also offered guests snacks at the table with puns from the philosophers and frameworks of the course. Here, in Demi’s own words, are her thoughts on her growth and learning throughout this course: “I’m pleased with my engagement; I also feel like I introduced classmates to my personal thoughts and beliefs they didn’t share, so it was fun to bring fresh comments to the table each day. Academically, the writing pushed me to produce something within a certain time frame, and even though it was stressful, I’m proud when I look back at all of the papers I completed. My book analysis skills improved as well. I don’t want to stop having these conversations, because I really grow from them. In engagement, I talked a lot and shared my personal beliefs with classmates who hadn’t heard of anything I thought. It’s always neat seeing how childhood upbringings affect one’s morals - it’s so fascinating and scary at the same time. I’m proud of myself for continuing to be an open-minded person and for finding value and Truth in each ethical system. Demi put a considerable amount of time into this course, excelling in intellectual autonomy, curiosity, and courage. Demi brought her “A” game to class each and every day, and her work in this class was a testament to her dedication to finding value and Truth in each ethical system.”
course rivals or exceeds that found at the college level. Demi displays all the traits of a genuine ethicist, capable of grappling with very difficult ethical dilemmas by thinking through the “right” versus the “good” in a variety of moral constructs. In every way conceivable, Demi far exceeded the requirements and expectations for this course, and earned the course credit with high merit and distinction. We are thankful for her voice and her life, and we are honored that we had the chance to learn with and from her in her final course as a highschool student. -- Dr. Scott Martin and Ms. Amanda Kingston.

**Expeditions (Electives)**

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<th>Course</th>
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Total Credits Earned at Odyssey Leadership Academy: 27

________________________________________  __________
Head of School                      Date

**Odyssey Leadership Academy Curriculum and Grading Policy:** OLA does not give letter or numerical grades, nor does it rank or provide GPA. Instead, it provides a narrative transcript. Please see the student’s narrative transcript for each course for further evaluation, and see the OLA School Profile for more information on our curriculum and grading policy.