



Middle School Curriculum Guide

2022-2023



LAKESIDE SCHOOL'S MISSION STATEMENT

The mission of Lakeside School is to develop in intellectually capable young people the creative minds, healthy bodies, and ethical spirits needed to contribute wisdom, compassion, and leadership to a global society.

We provide a rigorous and dynamic academic program through which effective educators lead students to take responsibility for learning.

We are committed to sustaining a school in which individuals representing diverse cultures and experiences instruct one another in the meaning and value of community and in the joy and importance of lifelong learning.

INTRODUCTION

The Middle School Curriculum Guide describes the division's curricular and co-curricular programs and provides general information about the daily schedule, attendance, advising, and expectations for students' academic performance and growth.

We are pleased to offer a rich and varied curriculum that meets the intellectual and developmental needs of students at this important age. In addition to standard subjects, such as math, science and English, every Lakeside student takes a language, a performing art and a visual art, a Digital Life class, and a Human Development & Health course.

The National Middle School Association identifies four essential attributes that must guide a successful middle school: "An education for young adolescents must be developmentally responsive, challenging, empowering, and equitable." We strive to make these attributes come to life every day in our classrooms and in our school. We are pleased to do this work with every one of the young adolescents in our care.

If parents/guardians have questions about individual courses, these can be answered by the appropriate department head or grade level coordinator, the Middle School assistant director, or by me. Additionally, any of these individuals would be pleased to talk with families about a student's specific learning needs.

Sincerely,

A handwritten signature in black ink, appearing to read 'Reem', with a stylized flourish at the end.

Reem Abu Rahmeh

Middle School Director

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GOALS OF A LAKESIDE SCHOOL EDUCATION

Lakeside School has identified six competencies and seven mindsets we believe our school should focus on teaching students over the course of their time here. We believe these competencies and mindsets are especially appropriate for students to engage in during grades 5-12, in preparation for their future educational goals and their personal and professional lives.

Lakeside defines **competencies as what graduates can do, and mindsets as who graduates are** – what they value, how they behave, and the frames through which they see the world. While content, sometimes referred to as “domain knowledge” (dates, equations, etc.), remains important, it will become secondary to what students can do with their knowledge.

COMPETENCIES – WHAT GRADUATES CAN DO

Cognitive Flexibility

Lakeside students demonstrate this competency through the following skills:

- **Content knowledge acquisition:** The student’s ability to use a variety of learning strategies to acquire and retain content knowledge efficiently and effectively to the level of mastery required for the task at hand.
- **Cross-disciplinary thinking:** The student’s ability to recognize and apply the content, kinesthetic, technological, or social-emotional knowledge and skills learned in one setting to another, to aid in framing questions and identifying and solving problems.
- **Courage in the face of the unknown:** The student’s ability to make decisions, solve problems, and take appropriate risks when information is incomplete or unknowable.
- **Letting go of work and starting over:** The student’s ability to recognize when a strategy is not viable and abandon, reframe, or redirect their work.
- **Discernment:** The student’s ability to assess when to concede to the view of another and when to stand firm in a position.

Collaboration and Leadership

Lakeside students demonstrate this competency through the following skills:

- **Accountability:** The student’s ability to meet their responsibilities, including manage their time, and take ownership of the impact of their words and actions.
- **Taking initiative:** The student’s ability to create or seize opportunities to learn, grow, and act in enterprising, resourceful, respectful, and ethical ways.
- **Conflict resolution:** The student’s ability to find a fair, peaceful, and successful resolution to a disagreement or dispute.
- **Being a team player:** The student’s ability to transcend their personal interests to help a group or team achieve shared success.

- **Feedback:** The student's ability to give meaningful feedback in a helpful, productive manner and accept feedback in a receptive, graceful way. Feedback is defined as constructive observations and assessments that help individuals grow, learn, and improve.

Communication and Listening

Lakesiders demonstrate this competency through the following skills:

- **Active listening:** The student's ability to identify the meaning, intent, and effect of verbal and non-verbal forms of communication to gain understanding, evaluate, think critically, empathize, and engage.
- **Speaking and presenting:** The student's ability to connect, persuade, inform, or inspire using analytical, creative, and personal expression, orally and visually, in ways that best suit the audience and purpose, while being accurate, informative, and engaging.
- **Active reading:** The student's ability to understand and interpret complex written and other visual communication.
- **Compelling writing and visual communications:** The student's ability to use analytical, creative, and personal expression in written and other visual forms to persuade, inform, or inspire the desired audience, while being accurate, informative, and engaging.
- **Articulating multiple perspectives:** The student's ability in all of their communications, throughout the research, development, and presentation of materials, to pursue information with the intent to understand and represent multiple viewpoints in social, historical, political, and cultural contexts.

Introspection and Emotional Intelligence

Lakesiders demonstrate this competency through the following skills:

- **Empathy:** The student's capacity to understand others' emotions, thoughts, and experiences and use this understanding to inform their own behavior.
- **Self-awareness:** The student's ability to reflect on and articulate how they feel (emotions), what they know (thoughts, experiences), and what they may not yet know and so need to learn about.
- **Mindfulness:** The student's ability to be open, curious, and present in the moment.
- **Emotional regulation:** The student's ability to identify their emotions, the causes and effects of those emotions, and to use this knowledge to acknowledge and manage unproductive emotions and capitalize on productive emotions.
- **Values-based decision-making:** The student's ability to identify their core principles and use these principles intentionally to inform their behavior.

Resilience

Lakesiders demonstrate this competency through the following skills:

- **Learning from mistakes:** The student's ability to take well-considered risks; to reflect, to gain knowledge and skills from any failures; and manage outcomes in positive ways.
- **Taking responsibility for mistakes:** The student's ability to claim their role in a problematic situation, accept consequences, and pursue corrective and appropriate solutions.
- **Grit:** The student's ability to keep working toward a goal, regardless of failures, obstacles, or setbacks, seeking help when appropriate.

Unstructured Problem-Solving

Lakesiders demonstrate this competency through the following skills:

- **Creativity and imagination:** The student's ability to apply unbridled curiosity and resilient action to develop innovative solutions to complex problems and creative endeavors.
- **Critical analysis:** The student's ability to identify key questions, challenge assumptions, break problems into component parts, recognize patterns, and draw viable conclusions.
- **Research skills:** The student's ability to find, interpret, and evaluate information to test hypotheses, answer key questions, and solve problems.

MINDSETS – WHO GRADUATES ARE

Equity and Inclusion

Lakesiders acting with an equity and inclusion mindset:

- Are aware of their biases.
- Engage with and seek to understand experiences and perspectives unlike their own.
- Respect and accept individuals for who they are.
- Act as an ally and advocate for others, including marginalized people or communities, and seek to include those who are left out.
- Replace judgment and assumptions with curiosity and inquiry.
- Confront unfairness and discrimination.
- Understand systems of power, privilege, and oppression and work to dismantle those systems.

Ethical

Lakesiders acting with an ethical mindset:

- Honor the Lakeside School Statement of Community Expectations.
- Reflect and take appropriate action when they have done something wrong and seek to repair harm done.
- Reflect and find an appropriate way to take thoughtful action against unethical or illegal behavior in others, whether on or off campus or online.
- Speak up and defend the rights and safety of themselves and others.
- Resist and take action to stop language or behavior that denigrates the identity, character, or physical well-being of themselves or others.
- Use technology responsibly and ethically.
- Do not seek unfair or dishonest advantage for themselves.
- Seek opportunities both large and small to make the world a better place for others.

Global

Lakesiders acting with a global mindset:

- Regularly explore current and historical global events, making relevant connections with course content and in their daily lives.
- Perceive and claim their own culture and the complex and interrelated components of identity.

- Demonstrate respect for other cultures within and beyond the Lakeside community by bringing curiosity, openness, sensitivity, and empathy to interactions with and about people from other cultures.
- Recognize and adjust to cultural cues to aid in communication and connection with people from cultures similar to and different from their own.
- Critically examine cultural bias, both their own and that of others, as well as the impacts of cultural biases and practices.
- Learn and use additional languages.

Growth and Learning

Lakesiders acting with a growth and learning mindset:

- Are committed to lifelong learning.
- Measure progress and success through effort and growth.
- Set concrete and realistic expectations for improvement.
- Seek clarification and guidance to improve.
- Are open to varied points of view, solutions, or endpoints.
- Embrace critique, multiple iterations, and reflection as part of the learning process.
- Celebrate and take inspiration from others' successes and growth.
- Are self-motivated to learn deeply, build new skills, and explore nuances.
- Identify their own learning styles and have the humility to make adaptations accordingly.

Healthy

Lakesiders acting with a healthy mindset:

- Prioritize mental, physical, emotional, and social health over competition, grades, appearance, socially fitting in, and technology and media use.
- Prioritize sleep.
- Use effective stress-management tools.
- Engage in a consistent program of nutrition, hydration, movement, play, exercise, and personal reflective practice.
- Use available resources for information and guidance on making healthy choices; connect with teachers, advisors, coaches, or counselors, as well as personal resources like family, friends, doctors, and faith communities.
- Explore interests and passions, and embrace joy, fun, and positivity.

Service

Lakesiders acting with a service mindset:

- Have the humility to ask, listen, and do what is needed; collaborate in ways that build mutual trust and reciprocal relationships.
- Purposefully choose their own types of service, considering the impacts on self, others, community, and world.
- Bring passion, open-mindedness, and strong ethics to all acts of service.
- Actively share their time, ideas, work, encouragement, or other contributions.

- Reflect on what is learned during and after a service experience, exploring and defining personally what makes service meaningful.
- Engage in service projects with local, regional, national, or global communities.

Sustainability

Lakesiders acting with a sustainability mindset:

- Consider the impact of their daily actions on our natural world and make choices that support its health and long-term viability.
- Make choices that support long-term sustainable use of environmental, economic, and social resources.
- Advocate for specific projects in the school or community that promote behaviors to strengthen aspects of sustainability in our community.

COURSE REQUIREMENTS

Course requirements are met automatically through the required classes at each grade level.

Arts: Performing	4 years	All 5th graders take Orchestra 5. Starting in 6th grade, students choose between choir, drama or instrumental music.
Arts: Visual	4 years	
Digital and Information Literacy	3 years	Fifth, 6th, and 7th graders take Digital Life classes. Digital and Information Literacy is embedded into 8th grade academic classes. Fifth and 6th graders use school-provided tablet computers. Seventh and 8th graders purchase and bring their own laptops.
English	4 years	
Experiential Learning	4 years	<p>Local Service Learning: Fifth and 6th grade students perform theme-based service learning in their respective grades. Seventh-grade students perform service learning in small groups based upon a theme of their choosing (e.g., food, environment, and/or homelessness). All 8th grade students participate in a required, week- long service-learning trip connected to our school-wide Global Service Learning program.</p> <p>Global Service Learning: Eighth graders participate in a mandatory one-week trip to a site of their selection.</p> <p>Outdoor Program: Fifth and sixth graders participate in a two-night camping trip and 7th graders engage in a three-night wilderness trip.</p>
Languages	4 years	Students choose French, Mandarin Chinese, Latin, or Spanish. *It is expected that students will remain in the selected language for the duration of their middle school years.*
Human Development and Health	4 years	The aim of the Lakeside Middle School human development and health program is to provide students with the knowledge and skills to live a healthy and rewarding life in middle school and beyond.
Math	4 years	Qualified 7th and 8th graders can place into an accelerated class.
Physical Education	4 years	
Science	4 years	
Social Studies/History	4 years	

DAILY SCHEDULE

On school days, the Middle School building and main office opens at 7:30 a.m. and closes at 4:00 p.m. The daily schedule begins with advisory groups at 8:00 a.m. and the school day ends at 3:20 p.m. Monday-Friday. Students should arrive in time to check-in with advisors, hand in their phones, and head to their first class by 8:15. Students arriving after the advisory check-in must sign in at the main office before going to class and are marked tardy. A Middle School regular schedule can be seen below. Please note: The schedule may be subject to change.

	A	B	C
8-8:10 a.m.	Advisory check-in	Advisory check-in	Advisory check-in
8:15-9:05 a.m. Period 1			
9:10-10 a.m. Period 2			
10:05-10:55 a.m. Period 3			
11-11:50 a.m. Lunch/Period 4			
11:55 a.m.-12:45 p.m. Lunch/Period 5			
12:50-1:30 p.m.	All community time (ACT)	All community time (ACT)	All community time (ACT)
1:35-2:25 p.m. Period 6			
2:30-3:20 p.m. Period 7			

AFTER SCHOOL

By 3:40 p.m. each day, students should be on the bus, in their carpools, or engaged in an adult-supervised afternoon activity such as sports, clubs, tutoring sessions, or study hall. The Middle School main office closes at 4 p.m. and the front entrance to the building is locked at that time. Parents report to study hall in the library through the upper level to pick up their students. Students may not stay at school past 6 p.m. unless directly supervised by an adult such as a coach, faculty sponsor for a school activity, or instrumental music teacher. Parents/guardians must be on time to pick up their children after sports practices, after-school study hall, and evening events. Please note: After-school events are subject to change.

STUDY HALL/FREE PERIODS

Fifth through 7th graders are assigned study halls, which are supervised by teachers. Seventh and 8th graders also have free periods. Free periods are scheduled to provide students an opportunity to practice taking responsibility for their own learning during unstructured time. During free periods, students may use the time as they choose. Students may not leave campus at any time.

ADVISING

The purpose of our Middle School advisory program is to create a sense of belonging for each student through regular meetings, thoughtful play, and friendly conversation. Advisors serve as a resource for students and families and are the primary liaison between the school and the student's family. We aim to have students feel connected to their advisory group, to care about others in the group, and to see the advisor as a helpful adult whom they can trust and approach with questions.

Each student at Lakeside has a designated advisor who is responsible for monitoring the academic experience and personal growth of that student. In the Middle School, advisory groups of approximately eight or nine students meet regularly throughout the week. The responsibilities of advisors are outlined below.

Academic advising

- Thoroughly review each student's comments at the end of each marking period, looking for patterns and trends.
- Meet one-on-one with advisees three times during the school year to review mid-term and end-of-term reports.
- Write advisor comments two times a year that reflect the students' responses to their end-of-term reports, service-learning activity, and general contribution to school life. Advisor comments also reflect concerns advisors might have or successes students have experienced.
- Facilitate students' and/or parent/guardian conversations with teachers if an advisee is having academic difficulty or there is some other concern.
- Advise students and families during the course sign-up process. This implies thorough knowledge of the course offerings as well as a sense of students' abilities, interests, and goals.

Communication

- Contact all advisees' parents/guardians prior to the start of the school year.

- Meet with advisees' parents/guardians during conference week in November to build on the initial contact and develop clear and open communication between advisors and families.
- Communicate concerns to parents/guardians when appropriate. Advisors' primary responsibility is to the students, but they also serve as the initial point of contact for parents/guardians.
- Refer concerns to the Middle School counselor, head of student support and the Brain & Learning Lab, or Middle School assistant director, when appropriate.

ACADEMIC STANDARDS

HOMEWORK

At Lakeside Middle School, we believe that work completed outside of class time provides important reinforcement of class concepts and the preparation necessary to help class lessons be robust. When students come to class having annotated a novel, memorized science vocabulary, worked on an app, researched a historical topic, or practiced an instrument, the lesson thrives and everyone learns more.

Nevertheless, we acknowledge the span of opinions and data that support both sides of the debate on homework, and thereby make the following commitments:

- We commit to giving good-quality homework.
- We commit to providing timely feedback on assignments.
- We commit to helping students develop good time management skills.
- We commit to being receptive to feedback about the quality and quantity of homework, recalibrating as necessary.
- We commit to listing all our assignments on our teacher web pages.
- We believe that in the hierarchy of personal priorities, health and family are first. If a student is sick or bedtime is near, the student should go to bed. And certainly, each student should take a little time each day to nurture family relationships. While we know that extracurricular involvement is linked to student achievement as well, we think that schoolwork takes priority over students' extracurricular activities.

Daily homework assignment policy

We know that middle school is a time during which students not only learn specific concepts, subjects, and critical thinking skills, but also learn to study and start to recognize how they learn best. Learning to study effectively involves many skills, including planning ahead, breaking large projects into smaller chunks, and managing one's time. Teachers assist students in learning these skills in a number of ways, including posting all homework assignments to their Learning Management System (LMS) web page no later than the end of the school day. At a minimum, students should be able to end the day knowing their homework assignments for the next class period and having all the materials they need to complete their assignments. Additionally, all assignments and materials, such as handouts, study questions, and project instructions, are available online. Because of email's unreliability, students will not receive assignments via email. We want students to know they can go to just one place — their teachers' LMS — to access their assignments. We encourage students to use email as a way of contacting their teachers in the evening or on weekends, should they have questions.

Holiday homework policy

Teachers and administrators recognize that periods free of assigned schoolwork have value for our students. Young adolescents benefit from family time, leisure time, and time to explore their own interests and passions. In light of this value, teachers are asked to respect the policy — both in letter and in spirit — of not assigning homework over the following holiday breaks: Thanksgiving, winter break, midwinter break, and spring break. This means that no homework is due on the first class period after a holiday break. The policy applies regardless of whether the first class period is or is not the first day back after a holiday break. Thus, if the first day back is a Tuesday and the first class period is a Wednesday, the policy still applies. This policy also means that nothing is due in the first week after break that requires any more preparation than could be completed in the amount of time classes have been back in session. For example, homework due the fourth class day back can require no more than three days of preparation.

Snow day homework policy (snow or other inclement weather)

When school is closed for snow or inclement weather, we will use the following guidelines.

For the first day:

- First day of snow — Snow Day! No work assigned or due. Adults and kids play in the snow. Assignments originally scheduled to be due on this day are now due the first day back from the snow break or, if the snow continues, on the fourth consecutive day of snow (whichever is sooner). The day (A, B or C) is skipped.

For the second day:

- Second day of snow (in a row) — teachers should post a message on their LMS or via email no later than 10:30 a.m. with asynchronous assignments/expectations for students for that day of the cycle (A, B or C) only — not for students who do not have class on that day. Assignments are limited to 20-30 minutes per class. Work that requires in-class instruction or that is not easily completed at home will have deadlines extended.
- Advisors hold meetings at 11:00 a.m. to check in with advisees and ensure that all students know what they have to do.

For the following days:

- Third day of snow (in a row) — Classes resume synchronously via Zoom using our standard daily schedule.
- Fourth day of snow (in a row) and following days — Classes resume synchronously via Zoom using our standard daily schedule. Any assignment that was originally due on the first snow day should be submitted (if appropriate) by this day.
- Subsequent snow events will repeat this pattern.

So, for example, if it snowed on an A day, here is the schedule:

- First Snow Day: A day is cancelled and no classes.
- Second Snow Day: Asynchronous B Day classes and advisory meeting at 11:00 a.m.
- Third Day: Synchronous C day classes.
- Fourth Day: Synchronous A Day classes; assignments originally due last A day (the snow day) are due on this day.

REPORTS AND GRADING

Teachers write mid-term and end-of-term reports for the benefit of parents/guardians. Teacher reports are divided into three sections: narrative comments, Markers of Student Growth, and letter grades (for 7th and 8th grade only). The narrative comment describes the quality of a student's work and suggests ways in which a student may improve. Comments may speak broadly about effort, character, or other qualities of citizenship, including a student's enthusiasm and participation in class.

The Markers of Student Growth provide students with feedback on what the Middle School faculty has identified as fundamental skills and mindsets needed for success at Lakeside Middle School. Students receive an M (meets expectations) or an AG (area for growth) for each marker, and every student receives an AG in at least one area in every class. Teachers address and elaborate on the area for growth in their narrative comment (along with the student's strengths and current work), providing students and families with specific information about how this area for growth manifests itself for the student and what the student can do to continue developing in this area. We believe this practice cultivates a growth mindset for our students.

The Middle School year consists of two semesters. A report of student progress is sent via Veracross at mid-term and end-of-term. Mid-term reports also include a student reflection. These reflections help students review their work thus far in the term and set goals for the remainder of the semester. Parent/guardian-advisor conferences take place between the first mid-term report and the final report for the first term. A student's permanent record contains only the two sets of term-end reports.

ACADEMIC PROBATION

Lakeside School believes that each student will demonstrate academic achievement, as well as acting in a manner that is considerate, supportive, inclusive, and respectful of others. To support and encourage students in realizing these goals, parents/guardians, students, teachers, and administrators must have a clear, common understanding about the terms of academic good standing. This includes both performance that indicates intellectual accomplishment and a good-faith, consistent effort toward mastery of curricular goals. On occasion, the academic match between student and school is not realized, and continued enrollment may not be in the best interest of the student or the school. If a student is not meeting academic expectations, they will be considered for academic probation, triggering an ongoing process involving progress evaluations, communication with the student's family, and consideration by teachers and administrators to determine contributing factors and appropriate next steps.

Grades 5 and 6

In 5th and 6th grades, students receive narrative comments and are also assessed using Markers of Student Growth. Both are taken into consideration to determine a student's academic standing.

If a student's mid-semester or end-of-semester report indicates a significant number of areas for growth (AGs) for academic markers, the student may be placed on academic probation and a parent/guardian conference will be convened to develop a comprehensive plan to assist the student in returning to good academic standing. The student's advisor will work in conjunction with the student, family, and the Brain & Learning Lab faculty to follow up on the recommendations and to monitor student progress. If a student is on academic probation for two grading periods, it is possible that they will not qualify for reenrollment for the subsequent school year.

Grades 7 and 8

In 7th and 8th grades, students receive letter grades for certain classes, as well as narrative comments and Markers of Student Growth. All three are taken into consideration to determine a student's academic standing.

In addition to a significant number of areas for growth (AGs) in the markers of student growth, if a student earns a grade of C- or lower (or an NC) on a mid-semester or end-of-semester report, they may be placed on academic probation and a parent/guardian conference will be convened to develop a comprehensive plan to assist the student in returning to good academic standing. The student's advisor will work in conjunction with the student, family, and the Brain & Learning Lab faculty to follow up on the recommendations and to monitor student progress. If a student is on academic probation for two grading periods, it is possible that they will not qualify for reenrollment for the subsequent school year.

ATTENDANCE

ABSENCES

Students are expected to meet all appointments (classes, conferences with teachers, class meetings, assemblies, etc.). In the event of illness or absence from a school-sponsored activity, students are responsible for conferring immediately with each of their teachers, who will help them arrange to make up missed work. All students in 5th through 8th grades are expected to be on campus for the entire school day unless they are excused during part of the day for specific reasons, in which case they must have written or phoned-in permission from their parents/guardians and must sign out at the Middle School main office. Any unexcused absence from a class, for whatever reason, is grounds for receiving zero credit on any test, paper, or presentation due for that class. Teachers are neither expected nor required to allow the student to make up the work. Students will not be allowed to participate in any after-school programs, including athletics, arts, and co-curricular activities, if they have an unexcused absence during the day, except in the rare situation that the after-school program is a graded component of an academic class. In such instances, the student's absence would create an unfair deficit for other students in the class and the student would thus receive some other appropriate consequence in lieu of missing the activity.

Being a Lakeside student includes not only attendance in classes, but regular participation in the life of the school. If a student misses 24 school days, a conference will be scheduled with parents/guardians, the division director, and the student's advisor to consider how best to support the student's attendance. If a student misses more than 32 days or classes, it is unlikely that credit will be granted.

The school does not excuse students for early vacation departures, extensions of vacations, or other absences not a consequence of a family or medical emergency. Parents/guardians should understand that students will be held responsible for the material missed and that teachers are under no obligation to give credit or coaching for missed assignments or tests or to make special accommodations or arrangements in the event of such absences.

Religious holidays

Lakeside is a nondenominational school that is committed to celebrating the rich diversity of its students and families. In keeping with the mission's spirit of consideration and inclusion and wishing to be sensitive to the traditions of all faiths, the Lakeside School administration will make every effort to avoid major religious holidays when scheduling all-school events. We cannot, however, promise that school events specific to a particular division, grade level, or class will not be scheduled on a religious holiday of one of the faiths found among Lakeside families, though we will try to avoid such days if at all possible.

The school understands that students may miss school on major religious holidays and that such absences will be considered excused absences without consequence. Teachers at Lakeside are supportive of students who choose to attend religious services on these holidays. When a student does miss school for this reason, and particularly because faith is a private matter for some students, it is incumbent on the student who will miss class to participate in religious holiday services to inform their teachers in advance and arrange to make up any work missed. Teachers are encouraged to help such students get ahead in their studies so that their religious observances are not compromised by schoolwork.

Illness

A student who is not well should remain at home for a speedier recovery. Please be sure to call or email the Middle School (206-368-3630 or msattendance@lakesideschool.org) first thing in the morning if you know that your student will be staying home with an illness. If a student becomes ill during the school day, the school will call parents/guardians at home or at work to pick up the student. Students who are sick must be picked up as soon as possible after parents/guardians are alerted. If parents/guardians cannot be reached, the designated emergency contact will be called. Please make sure that the emergency contact information for your child is current.

Attendance Procedures

Attendance is taken in every class period and a student attendance memorandum is emailed to Middle School faculty and staff by 9 a.m. Parents/guardians of absent students must call or email the Middle School at 206-368-3630 or msattendance@lakesideschool.org by 8:30 a.m. Accurate attendance records are important, and we depend on parents/guardians' support.

If a medical/dental appointment cannot be scheduled for before or after school, or if a parent/guardian-authorized activity necessitates a late arrival or early dismissal, the student must come to the Middle School main office with a note signed by a parent/guardian explaining why the student was late or why they will be leaving early. Students must always sign in and out at the Middle School front desk when arriving late, leaving early, or leaving and returning during school hours. Students are not permitted to leave campus at any time without parent/guardian authorization.

Student Absences

Advisors can help collect homework assignments for students who are away from school for more than a couple of days because of illness. Students can also access their assignments from teachers' Learning Management System (LMS) pages.

For planned absences of one full day or more, students can either pick up a Student Planned Absence form from the Middle School office or print the form from the Lakeside website (under Parents and Guardians/Helpful Documents). This form must be submitted in advance of a student's absence. The form must be signed by the student's teachers, parent/guardian, and advisor, then submitted to the main office.

The student is responsible for collecting assignments and meeting with teachers regarding expectations for course work missed.

In order to be excused from physical education class for health reasons, a student must provide the teacher with a written excuse from a parent/guardian or physician. The note should include information about the student's condition and the expected duration.

ARTS: VISUAL AND PERFORMING

VISUAL ARTS

Visual arts classes focus on elements and principles of design: color, line, value, shape, pattern, and texture. Assignments build and maintain specific skills for both two- and three-dimensional projects. Work grows more sophisticated and challenging as the student matures. Teachers help students develop a critical vocabulary and demonstrate how to provide constructive critique of their peers' projects. These classes help students learn about the larger world and reflect on their own personal process. Students are encouraged to take risks and supported when they do, and an emphasis is placed on personal growth. Different artists, styles, cultures, and techniques are discussed at all grade levels. Students have a sketchbook to use throughout the year for sketching and planning projects. Students also have the opportunity to work with supervision in the art rooms during free time and lunch periods.

(A11a) Art 5

In this course, 5th grade students are exposed to many different media, including drawing, ceramics, and printmaking. Students have a great opportunity to build new skills while expressing themselves creatively. They start the year by building several clay projects using such techniques as coiling and sculpting by pinching. This is followed by instruction in various styles of glazing their projects. Next, they complete drawing projects with colored pencils, watercolor crayons, acrylic paint, and also learn some basics of color theory and drawing and painting three-dimensionally. To end the year, they explore the world of printmaking and experiment with many mono-printing techniques. One overarching theme of the year is the observation and use of negative space as a tool for drawing and for designing more interesting compositions and sculptures. Cooperation, problem-solving, and appropriate use of tools are emphasized throughout the course.

(A12a) Art 6

The main goal of this course is to expose students to different materials and techniques that they can use to find their own expression. Students begin the year in clay and learn a variety of hand building techniques and tools. This is followed with instruction in various styles of glazing their projects. They then apply these skills into a final project. Next, students learn traditional drawing and painting techniques such as shading, observational drawing, creating value, grid work, and the basics of color theory. Students draw a series of portraits in different styles and collaborate to create a wall-sized painted mural. To end the year, students carve linoleum and experiment with many different printmaking methods during the printing unit. Fundamental principles of design and composition, as well as cooperation and problem solving, are

emphasized throughout the course. Students learn about different artists, cultures, and styles throughout the year, as well as the appropriate use of tools in all media.

(A13a) Art 7

This course builds upon what was learned in Art 6, adding more sophisticated approaches to painting, drawing, printmaking, and sculpture. The fall term is dedicated to watercolor painting and perspective drawing. First, students learn many techniques of watercolor painting, such as creating different types of washes, developing textures, and layering. They apply their learned skills to a final large landscape and final realistic painting. Students then move into drawing, focusing on the basic rules of perspective, including identifying vanishing points and creating scenes in one-, two- and three-point perspective. The spring term begins with relief painting, and students build off their perspective drawing skills to create a three-color reduction linoleum cut using linear perspective as a basis for their designs. The last unit of the year is dedicated to clay sculpture, and students learn how to build a sturdy structure with coils, allowing for design within both positive and negative spaces. This project is glazed using a staining technique that brings out all of their detailed imagery.

(A14a) Art 8

Eighth-grade art begins with a design and painting unit where students learn and apply the elements of art and principles of design. Working from a favorite design, they create an abstract acrylic painting where they apply foundational skills with color theory and color mixing. Next, students focus on pencil and charcoal drawing and, working from observation, they learn how to get into a “right brain” mode of thinking to enhance their ability to see. They learn how to build a drawing using basic shape recognition, gesture, and shading. In the spring, students focus on clay and build large structures where advanced coiling and slab are added to students’ repertoire of techniques. To end the year, they explore the world of printmaking and experiment with many advanced printmaking techniques. Building on previous skills, personal expression, and creativity are emphasized throughout the course.

PERFORMING ARTS

Performing arts classes develop the artistic ability of Lakeside students through the study of music and drama. They support technical development, encourage creative problem solving, deepen self- understanding, and build social skills through collaboration. Our performance courses are accessible and engaging for both the beginner and the seasoned performer. The emphasis is placed on personal growth rather than on innate talent, and students are engaged in a feedback-driven process where they learn the importance of experimentation, play, and attention to detail.

Indicating Your Choices/Preferences in the Performing Arts

In 5th grade, all students take orchestra. Starting in 6th grade, students must rank their choices for a performing arts course for that school year. Placement in the first choice is our goal; however, it is not guaranteed. On the course sign-up forms, you will be asked to list performing arts option preferences.

Drama

Drama courses at the Middle School seek to introduce students to a wide variety of theatrical forms and experiences. Emphasis is placed on building analytical as well as performative skills — training students to think deeply about art as well as to make it. Theatre classes are places where creative risk-taking is encouraged. Failures are celebrated, processed, and learned from, and students engage with open-ended questions about art, identity, and expression. They are also places where playfulness is intrinsic to learning! All drama students will participate in at least one public performance per year. In addition to classes, the drama program puts on co-curricular productions that are rehearsed outside of school hours and open to students from all performing arts disciplines. Drama classes include one or two evening performances depending on the grade level.

(A18a) Drama 6

This yearlong class introduces students to the fundamental elements of theatrical storytelling. In a safe, fun, trusting classroom atmosphere, students will learn how to be creative and expressive with their voices and bodies, study character creation and dramatic structure, and explore a number of theatrical forms and styles. A spirit of playfulness and discovery is fostered in all aspects of the course. Units of study may include storytelling, puppetry, playwriting, miming, and filmmaking.

(A19a) Drama 7

In this yearlong course, students will deepen their understanding of the fundamental elements of creating, designing and performing theatre. There is a focus on working collaboratively with others as part of an artistic ensemble and practicing giving and receiving feedback effectively. At various points in the year, students will work in small groups, pairs, and as a whole class to present a full production as a culminating project at the end of the year. Units of study may include costume design, poetry, solo performance, Shakespeare, filmmaking, adapting texts for the stage, and radio drama.

(A20a) Drama 8

This course builds upon the work done in previous classes, helping students hone and expand their skills as theatre makers and interpreters. There is an increased emphasis in Drama 8 on self-directed learning, and students will have opportunities to take on leadership roles by serving as directors, designers, and playwrights. Projects and classwork continue to emphasize collaborative skills, giving and receiving effective feedback, and analysis of both text and performance. Units of study include improvisation, sketch comedy, stage combat, filmmaking, and playwriting.

Music

The music program is open to all students regardless of previous experience. Beginning courses allow students to learn the fundamentals necessary to participate in bands, orchestras, and choirs. Seventh and eighth grade courses develop intermediate and advanced skills needed to participate in the Upper School music program and pursue music at the 9th grade level. All music ensembles perform evening concerts for the community several times per year and may participate in regional festivals and competitions. The performance schedule is shared with the community in the fall of each school year. Private lessons are available through our online music campus and concerts are an integral component of the educational program.

1:1 Private Music Lessons

All students, regardless of which performing arts course they choose, may register for 1:1 private music lessons. These lessons are primarily taught online, with some in-person sessions as needed. Please contact Eric Patterson for more information at eric.patterson@lakesideschool.org. Lessons are scheduled directly with the teacher and according to availability. Offerings vary from year to year and space is limited. Lakeside students receive priority in scheduling. Fees for the lessons are not included in tuition but financial aid is available for 1:1 private lessons when the student is concurrently enrolled in a music ensemble listed below. For more information about financial aid, please contact Financial Aid Programs Director Tearon Joseph at financialaid@lakesideschool.org.

(A90a) Beginning Band 6

This yearlong beginning instrumental course is for 6th grade students. No previous experience in instrumental music is necessary. Students will learn to play a wind instrument through small group instruction. Private lessons are encouraged but not required. The band presents several public performances each year. The choice of instrument(s) varies from year to year and is determined in the first week of class; families do not need to make any purchases or plans prior to the start of the school year. Please contact the Band teacher, Dr. Nse' Ekpo, for more information at nse.ekpo@lakesideschool.org.

(A93a) Band 7

This is a yearlong course for 7th grade students with experience in flute, oboe, clarinet, bassoon, saxophone, French Horn, trumpet, trombone, baritone, or percussion. This class may be combined with Band 8 to form a large concert band. Private lessons are encouraged but not required. The band presents several public performances each year. Students who successfully complete this course will be prepared to participate in the Upper School music program. Students new to the school enrolling in this course should contact the Band teacher, Dr. Nse' Ekpo, at nse.ekpo@lakesideschool.org.

(A94a) Band 8

This is a yearlong course for 8th grade students with experience in flute, oboe, clarinet, bassoon, saxophone, French Horn, trumpet, trombone, baritone, or percussion. This class may be combined with Band 7 to form a large concert band. Private lessons are encouraged but not required. The band presents several public performances each year. Students who successfully complete this course will be prepared to participate in the Upper School music program. Students new to the school enrolling in this course should contact the Band teacher, Dr. Nse' Ekpo, at nse.ekpo@lakesideschool.org.

(A15a) Choir 6

This is a yearlong mixed-voice choir course for singers in 6th grade. No audition or prior experience is required and all students are welcome to sign up. This class may be combined with Choir 7 and 8 to form a large choir. The course focuses on ensemble singing, learning healthy vocal technique, building music literacy skills, and developing performance skills. Repertoire covers a variety of styles, languages, and historical time periods. There are opportunities for solos and small group singing. Students may receive small group instruction from our vocal coaches. Students in Choir 6 give at least two performances each year. For more information, please contact the Choir teacher, Mary Clementi, at mary.clementi@lakesideschool.org.

(A16a) Choir 7

This is a yearlong mixed-voice choir course for singers in 7th grade. No audition or prior experience is required and all students are welcome to sign up. This class may be combined with Choir 6 and 8 to form a large choir. The course focuses on ensemble singing, building healthy vocal technique and vocal independence, increasing skills in music literacy and ear training, and developing performance skills. Repertoire covers a variety of styles, languages, and historical time periods. There are opportunities for solo and small group singing. All students receive small group instruction from our vocal coaches. Opportunities exist for solo/ensemble and honor choir participation. Students in Choir 7 give at least three performances each year. For more information, please contact the Choir teacher, Mary Clementi, at mary.clementi@lakesideschool.org.

(A17a) Choir 8

This is a yearlong mixed-voice choir course for singers in 8th grade. No audition or prior experience is required and all students are welcome to sign up. This class may be combined with Choir 6 and 7 to form a large choir. The course focuses on ensemble singing, building healthy vocal technique and vocal independence, increasing skills in music literacy and ear training, and developing performance skills. Repertoire covers a variety of styles, languages, and historical time periods. There are opportunities for solos and small group singing. All students receive small group instruction from our vocal coaches. Opportunities exist for solo/ensemble and honor choir participation. Students in Choir 8 give at least three performances each year. For more information, please contact the Choir teacher, Mary Clementi, at mary.clementi@lakesideschool.org.

(A91a) Orchestra 5

This yearlong course is required for 5th graders. Students learn to play the violin, viola, cello, or bass through small group instruction and participation in a string orchestra. All ensemble members have the opportunity to work closely with our teaching staff and have access to 1:1 private lessons through our online program. Students develop an ability to read music notation, improvise, and compose melodies. No previous instrumental music experience is necessary. For more information, please contact the orchestra teachers, Erica Johansen and Heather Bentley, at erica.johansen@lakesideschool.org and heather.bentley@lakesideschool.org.

(A92a) Orchestra 6

Open to students in 6th grade, this yearlong course is for students with approximately one year of training on the violin, viola, cello, or bass. Students reinforce music literacy skills and build instrumental technique. The orchestra presents at least three public performances each year. Students new to the school enrolling in this course should contact the orchestra teacher, Erica Johansen, at erica.johansen@lakesideschool.org.

(A95a) Orchestra 7

This yearlong course is open to 7th grade students with some experience on the violin, viola, cello, or bass. This class spends a significant portion of the year rehearsing and performing with the band for a full symphony orchestra experience. Private lessons are encouraged but not required. The orchestra presents several performances each year. Students who successfully complete this course will be prepared to participate in the Upper School music program. Students new to the school enrolling in this course should contact the orchestra teacher, Erica Johansen, at erica.johansen@lakesideschool.org.

(A96a) Orchestra 8

This yearlong course is open to 8th grade students with some experience on the violin, viola, cello, or bass. This class spends a significant portion of the year rehearsing and performing with the band for a full symphony orchestra experience. Private lessons are encouraged but not required. The orchestra presents

several public performances each year. Students who successfully complete this course will be prepared to participate in the Upper School music program. Students new to the school enrolling in this course should contact the orchestra teacher, Erica Johansen, at erica.johansen@lakesideschool.org.

DIGITAL AND INFORMATION LITERACY

The digital and information literacy department believes that innovation is what drives our students. In addition to ensuring that all students have the skills they need to use technology to be a successful student, we also want to expose them to as many different tools and programs as possible. We seek to create interesting and challenging projects that will allow each student to develop their problem-solving and critical thinking skills. Our courses are designed to be engaging for students at all levels. We seek to meet each student where they are and allow them opportunity for growth.

The curriculum is focused on the following core elements:

- Fundamental Computer Skills: Typing, using basic apps (word processing, presentations, spreadsheets), maintenance and care of devices, organization.
- Information Literacy: Research, documentation, identifying good sources, copyright and fair use.
- Digital Literacy: Internet safety, digital citizenship, etiquette, time management.
- Computational Thinking and Coding: Programming languages, computer science
- Engineering and Design: User experience, tool usage, prototyping, testing.
- AI and Ethics: Technical concepts and ethical implications

(C50) Digital Life 5 (yearlong)

The general areas covered in 5th grade Digital Life include managing and organizing academic life, including systematic use of Lakeside's Learning Management System (LMS) class sites; editing and manipulating media (audio, video, images, animation, text); finding relevant information via search, including practice using databases and other resources offered through our library; participating in collaborative projects with peers on a variety of platforms; using a variety of programming languages to animate and make interactive projects; and exploring resources in the makerspace. All projects are designed to incorporate design thinking, research, user experience, and creativity.

(C60) Digital Life 6 (yearlong)

The Digital Life curriculum in 6th grade is built on providing students access to important 21st century skills. Students work their way through focused skill-based units that scaffold their abilities and enhance their creativity. From sound engineering to web development, game design to fabric hacking, students are given time and space to learn, build, and grow. Students in 6th grade are also introduced to concepts of design thinking. As part of learning this vital skill, students are set loose on an unstructured problem and expected to use their digital and design skills to address important challenges both in our community and around the world. The Digital Life course is meant to challenge the 6th grade to explore the possibility of the unknown through mentorship, collaboration and fun.

(C70) Digital Life 7 (Semester long)

The 7th grade Digital Life class focuses on artificial intelligence and the ethical implications involved. In this course, students will gain an understanding of the basic mechanics of AI systems. They will learn about socio-technical systems and that different stakeholders have different outcomes and biases. Students will apply both technical understanding of AI and knowledge of stakeholders in order to determine a just goal for a socio-technical system. Each week, students will examine current events and examples and discuss the impact technology has on the world. Projects are designed to incorporate design thinking, research, user experience, and creativity.

ENGLISH

The Middle School English department is dedicated to inspiring a lifelong love of reading and writing. We strive to create a community of readers and writers who embrace and experiment with diverse forms of verbal expression. We believe that literature can affirm students' identities, develop empathy for others, and empower students to think critically about the world. Through discussion, annotation, writing workshops, and one-on-one feedback, we hope to nurture students' authentic voices while teaching them to use words effectively and artistically.

(E50a) Humanities 5

The English component of Humanities 5 asks students to consider themselves in relation to their communities. Students connect literature to its social and historical contexts, exploring how experiences of inclusion and exclusion are reflected through a variety of characters, genres, voices, and perspectives. Students strengthen their close reading skills by annotating texts and participating in discussions. Through writing workshops and peer editing, students give and receive feedback and learn to improve their writing through the revision process. Vocabulary and sentence fluency are taught in the context of literature and reinforced through journaling, short exercises, and online programs such as NoRedInk. Activities such as D.E.A.R., leisure reading challenges, and book chats encourage students to develop their love of reading and share and celebrate books. Course texts include "Seedfolks," "Indian No More," "Ghost Boys," and "Journey to Topaz," as well as assorted fiction, nonfiction, and poetry.

(E60a) English 6

The 6th-grade English program encourages students to be introspective regarding their personal values and experiences, while simultaneously broadening their global mindset through exploring diverse voices. Our main themes are identity and the power of words. These themes weave throughout the texts students read over the course of the school year: "Heroes, Gods and Monsters of the Greek Myths," "The Crossover," "The Librarian of Auschwitz," and "Habibi." In addition to longer texts, students read short stories and poems, watch TED Talks, and listen to StoryCorps, and are presented with a variety of voices and perspectives. Reading instruction aims to enhance critical thinking as students interpret complex literature through close reading, annotation techniques, and discussions. Additionally, students participate in two reading groups per year — one memoir and one contemporary fiction — where they choose a text from a small list. As a

group, they plan, read, annotate, discuss, and write. Writing instruction emphasizes the writing process and the use of mentor texts. Grammar, vocabulary, academic English conventions, and sentence structures are taught through mini-lessons, Words of the Day, and an online program called NoRedInk.

(E70a) English 7

The goal of 7th-grade English is to create confident, fluent writers. At its best, the classroom becomes a community for readers and writers, with students helping each other in drafting, revising, and editing. Students practice writing short fiction, narratives, essays, and poems. Students also learn to edit for accurate grammar, punctuation, and usage, and have formal lessons on organization and sentence fluency. Required readings include fiction, nonfiction, and poetry; accompanying activities include summarizing, annotating, and analyzing. Combined with group discussions and oral presentations, these activities foster close reading skills and deepen the students' understanding of the texts. Classroom texts include poetry, essays, short fiction, "Animal Farm," "Twelve Angry Men," and "March: Book 3."

(E80a) English 8

Using a variety of poems, memoirs, and novels as models, 8th grade students analyze the techniques of excellent writers and then emulate these tools in their own personal writing. The emphasis is on becoming attentive, insightful readers and concise, sophisticated writers. Class literature includes fiction, nonfiction, and poetry. Reading activities include annotation, interpretive discussions, literary analysis, and vocabulary development. Writing assignments include personal narratives, analytical essays, vignettes, podcasts, and poetry. Instruction is provided in revising and editing as well as sentence combining and conventional usage.

EXPERIENTIAL LEARNING

GLOBAL SERVICE LEARNING

Through active service and study, Lakeside's 5-12 Global Service Learning (GSL) Program seeks to develop in students an awareness of, respect for, and understanding of diverse cultural communities as well as the common issues facing our local community. Our goal is to inspire students to develop intercultural competence in their local communities and around the world. The Middle School GSL program prepares all 8th-grade students for the global GSL opportunities to which all Upper School students can apply.

Because of the COVID-19 pandemic, our Middle School GSL program is currently on hold. We will update our program's status as public health guidelines and community vaccination status continue to evolve. In the past, the Middle School GSL program has been anchored in the 8th grade curriculum. The program has taken place during the school year and has combined on-site service learning with a cultural immersion experience. By making tangible curricular connections, students have gained insights into the dynamics of cultural communities by experiencing them firsthand and appreciating them on their own terms. Eighth grade students have traveled to one of six sites in Washington within driving distance of Seattle for a week-long, culturally immersive experience. In the past, we have had partnerships with the Makah, Elwha, and Quinault Native American communities on the Olympic Peninsula; FirstFruits Farm and Cloudview Farm in Central/Eastern Washington's agricultural region; and a recent immigrant and refugee community in Spokane. In each location, students have learned from local partners and worked alongside community members to gain a holistic understanding of daily life, culture, and complex issues facing each community. These

experiences have been integrated with the academic curriculum across disciplines before, during, and following the trips. The program has served as a leadership opportunity and a culmination of experiences that students have had in the Service Learning and Outdoor Programs the prior three years.

Makah Indian Reservation

Students spend the week on the Makah Reservation on the northwest tip of Washington's Olympic Peninsula. Students become involved in the life of the Makah tribe by making connections with community members, including elders and youth. They explore ancient traditions and contemporary issues on the Makah reservation. Students learn about Makah language, storytelling, ethnobotany, crafts, games, and folklore from tribal members. Service projects involve volunteering at the Senior Center, helping out in Neah Bay Elementary School, and cleaning up area beaches. Students will gain an appreciation for the deeply rooted connections between the Makah people and the natural environment of the Olympic Coast, along with an understanding of the importance of cultural preservation for the Makah Nation.

Elwha River

Students will examine issues relating to the restoration of the Elwha River watershed and the monumental removal of the Elwha Dams on the north shore of the Olympic Peninsula. Students will learn firsthand about the dynamic interactions between Olympic National Park, the US Forest Service, the Klallam tribe, conservationists, the timber industry, and others who have a stake in this undertaking. Students will volunteer with Olympic National Park and connect with Klallam tribal community leaders and youth as part of their experience.

Quinault Reservation

Students travel to Lake Quinault on the southern portion of Washington's Olympic Peninsula. Students connect with and work alongside youth at the Quinault School, which has a diverse student population including 34.5% Native American and 20% Hispanic students. Students learn about the issues affecting the Quinault tribal community and the relationship between the Quinault Reservation and Olympic National Park. Students will examine topics such as fisheries, logging, and recreation in the Quinault watershed.

Firstfruits Farm

Students spend the week immersed in the FirstFruits Farm community in Prescott, Washington. Students learn from the orchard employees and their families in the Vista Hermosa community. Students work alongside a peer group in Vista Hermosa on community-identified projects, and also connect with youth at the Nueva Esperanza and Jubilee Leadership Academies. Students participate in community activities such as soccer games and picnics. After their week in Eastern Washington, students will return home with a better understanding of immigration and migrant farm worker issues, daily life in the orchard community, Mexican American culture, and the Spanish language.

Cloudview Farm

Students will learn about small-scale organic farming and the Community Supported Agriculture (CSA) movement at Cloudview Farm in Ephrata, Washington. Students will experience all aspects of life on the farm during the week. They will assist farmers with daily tasks such as weeding, harvesting produce, and caring for livestock. Students will also help facilitate farm fieldtrips for 1st and 2nd grade students, support elders with a special farm-based community project, and prepare for the weekly shareholder's produce pickup and farmers market. Students will gain an understanding of complex environmental, economic, and social dynamics in the Columbia River watershed as they are immersed in the region for the week.

Spokane Refugee Community

Students will spend the week in Spokane, Washington, learning about the multi-faceted support network that is involved with refugee resettlement. Students will connect with World Relief Spokane to learn about what refugee families experience when they arrive in the United States. Students will partner with organizations that support youth of all ages, helping in an after-school program for elementary children and playing games with peers. They will also work with Second Harvest Food Bank and other partnerships associated with World Relief and refugee resettlement.

OUTDOOR PROGRAM

The Middle School Outdoor Program is based on the belief that the skills developed and practiced in the outdoors — if deliberate self-reflection is built into the program curriculum — transfer back to everyday life. For students grades 5-7, the Outdoor Program seeks to develop the following personal attributes and capacities:

- Students develop a sense of place in the Pacific Northwest. Through their participation in the Outdoor Program, students experience the varied terrains of Washington State, understand its geography and ecology, and develop an appreciation for the immense beauty of our state. The program gives each of our students the opportunity to develop a personal connection with the natural world and our local environment.
- Students learn how to contribute as members of teams. Each outdoor trip requires students to work in teams. The success of each team depends on every trip member doing their part. Each trip is designed so that students collaborate in performing shared tasks and meeting shared challenges.
- Students take physical, emotional, and social risks. In the natural environment, students are pushed outside their comfort zones in safe and productive ways. Such experiences challenge students' physical and emotional limits, thereby pressing them to expand those limits and develop the self-confidence that comes with success.
- Students practice problem-solving. Each outdoor trip exposes students to situations in which they face significant challenges without predetermined or familiar means of meeting those challenges. In such situations, students learn to adapt and improvise to meet these challenges and predict potential outcomes and consequences. This ability to adapt, improvise, and predict will transfer to students' everyday lives.

Participation in annual Outdoor Program trips is required of all Middle School students as part of the Middle School curriculum and educational program. Potential restrictions regarding a student's full participation should be discussed with the Middle School director well in advance of the Outdoor Program trip dates. Such restrictions must be of a medical nature serious enough to limit a student's participation.

Outdoor Education 5

In the spring, the 5th grade travels together to the NatureBridge outdoor school, where they will sleep in cabins and spend their days hiking in Olympic National Park, doing field study for science class, and studying the Elwha dam-removal project. Students will also engage in many group games and activities, sing songs and share stories with classmates and teachers, and eat group meals together.

Outdoor Education 6

In late spring, 6th graders go out in groups of 10-12 students for a two-night, three-day outdoor experience at a group campsite in Western Washington. In preparation, students learn to set up tents, put together prepared menus, and pack their own bags. While in the outdoors, students go on two day hikes, assist in meal preparation and clean up, and learn about the geography and ecology of the site.

Outdoor Education 7

In late spring, 7th graders go out in groups of 10-12 with two to three adult leaders for a three-night, four-day wilderness experience. Prior to the trip, students participate in three educational sessions where they learn about outdoor equipment, shelters, packing a backpack, menu planning, safety, and minimum impact camping. Students are physically active over the four days, either backpacking or biking. Throughout the trip, students have opportunities to assume leadership roles and to practice group decision making. The 7th-grade outdoor trip locations represent diverse ecosystems in Washington State; students learn about the geography and ecology of their outdoor site.

HUMAN DEVELOPMENT AND HEALTH

The aim of the Lakeside human development and health department is to provide students in the Middle and Upper schools with the knowledge and skills they need to know themselves deeply, to interact effectively and compassionately with others, to cultivate behaviors that promote health and wellbeing for themselves and others, and to make decisions that are aligned with their values.

In the Middle School, our curriculum focuses on identity, the intersections between identity and community, healthy peer relationships, emotional health, brain development, physical health and puberty, and mindfulness. Students in the Middle School take the following yearlong courses each year.

(G50a) Human Development 5

The 5th-grade curriculum is primarily concerned with personal growth in areas of immediate concern for children ages 10 and 11, such as friendship. The course centers around themes of students getting to know themselves and getting along with others. A variety of resources are employed in this course to challenge students to use reflection and discussion as a means of communicating their ideas and questions.

(G60a) Human Development 6

The theme of the 6th-grade course is “Who am I?” with a focus on gaining awareness and learning about identity as well as the basics of brain and body development. Many of the readings, class activities, and discussions are geared towards increasing students’ self-awareness and helping them gain the information and skills they need to lead successful, healthy, and fulfilling lives. Additional lessons focus on knowledge and interpersonal skills that will enable students to be capable and comfortable interacting in a multicultural and diverse community.

(G70a) Human Development 7

The theme of the 7th-grade course is “Who am I...with you?” It focuses on helping students understand identity, adolescent brain development, healthy relationships, and the social, emotional, and physical pressures adolescents face. It also helps them develop the skills needed to negotiate these challenges. Through a variety of activities that encourage metacognition, self-reflection, self-monitoring, and self-advocacy, students learn that they can have more control over their lives and potential. They learn how to apply these approaches to their own learning processes and to making healthy life choices.

(G80a) Human Development 8

“The 8 th-grade course is the culmination of students’ work in this department, asking “Who am I in community?” Students examine, identify, and build understanding of their individual lenses, cultures, and values, and how all those affect their interactions with the world. Students develop their leadership styles and learn how to advocate for causes, communities, and issues that are meaningful to them. Students also examine topics that will help with their transition into high school, such as emotional health, healthy relationships, and gender and sexual identity. Class activities include creating group projects, holding values discussions, watching and discussing films, researching current and relevant topics, and writing personal and analytical pieces.

LANGUAGES

In keeping with Lakeside’s mission to prepare students to live in a global society, languages play a prominent role in the Middle School curriculum. Lakeside offers yearlong courses in four distinct languages: French, Latin, Mandarin Chinese, and Spanish. The purpose of our language program at both campuses is language acquisition. In the living languages, classes are conducted in an immersion setting; all instruction is in the target language from the very beginning. Students are supported in acquiring vocabulary and fluency with structures as they build their abilities to speak, read, write and comprehend the language. Significant attention is paid to understanding the cultural context for language as well. The school does not offer courses to support or build on native fluency in a language.

Policies for language placement for students entering the Middle School:

Second-language acquisition is a spiraling process, meaning that improving proficiency is dependent upon revisiting and practicing the same material until one is able to effectively use the vocabulary and grammatical concepts. Finding the level that is the best fit for each student, both linguistically and developmentally, is of utmost importance to us. Because we have immersion classrooms and work at a fast pace, there is often a period of adjustment and transition for students who are new to our language program. With rare exceptions, it is expected that your student will remain in the selected language for the duration of their middle school years.

All 6th graders and incoming 7th and 8th graders who wish to enroll in Level B or higher of a language must arrange to take a placement test with department head, Jillian Tsai, at jillian.tsai@lakesideschool.org. All language placement tests are held remotely over virtual video calls.

Policies for language placement for students going into 9th grade at the Upper School:

- Any student may begin a new language at the Upper School.
- Students who have completed Level B language courses at the Middle School will be placed in Level I at the Upper School. They will have an excellent foundation and will be well prepared for the fast-paced Level 1 courses that will lead them through the four-year progression culminating in AP-level language instruction senior year.
- Students who have successfully completed Level C language classes at the Middle School will be placed in Level II language instruction at the Upper School.
- Students who have successfully completed Level D language classes at the Middle School will be placed in Level II at the Upper School. They will be well prepared for and appropriately challenged by the Level II language classes, which focus on polishing student grammar skills and completing all the grammatical topics needed for a successful transition to Level III Introduction and higher-level literature and culture courses.

(L10a) French A

This course is an introduction to the French language and Francophone culture. Students begin to communicate effectively in French by practicing functions such as asking and answering questions and describing and narrating in present time. Emphasis is placed on basic oral proficiency as students learn to speak within familiar contexts and situations. Essential to this class is the use of authentic materials. For example, students learn about weather by studying French weather reports and maps. They learn about school supplies by “buying” them at French online stores. Other instructional materials include Bon Voyage 1 and the accompanying workbook.

(L11a) French B

This course is a continuation of French A. Students become more skilled in the functions practiced in French A. New functions include narrating in past tense and expressing likes and dislikes within familiar contexts and situations. As in French A, authentic materials are essential learning materials. Students access the internet in order to research and discuss such topics as sports and the French school system. Other instructional materials include Bon Voyage 1.

(L12a) French C

This course is a continuation of French B. Students receive additional practice with the functions covered in French A and B. New functions include expressing opinions, comparing and contrasting, hypothesizing, and giving orders. They also work with the future and imperfect tenses. One example of a French C unit is cooking and French cuisine. They learn about cooking by studying French cooking shows and recipes on the Internet. The culminating project for this particular unit is producing their own cooking program, where they make a French dish of their choice. Examples of other units at this level focus on social media and French holidays. Other instructional materials are Bon Voyage 1.

(L13a) French D

This course is a continuation of French C. Students apply their knowledge of grammatical structures by continuing to work with culturally-relevant material in the target language. One unit is learning about stress and how to handle it. The students read articles and watch videos on stress using only authentic materials. Other units at this level are clothing, leisure-time activities, and French artists. Students watch and study the film “Les Intouchables.” French D students continue to improve their fluency and comprehension.

(L20a) Latin A

In this introductory course, students begin reading Latin immediately. In the course of their reading, they learn a range of basic grammatical structures, including the nominative and accusative cases and the persons and numbers of present tense verbs, as well as practicing basic reading skills. They also explore many different aspects of Roman life, from the nature of the home and the layout of a Roman city to the various types of Roman food and entertainment. As they acquire Latin vocabulary, students examine and assimilate challenging English derivatives and so expand their knowledge of their own language. Through various projects they learn about Roman gods and the mythology surrounding them. Homework assignments, ancillary materials, and online learning tools such as practice quizzes and interactive vocabulary games are posted on the school's Latin website. Instructional materials include Suburani Latin Unit I.

(L21a) Latin B

This course is a continuation of Latin A. Students continue to acquire reading skills as passages become longer and more complex. They learn more advanced grammatical structures, including the dative and ablative cases and the persons and numbers of imperfect and perfect tense verbs, which enables them to read and translate more complex sentences. Roman culture remains a focus, with a range of topics from the examination of beliefs about death and the afterlife to the institution of slavery and the nature of education. They continue to add new English derivatives to their repertoire, expanding their knowledge of their own language. Through projects, they learn about Greco-Roman demi-gods, heroes, monsters, and the mythology surrounding them. Homework assignments, ancillary materials, and online learning tools such as practice quizzes and interactive vocabulary games are posted on the school's Latin website. Instructional materials include Suburani Latin Unit I.

(L22a) Latin C

This course is a continuation of Latin B. Students refine reading skills and learn more advanced grammatical structures, including the genitive and vocative cases and the persons and numbers of irregular and pluperfect tense verbs, which enables them to read and translate ever more complex sentences. They continue to explore aspects of Roman culture, from the British tribal system to daily life in Roman Britain, and to add new English derivatives to their repertoire, expanding their knowledge of their own language. Through hands-on projects, they will learn about important monuments and artifacts of the classical era. Homework assignments, ancillary materials, and online learning tools such as practice quizzes and interactive vocabulary games are posted on the school's Latin website. Instructional materials include Suburani Latin Unit I.

(L23a) Latin D

This course is a continuation of Latin C. Students deepen reading skills and learn more advanced grammatical structures, including the forms of all five declensions and the forms and uses of participles and infinitives, which enables them to read and translate ever more complex sentences. They continue to explore aspects of Roman culture, from the influence of the Egyptians on Roman culture and beliefs to the role of science in the Roman world. Once again, they add new English derivatives to their repertoire, expanding their knowledge of their own language. During a major class project, students will create a translation and

illuminated manuscript in the tradition of the Byzantine Empire. Homework assignments, ancillary materials, and online learning tools such as practice quizzes and interactive vocabulary games are posted on the school's Latin website. Instructional materials include Units I and II of the Cambridge Latin Course.

(L30a) Mandarin Chinese A

In this introduction to Chinese language and culture, students begin to acquire the skills needed for effective communication in Mandarin. They practice functions such as asking and answering questions and describing and narrating within familiar contexts and situations. They also begin learning the Pinyin pronunciation system and tones, how Chinese characters are built, how to read and write in simplified Chinese characters, and how to use online Chinese-English dictionaries and type Chinese characters and Pinyin. Instructional materials, homework assignments, and online learning tools such as stroke animation, Pinyin and tone exercises, and interactive flashcards are posted on the school's Chinese website. Students gain an invaluable understanding of Chinese culture through fun and interactive explorations of holiday celebrations, Chinese food, the Chinese game of Go, Chinese tea, and calligraphy.

(L31a) Mandarin Chinese B

This course is a continuation of Chinese A. Students acquire greater proficiency with the functions introduced in Chinese A within a wider range of topics, vocabulary, and grammar. Students use a computer to type Chinese characters, use online dictionaries, turn in discussion posts and assignments online, do online research for team projects, and create visual and audio presentations using technology. Instructional materials, homework assignments, and online learning tools such as stroke animation, Pinyin and tone exercises, and interactive flashcards are posted on the school's Chinese website. Students also watch authentic Chinese movies and TV dramas. Students gain an invaluable understanding of Chinese culture through fun and interactive explorations of holiday celebrations, Chinese food, the Chinese game of Go, Chinese tea, and calligraphy.

(L32a) Mandarin Chinese C

This course is a continuation of Mandarin Chinese B. Students get additional practice with the functions covered in Mandarin Chinese A and B. Functions emphasized this year include expressing opinions, comparing and contrasting, hypothesizing, and more. Students use a computer to do online research for team projects, turn in discussion posts, assignments, and Wiki projects online, and create visual and audio presentations using technology. Instructional materials, homework assignments, and online learning tools such as stroke animation and interactive flashcards are posted on the school's Chinese website. Students also watch authentic Chinese movies and TV dramas. The class reads stories, practices story narrating, holds discussions, and writes movie summaries. Students gain an invaluable understanding of Chinese culture through fun and interactive explorations of holiday celebrations, Chinese food, the Chinese game of Go, Chinese tea, and calligraphy.

(L33a) Mandarin Chinese D

This course is a continuation of Mandarin Chinese C. Students learn more complex structures and advanced vocabulary. Writing complex sentences in characters is a daily practice. Through the debate unit, students practice skills to agree, disagree, and present viewpoints. Students study Chinese and American holidays, the origins and changes of Chinese characters, and Chinese etymology, including both radicals and sound elements. Students do online research for projects, turn in discussion posts and assignments, and create visual and audio presentations using technology. Instructional materials, homework assignments, and online learning tools such as dictionaries, character converting tools, and interactive flashcards are posted on the school's Chinese website. Students read stories and watch movies, documentaries, and current news. Through these,

students gain invaluable understanding of Chinese culture and language, as well as insight into their roles as global citizens.

(L60a) Spanish A

In this introduction to Spanish language and cultures, emphasis is placed on oral proficiency around common everyday themes. Students acquire skills needed to begin to communicate effectively in Spanish. Students practice asking and answering questions while being able to narrate in the present tense within different contexts and situations. Students apply grammatical concepts and vocabulary through a variety of projects, which may include a group skit in a school setting, a “Cuarto en la casa” project using makerspace materials, narrating a recipe, and a weather infographic project. Authentic materials include Spanish sing-along music, video clips, and short articles to highlight the variety of cultures across Spanish speaking countries. Students have access to online learning tools such as practice quizzes and interactive vocabulary games.

(L61a) Spanish B

This course is a continuation of Spanish A, and students become more skilled with the concepts introduced in Spanish A. New functions include describing and talking about the past tense around themes that include well-being, sports, cultural holidays, and virtual travel across the Spanish speaking world. Major projects include a gratitude journal in the fall and an imaginary travel diary in the spring. Homework assignments, ancillary materials, and online learning tools such as practice quizzes and interactive vocabulary games help make learning fun. Authentic materials such as news reports, articles, and short films are watched, read, discussed, and reviewed. Students research a variety of places and people from the Spanish speaking world and discuss them with their peers to further their understanding of the cultures and topics presented in class. Students explore music and authentic websites to support cultural and grammatical themes.

(L62a) Spanish C

This course is a continuation of Spanish B. Students become more skilled with the concepts practiced in Spanish A and B. New functions include expressing opinions, comparing and contrasting, and talking about past, present, and recent events. Students learn about the cultures of various Spanish speaking countries using authentic materials such as Spanish music, literature, videos, movies, and news sources. Students regularly hold discussions on these topics. Homework assignments, ancillary materials, and online learning tools such as practice quizzes and interactive vocabulary and verb conjugation are posted on the school’s Spanish website.

(L63a) Spanish D

This course is a continuation of Spanish C. Students become more skilled with the concepts practiced in Spanish C. They apply their knowledge of grammatical structures by working with culturally relevant media in the target language. They discuss literature, movies, immigration, and current events. They will also read an adapted version of “El Lazarillo de Tormes” and portions of the book “Cajas de Carton,” a novel about a family of migrant farmworkers. The students regularly hold discussions regarding the various themes presented. Homework assignments, ancillary materials, and online learning tools such as practice quizzes and interactive vocabulary and verb conjugation games are posted on the school’s Spanish website.

MATHEMATICS

The main goal of the Middle School mathematics department is to provide a strong foundation in mathematics through challenging courses that are appropriate to the ages, abilities, and needs of our students. We intend that, in addition to being well prepared for the mathematics they may encounter in future schooling or careers, our students emerge from the program impressed with the elegance and scope of the subject and excited by its vast potential for fun and creativity.

We also strive to equip students with the mathematical skills of a competent citizen in today's world, such as being able to model situations mathematically; to estimate and compare magnitudes; to interpret graphs and statistics; to calculate probabilities; to evaluate numerical and spatial conclusions; to solve problems mentally as well as with paper, calculator, and computer; and to communicate effectively in these areas. Finally, while students do much of their class work and homework independently, one of our goals is to foster the skills for and value of doing mathematics cooperatively with others.

The content of the Middle School mathematics courses, grades 5 through 8, is composed of subject matter normally covered in grades 6 through 9 in many other schools. Math 5 and 6 concentrate on arithmetic skills and the use of numbers and mathematical thinking in a variety of contexts (measurement, data collection, patterns, problem-solving, etc.). Math 7 is a pre-algebra and problem-solving course, which consolidates and advances these skills, adding the conceptual and symbolic framework that will later be used extensively in algebra and geometry. Math 8 is a first-year algebra and trigonometry course with extensive applications to problem-solving using these conceptual structures systematically. In each course in the mathematics curriculum, considerable reinforcement is achieved by returning at a higher level to concepts and skills introduced in previous courses.

Note on Technology: The availability of calculators and computers has made it possible to teach certain topics much earlier and in new ways. Particularly useful are tools such as Excel and Geogebra. Data collection, functions, variables, geometric construction, sequences and series, linear functions, and graphing are a few examples of topics explored through the use of computers in Lakeside mathematics classes.

(M50a) Math 5

The 5th-grade mathematics course explores the patterns and relationships that lie at the heart of mathematics. Closely integrated with the science course, the math curriculum is organized around interesting mathematical problems derived from real situations or imaginary extensions. Students solve problems, and in so doing, observe patterns and relationships that can then be formalized and tested. Math concepts are used in the 5th-grade science course; scientific experiments are used as examples of math problems and concepts. The classroom environment encourages cooperation, individual questioning, conjecturing, and mathematical reasoning. Fifth-grade mathematics is not organized into ability groups. Variations in experience are addressed as needed via tutoring, remedial work, and enrichment activities in the context of the course itself.

This course includes the following topics: operations on positive numbers; fractions, decimals, percentages; proportional reasoning; rounding and estimating; probability; statistics and data analysis; number theory; place value; graphing and other visualization of data; geometry; polygons; measurement of time, mass, length, volume, temperature; the metric system; calculator use; and Microsoft Excel for data and sorting.

(M60a) Math 6

The 6th-grade mathematics course extends the 5th-grade experience with patterns and relationships by covering a wide range of topics to develop abstract and logical thinking skills, problem-solving proficiency, and mathematical techniques. The main thread of the course might be called “advanced arithmetic.” It is a thorough building of the real number system and its associated operations: addition, subtraction, multiplication, division, exponentiation, and roots. It reviews basic ideas (fraction arithmetic, ratio, and proportion) and also introduces topics that are new to most 6th graders (non-decimal bases, conversion of repeating decimals to rational representation, scientific notation, countability, logarithms). Coursework consists of daily homework, in-class projects, and class presentations, done both as individual work and group tasks. Sixth-grade mathematics is not organized into ability groups. Variations in background are addressed as needed via tutoring, support with basic skills, and extensions of the homework into a wide variety of challenge work known as “star problems.”

Additional topics not mentioned above include operations on negative numbers; fractions, decimals, percent; estimation; problem-solving techniques; probability; primes, composites, prime factorization; exponents; scientific notation; square roots; Pythagorean Theorem; coordinate graphing; plane and solid geometry; use of compass and protractor; geometric constructions; measurement; the metric system and U.S. standard system; and scientific calculator use.

(M70a) Math 7

This course includes the following topics: operations on positive and negative numbers; fractions, decimals, percent; percent increase/decrease; ratios and proportions; estimation (order of magnitude, reasonableness); probability; statistics — mean, median, mode; counting techniques (elementary counting principle); number theory (divisibility, composites, primes, prime factorization); exponents; scientific notation; square and other roots; Pythagorean Theorem; pre-algebra topics (linear expressions, linear equations, and higher order expressions); properties of real numbers: commutative, distributive, etc.; coordinate graphing, including $y = mx + b$; plane and solid geometry (area, perimeter, volume, etc.); measurement (unit conversion, precision, metric system); and calculator use.

(M71a) Math 7A

Most students in 7th grade will take Math 7. In addition to this, Math 7a, an advanced section, is offered to qualified students. This section covers the same material as Math 7 but proceeds in greater depth and at greater speed with greater expectation of independent work and less time taken to review and reinforce basic material. Accordingly, criteria for course placement are high achievement in the student’s current class, mastery of basic material (fractions, decimals, percentages, area, volume, etc.), and strong interest in advanced work and problem solving. Placement decisions are considered carefully, taking into account the recommendation of the current teacher, previous grades, standardized test scores, and end-of-the-year placement tests. In late spring of their 6th-grade year, current students are informed of their placement.

New 7th-grade students who wish to be considered for Math 7a should arrange to take an online placement test with department head, Tom Rona, as well as forward a recommendation from their current math teacher to tom.rona@lakesideschool.org. Please email Mr. Rona before Friday, March 25th, 2022.

(M80a) Algebra 8

This is a standard first-year algebra course, with additional topics and use of computers and calculators to explore the subject of algebra. Topics include operations on positive and negative real numbers (integer, rational, radical); classification of the real numbers (rational, radical, transcendental, etc.); absolute value; algebraic ratios and proportions; exponents, exponential growth and decay; scientific notation; radicals,

numerical and algebraic; solving radical equations; coordinate graphing, linear and non-linear; statistics; estimation, problem-solving techniques; probability; relative frequency; absolute value; use of calculators, graphing calculators, and spreadsheets; functions, $f(x)$ notation; linear, quadratic, and rational algebraic expressions and equations; polynomials; multivariable systems; sums and products of algebraic and complex fractions; factoring; generalized laws of exponents; fractional, negative, and zero exponents; logarithms; and using the Quadratic Formula, the Pythagorean Theorem, and the Midpoint Formula.

(M81a) Algebra 8A

This is a first-year algebra course for highly motivated and talented math students who want a strong focus on mathematics in their 8th-grade year. While including the topics mentioned above under Algebra 8, this course covers the concepts of algebra, graphing, and trigonometry with greater depth, pace, and expectation of independent work and with a special emphasis on challenging word problems and formal application of the constructs of algebra, including ventures into limits and derivatives.

Note regarding Algebra 8a: Most students in 8th grade will take Algebra 8. In addition to this, Algebra 8a, an advanced section, is offered to qualified students. This section covers the same material as Algebra 8, along with additional material, and proceeds in greater depth and at greater speed with less time taken to review and reinforce basic material. Accordingly, criteria for course placement are high achievement in the student's current class, mastery of basic material, and strong interest in advanced work. Placement decisions are considered carefully, taking into account the recommendation of the current teacher, previous grades, standardized test scores, and end-of-the-year placement tests. In the late spring, current 7th-grade students will be informed of their placement.

New 8th-grade students who wish to be considered for Algebra 8a should arrange to take an online placement test with department head, Tom Rona, as well as forward a recommendation from their current math teacher to tom.rona@lakesideschool.org. Please email Mr. Rona before Friday, March 25th, 2022.

PHYSICAL EDUCATION

Vision

It is our vision to foster the development of ethical individuals who practice healthy, active lifestyles and play a vital role in building healthy communities.

Mission

We will provide a dynamic program which inspires all students to engage in and explore a variety of activities within a safe, supportive environment with the ultimate aim of establishing the habits necessary for a healthy lifestyle.

Values Statement

The Lakeside Middle School physical education department values a comprehensive physical education program which is an integral part of the school. How we achieve this:

- We create a dynamic, safe, fun, and engaging learning environment.
- We foster interest in a variety of activities.

- We offer rigorous, developmentally appropriate curriculum that is accessible to all students and responsive to individual needs.
- We develop authentic opportunities for goal-setting, self-reflection, and healthy decision making.
- We cultivate ethical behavior both in the classroom and beyond.
- We encourage students to take risks by trying new activities and being willing to learn from failure.
- We pursue opportunities to make intentional connections with other stakeholders.

The physical education curriculum is progressive, with each grade building on the prior year's foundation. Each class meets three to four times per week. All classes are credit/no credit. All students perform fitness assessments twice each year using the Presidential Fitness Youth Program. A report is emailed home to families after each testing period. Students wear pedometers to measure activity levels. Students upload data daily, and this information is used for goal setting and assessment.

(P50a) Physical Education 5

Fifth grade is an important year for developing community norms and routines which the physical education program is based on. Through small and large group games, students develop teamwork and collaborative skills. Independent skill and fitness activities are introduced consistently over the first term. By the second half of the year, 5th graders are grounded in program routines and ready to participate in a variety of increasingly dynamic group activities. An important part of this course is the Peer Facilitated Activities unit. In these lessons, students build collaboration, communication, reflection and goal-setting skills in order to effectively lead group activities. Fifth grade students also learn and practice fundamental motor skills (i.e., running, jumping, kicking, striking, catching, and throwing) while playing low-organized games. Additional activities may include soccer, ultimate frisbee, pillo polo, dance, volleyball, soft tennis, inline skating, scooter games, circus arts, rope skipping, wall climbing, basketball, football, four-square, spikeball, and tumbling. Physical fitness is emphasized and is developed through moderate to vigorous activity throughout the year. Students wear pedometers to measure their activity level. Students upload data daily, and this information is used for goal setting related to physical activity engagement. Finally, students maintain a Fitfolio to keep track of various fitness data throughout the year.

(P60a) Physical Education 6

In addition to developing basic motor skills, 6th grade students participate in lead-up games, low-organized games, and sport-themed games which may include soccer, ultimate frisbee, pickleball, football, pillo polo, dance, volleyball, team handball, basketball, soft tennis, spikeball, scooter games, circus arts, rope skipping, wall climbing, tumbling, teambuilding initiatives, and peer-facilitated activities. Students are introduced to the "sport-ed" model. This format provides all students with practice in each of the jobs required to build successful teams, such as facilities managers, officials, coaches, assistant coaches, scribes/analytics, etc. An important part of this course is the Peer-Facilitated Activities Unit. In these lessons, students build collaboration and communication skills to lead group activities. Students learn the health-related components of fitness: flexibility, muscular strength, muscular endurance, and cardiorespiratory endurance. They learn the skills necessary to set personal fitness goals using the SMART method (Specific, Measurable, Achievable, Relevant, and Time-Bound). Students are introduced to fitness plan development based on their personal SMART goals. Physical fitness is emphasized and developed through moderate to vigorous activity throughout the year. Students wear pedometers to measure their activity levels. Students upload data daily, and this information is used for goal setting related to physical activity engagement. Finally, students maintain a Fitfolio to keep track of various fitness data throughout the year.

(P70a) Physical Education 7

Seventh grade students participate in activities which may include ultimate frisbee, football, soccer, spikeball, dance, pickleball, speedminton, kung fu, yoga, circus arts, team handball, volleyball, floor hockey, badminton, basketball, teambuilding initiatives, and peer-facilitated games. Students continue to work within the “sport-ed” model, which provides an opportunity for students to lead and support each other toward team goals in a fun and safe setting. Students are also introduced to the fitness room, where they are involved in developmentally appropriate activities that might include cardio machines, bosu balls, foam rollers, assisted pull-up bands, ergometers, medicine balls, kettlebells, and bodyweight exercises. An important part of this course is the Peer-Facilitated Activities Unit. These activities occur twice per year. In the fall, student teachers receive feedback from their peers and the adult instructors, which they in turn use to set personal goals for growing their leadership skills. In the spring, they have the opportunity to showcase the variety of strategies they have added to their teaching toolkit over the course of the year. Students also learn to develop personal fitness plans (PFPs), applying the health-related fitness concepts they learned in 6th grade as well as the skill-related concepts of fitness learned this year. Physical fitness is emphasized and is developed through moderate to vigorous activity throughout the year. Students wear pedometers to measure their activity level. Students upload data daily, and this information is used for goal setting related to physical activity engagement. Finally, students maintain a Fitfolio where they track various fitness information such as Entry Activity exercises, pedometer output, fitness workouts, and SMART goals.

(P80a) Physical Education 8

Eighth grade students build on the collaborative skills, motor skills, and fitness concepts learned and developed in earlier years. Students revisit many of the activities from 7th grade but at a much higher level of proficiency. Students take on more responsibility for leading and co-leading many of the class activities. Students learn the skills necessary to develop an effective fitness plan that is both personal and relevant to them. Physical fitness is emphasized and is developed through moderate to vigorous activity throughout the year. Students wear pedometers to measure their activity level. Students upload data daily, and this information is used for goal setting related to physical activity engagement. Finally, students maintain a Fitfolio to keep track of various fitness data throughout the year.

SCIENCE

The Middle School science department program is designed to give every student varied opportunities to participate in hands-on, minds-on science and engineering. We engage students’ curiosity and teach methods of scientific investigation by involving students in active learning through experimentation. Students ask questions, design experiments, analyze data, and make conclusions based on their own laboratory work. The Middle School science curriculum includes an engineering unit at each grade level, incorporating the full circle of research, design, build, test, and redesign. Students get lots of practice working in small groups, learning to listen to each other, brainstorm, and compromise. Current events and global topics are addressed each year, including natural disasters, diseases, and global issues like freshwater access and climate change. Technology is broadly integrated into all courses for research and data collection, analysis, and presentation. Our department’s goal is for students to leave the Middle School with an increased sense of wonder, an understanding of the role of science and engineering in our world, and well-developed scientific habits of mind.

(S50a) Science 5

The 5th-grade science curriculum provides a laboratory experience that develops observational, manual, cooperative, and analytic skills. Scientific inquiry is emphasized. Students learn about Pacific Northwest ecology and habitat restoration prior to and during a multiple day field trip to NatureBridge on the Olympic Peninsula. Another main topic is exploring the dynamic geology of our region through the study of Mt. Rainier, the subducting Plate of Juan De Fuca, and other nearby volcanoes. During the year, students create, care for, and run numerous long-term experiments on a class compost bin containing more than 2,000 red wiggler worms. This process deepens their understanding of ecosystems, life cycles, and the scientific method. Whenever possible, math and science are woven together in an interdisciplinary fashion.

(S60a) Science 6

The 6th-grade science curriculum focuses on developing students' understanding of their interconnections with the natural world. Students explore the central question of "Where am I?" across the year, with their answers varying depending on the focus of each unit. In our quest for knowledge, we investigate the scientific concepts underlying a broad range of topics, from the mega-scale of space exploration to the micro-scale of plant roots. Sixth graders are encouraged to develop a sense of wonder for Earth's systems and the universe, cementing their appreciation through teasing out how each scientific topic relates to their own lives. Our projects shift to capitalize on student interests and current events in science, but throughout the year we focus on strengthening students' skills in researching a topic, tackling unstructured problems, and being a strong scientific team member.

(S70a) Biology 7

Focused on evolution and human biology, 7th-grade science teaches students about their changing bodies as they explore the nervous system, the musculoskeletal system, and the digestive system. Comparisons are made with a wide range of living things, including unicellular protists, multicellular plants, and many types of animals. Dissections (squid, pig heart, turkey wing, and cow eye) help students explore the complexity of living things and understand the relationship between structure and function in both simple and more advanced organisms. Biology students practice STEAM (Science, Technology, Engineering, Art, and Math) when they design and build a self-propelled aquatic creature and demonstrate knowledge of transduction via the senses with a makerspace project.

(S80a) Physical and Earth Science 8

Eighth grade students learn about energy and matter and then apply this knowledge to the study of chemistry, water, geology, meteorology, and climate change. An introductory unit on atomic theory and chemical bonds leads into the study of water, including global issues of scarcity and contamination. Student teams build micro museums using our school makerspace to share their new knowledge with the school community. The geology unit includes plate tectonics and earthquake-resistant building design, while the meteorology unit covers the water cycle and Pacific Northwest weather. Students learn about our atmosphere and the detailed science behind climate change. A sustainability unit follows, with a group project to identify and propose solutions for sustainability issues within the Lakeside community. Throughout the year, 8th graders participate in citizen science projects of their choice that get them outside, collecting data, and noticing and connecting with the world around them.

SOCIAL STUDIES/HISTORY

The Middle School social studies program prepares students to thrive and lead in a world of accelerating change. To actively contribute wisdom, compassion, and leadership to a global society, student must understand the past and its relationship to the world today. We emphasize an equity and inclusion mindset, as well as global, ethical, sustainability, and service mindsets, while helping students build the literacy, critical thinking, multi-disciplinary flexibility, and courageous problem-solving skills they will need as they face the unknowns of the future.

Across grades five through eight, students' literacy skills grow as they analyze texts, visuals, and data. They learn to research and to make prudent and effective use of media and technology. To foster critical thinking, students identify claims, evaluate evidence and reasoning, and learn to make and defend their own claims. Through engaging in dialogue, debate, simulations, and projects, students build competence with active listening, public speaking, clear and effective writing, perspective-taking, collaboration, and leadership.

We promote civic understanding, skills, and actions, equipping and empowering students with the knowledge and tools to build a more equal and sustainable tomorrow. Through opportunities to apply their learning, explore what service means, and act as an ally and advocate, students develop a personal commitment to individual, social, and environmental responsibility.

The Pacific Northwest: A Global Microcosm (Grade 5)

The social studies component of Humanities 5 asks students to examine how global issues affect our local community and state. Students explore the history of Washington State and the Pacific Northwest using themes such as change, interdependence, diversity, human migration, human rights, quality of life, and sustainability. Specific topics of research and analysis include the following: Washington State civics; tribal sovereignty; the relationship between the environment and various peoples of Washington; civil rights activists in our state; and immigration to the Pacific Northwest. Working individually and in groups, students read primary and secondary sources, analyze historical events from multiple perspectives, discuss current events, share their own family histories and traditions, and write persuasive essays on issues that affect their local communities and the region as a whole.

The Silk Road: East Meets West (Grade 6)

The Silk Road trade routes are an example of early globalization. These important connections, beginning in the second century BCE, enabled the migration of more than silk between China and Rome. People, products, languages, inventions, belief systems, and forms of artistic expression also spread across Eurasia and Northern Africa. Using historical thinking skills, geography and cartography, and archeological evidence, students go even further back in time to study prehistoric human foragers and articulate how life changed with the development of agriculture and acceleration of collective learning. Students describe the shared and unique characteristics of a variety of ancient societies across continents with a focus on governance, social hierarchy, culture, philosophy, and religion. The course is designed to help students cultivate cultural curiosity and a deeper awareness of the roots of our current global interconnectedness and interdependence. They also learn historical roots of inequality, power, oppression, and migration, and study modern-day global migration issues. Students leave with a broader global mindset, equity and inclusion mindset, critical thinking skills, and a developing civic competence.

American History: The American Dream (Grade 7)

According to the popular conception of the American Dream, the United States is the land of opportunity where all are welcome and anyone can achieve success. In reality, this dream has only been accessible for a chosen few, and their success was often built on the oppression of others. This course fosters an equity and inclusion mindset by examining how rights and opportunities have expanded over time while acknowledging that inequality and injustice still prevent many from fulfilling dreams. We begin by charting the long history of displacement and erasure of the continent's original inhabitants, zooming in to study Washington State tribal history, culture, and government, and highlighting continued resistance and resilience. Next, students learn about the struggles and successes of African Americans through the book "Stamped: Racism, Antiracism, and You." Students apply and extend this learning by creating their own narratives that detail other marginalized groups' challenges, contributions, and progress. A unit on the Federal and Washington State Constitutions helps students understand the structure of the American political system and allows them to examine the rights and responsibilities of citizens in a democracy. We conclude by looking at shifting immigration policy throughout American history, examining causes and effects. Returning to the essential question "Who is the 'we' in 'we the people'?" helps anchor the course.

Foundations of the Modern World: Toward a Sustainable Future (Grade 8)

This course examines how the foundations of the modern world were built over the last two and a half centuries and asks how we can build a better future for all. Students develop a global mindset by regularly exploring current and historical global events. This course aims to address a number of questions: How did Imperialism and the Industrial Revolution lay the foundation for the modern world? What factors lead to wars and genocides and how can we prevent them? What social movements have fought for rights and equality and how successful have they been? What is America's role in the world and what should it be? What does it mean to be a global citizen? Why does the United Nations exist and how effective is it? How can we best protect and promote human rights around the world? What factors might explain the resurgence of nationalism around the world? How can global collaboration protect our shared planet?

Our final project centers on the overarching question, "How can we create a sustainable and equitable community that can serve as a model for the future?" The nature of the course requires students to bring an equity and inclusion lens, to develop their ethical mindsets, and to layer a sustainability mindset into each unit of study.

ACADEMIC SUPPORT: THE BRAIN & LEARNING LAB

The Brain & Learning Lab enhances student learning by promoting purposeful, goal-oriented approaches to learning and providing detailed content support. We support the development of skills in four competency areas: 1) homework and organization, 2) planning and prioritizing, 3) attention, retention, and learning, and 4) self-monitoring, self-reflection and self-advocacy. Lab faculty emphasize that learning can be maximized through an understanding of how learning occurs in the brain. Our two learning resource coordinators are available to consult with parents, guardians, teachers, and students to support academic performance.

Students, parents, and guardians may access department services by coming to the lab or scheduling an appointment.

CONTENT SUPPORT AND TUTORIAL COORDINATION

Students access the Brain & Learning Lab for short-term content support by working with the Brain and Learning Lab faculty. For long-term content support, referrals are made to outside tutors who are available to work individually with students. Outside tutors provide ongoing support and instruction on a fee basis, and financial support is available if a family qualifies. Space is available in the Brain & Learning Lab for outside tutors to meet with students on campus.

SUPPORT FOR STUDENTS WITH LEARNING DIFFERENCES OR MEDICAL NEEDS

As part of the Middle School student support team, Brain & Learning Lab faculty coordinate student academic support plans. When recommendations for assessments by outside professionals are made and/or when there are documented learning challenges or medical needs, the Brain & Learning Lab faculty develop student support plans, coordinate reasonable accommodations, provide ongoing case management, and act as liaisons between outside professionals and the school and between families and teachers. Lab faculty also provide referrals for educational and other professional assessments.

LIBRARY

The mission of a school library program is to ensure that students and staff are effective users and producers of ideas and information (American Association of School Libraries).

The Lakeside Middle School library is proud to perform a number of functions for our community:

- We provide instruction and support for a comprehensive information literacy program.
- We nurture the love of reading and the habits of mind to make lifelong readers.
- We lead and collaborate with faculty, staff, and students in research, guided inquiry, and project-based learning.
- We develop digital citizens who understand the responsible use of information.
- We provide a space where students can pursue their academic and independent learning interests

CLUBS

The Middle School offers a range of after-school clubs. Clubs offerings depend on student interest and initiative. Clubs usually meet one afternoon per week from 3:30 p.m. to 5 p.m. Some clubs are offered during lunch periods on a specific day.

Additional clubs may be added once the school year begins. Students may propose new clubs by completing a clubs and activities form available from the Middle School assistant director. This form describes the requirements for initiating a club and guides the student through the application process.

Specific dates and times for first-term clubs and activities will be available in mid-September; information about second-term clubs and activities will be available in January. For an updated listing of activities and meeting schedules, please contact the Middle School Assistant Director Rob Blackwell at 206-440-2856 or MSAssistantDirector@lakesideschool.org.

LAKESIDE ATHLETICS

The Middle School participates in the Catholic Youth Organization (CYO) sports program and the Boys and Girls Lacrosse Associations. In addition to the required physical education classes, students may elect to participate in our after-school interscholastic sports programs. The primary goal of 5th- and 6th-grade interscholastic sports is for students to have fun and learn skills. At the 7th- and 8th-grade levels, interscholastic sports become more competitive. Students and parents/guardians looking for a highly competitive experience should consider selecting teams outside of or in addition to Lakeside.

Registration for fall sports (cross country, learn to row, and soccer) takes place during course sign-ups the previous spring. Online registration for winter and spring sports takes place several weeks before each season. Since the CYO places limits on team sizes, our Lakeside Middle School “no-cut” policy means that students who register during the stated timeframe will be assured a spot on a team, while those who do not may be waitlisted and/or denied participation.

When a large number of students sign up for a sport and the numbers warrant a second team, teams will be divided according to the league offerings for that sport. For example, basketball is divided into varsity and junior varsity teams, while soccer is divided into two equally experienced teams. If a player has a regularly scheduled commitment that prohibits them from attending the majority of basketball practices or games, they will be placed on the junior varsity squad, rather than varsity, regardless of ability.

Fall (Late August through October)

Coed Cross Country (Grades 5-8)	Sunday meet days
Learn to Row (Grades 7-8)	Practices only
Girls Soccer (Grades 5-8)	Saturday games
Boys Soccer (Grades 5-8)	Saturday games

Winter (Early November to Mid-February)

Girls Basketball (Grades 5-8)	Saturdays and Sundays
Boys Basketball (Grades 5-8)	Saturdays and Sundays

Spring (Early February to Middle of May)

Girls Volleyball (Grades 5-8)	Saturday and/or Sunday games
Boys Lacrosse (Grades 5-8)	Saturday late morning games
Girls Lacrosse (Grades 5-8)	Saturday and a few Sunday games
Coed Track and Field (Grades 5-8)	Saturday meets
Coed US Crew (Grade 8 only)	Only 8th graders who have participated in the Middle School Learn to Row program are eligible. These students will follow the Upper School rowing schedule (practice five to six days per week) and attend regattas.

Most teams practice twice weekly for ninety minutes. All practices conclude by 6 p.m. Student athletes who have late practice must attend after-school study hall until practice begins.

More information about the interscholastic sports program can be found on the Lakeside website, lakesideschool.org/athletics.