



LAKESIDE
S C H O O L

Middle School Curriculum Guide

2023-2024



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, Middle School assistant director, or Middle School Director. Additionally, any of these individuals would be pleased to talk with families about a student's specific learning needs.

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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. 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.

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. 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.

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

Informational Literacy

- Research, documentation, identifying information, 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

The general areas covered in fifth-grade Digital Life include: managing and organizing one's fifth-grade academic life, including systematic use of Canvas; editing and manipulating media (audio, video, images, animation, text); finding relevant information via search; 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

The Digital Life curriculum in 6th grade is built on providing students access to important 21st century skills. Students work their way through project-based units in which they learn new skills while expressing their creativity. We survey topics ranging from game design, video production, computer programming, and 3d modeling. Students are given time and space to learn, build, and grow. Students in 6th grade are also introduced to concepts of design thinking. By 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

The Seventh-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, grammar, 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.

(E60a) English 6

The sixth 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, both of which weave throughout the texts students read over the course of the school year. In addition to novels and 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 where they choose a text from a small list – one memoir and one contemporary fiction. 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. Writing practices include short fiction, narratives, essays, and poems. Students learn to edit for accurate grammar, punctuation, and usage and also 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 and novels.

(E80a) English 8

Using a variety of poems, memoirs, and novels as models, eighth grade students analyze the techniques of excellent writers, 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, graphic novels, memoirs, vignettes, drama and comedy, and poetry. Reading activities include annotation, interpretive discussions, literary analysis, and public speaking. 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. Middle School GSL program is anchored in the 8th grade curriculum. The program takes place during the school year and combines on-site service learning with a cultural immersion experience. By making tangible curricular connections, students gain insights into the dynamics of cultural communities by experiencing them firsthand and appreciating them on their own terms. Eighth grade students travel to one of six sites in Washington within driving distance of Seattle for a six-day immersive experience. We partner with the Makah, Elwha, and Quinault indigenous 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 learn from local partners and work alongside community members to gain a holistic understanding of daily life, culture, and complex issues facing each community. These experiences are integrated with the academic curriculum across disciplines before, during, and following the trips. The program serves 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 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 traditions and contemporary issues, learning about Makah language, storytelling, ethnobotany, crafts, games, and folklore from tribal members. Service projects involve collaborating with younger students at Neah Bay Elementary School, volunteering at the Senior Center, 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 Restoration

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 the Lower Elwha Klallam Tribe, Olympic National Park, botanists, salmon fisheries specialists, and others who have been involved with restoring this ecosystem. Students will also explore the culture of the Lower Elwha Klallam Tribe, learning about Klallam language, history, and art. 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 middle school students from the Lake Quinault School. Students learn about the issues affecting the Quinault tribal community and the relationship between the tribe, Olympic National Park, and the US Forest Service. Students will examine topics such as fisheries, logging, and recreation in the Lake Quinault region.

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 youth groups in Vista Hermosa on community-identified projects and participate in recreational activities. After their week in Eastern Washington, students will return home with a better understanding of immigration, agriculture, daily life in the orchard community, Mexican American culture, and Spanish language.

Cloudview Farm

Students learn about small-scale organic farming and the Community Supported Agriculture (CSA) movement at Cloudview Farm in Ephrata, Washington. Students experience all aspects of life on the farm during the week. They assist farmers with daily tasks such as weeding, harvesting produce, and caring for livestock. Students also help facilitate farm fieldtrips for early elementary-aged students, work on a farm-based community project, and prepare for the weekly shareholder's produce pickup and farm market. Students 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 and Recent Immigrant Community

Students spend the week in Spokane, Washington, learning about the multi-faceted support network that is involved with refugee resettlement and immigration. Students will connect with World Relief Spokane and other organizations to learn about what refugee and recent immigrant families experience when they arrive in the United States. They will help to organize the World Relief warehouse of goods for newly arriving families, among other service-learning related tasks. Students will also partner with schools, food banks, and other organizations that support refugees and recent immigrants of all ages.

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.

(G50) 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, getting along with others, and learning to be a successful middle school student at Lakeside. 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.

(G60) 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. Students learn identity terms, and practice skills related to being an upstander in the face of injustice. Students learn knowledge and skills related to navigating friendships, how to fuel their brain for optimal performance through sleep, nutrition, and exercise, the effects of intoxicants, as well as the biological and social components of puberty and sexual health. Additional lessons focus on knowledge and interpersonal skills that will enable students to be capable and comfortable interacting in a multicultural and diverse community.

(G70) Human Development 7

The theme of the 7th-grade course is “Who am I...with you?” It focuses on helping students understand identity, values-based decision making, **emotional intelligence, emotional regulation, mental health, and** healthy relationships. It also helps them develop the skills needed to negotiate challenges in these areas. Through a variety of activities that encourage self-reflection, group discussion, role plays, and the creative application of content, students learn that they can have more control over their lives and potential. They learn how to apply these approaches to their own experiences and to making healthy life choices.

(G80) Human Development 8

The 8th-grade course is the culmination of Middle School 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 holding values-informed discussions, researching current and relevant topics, applying content to creative projects, journaling, and practicing mindfulness.

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.

Policies for language placement for students entering the Middle School:

Language study requires longevity and time to gain fluency and mastery in the language. Therefore, we expect students to stay in the language that they had chosen upon enrollment for the whole duration of their Middle School years. We do not accept requests to change languages for the duration of the Middle School years. Students can change languages in high school.

Students who get their second choice because of the unavailability of space in the language of their first choice, will be considered for a re-evaluation and possibly a different placement for the following year. While the school will consider the request, we cannot guarantee that we will be able to accommodate that change.

In some rare instances, the school may recommend that a student be switched to another language. These decisions will be made with the full approval of the MS language committee.

Any requests for language changes need to go through the MS language committee, which is composed of the Language Department Head, Student Support Department Head and the Middle School Director. Students making switches to level A language courses need to be in the 5th grade or the 6th grade at the time of requested change. Students switching to higher level courses must pass a language placement test into that level.

All 6th graders and incoming 7th and 8th graders who wish to enroll in Level B or higher of a language must contact Jillian Tsai at jillian.tsai@lakesideschool.org to register for a placement test that is scheduled in March. These tests will take place at school. Language teachers will be at their classrooms interviewing their students. Students interested in enrolling in Chinese A who had prior experience or are native speakers of Mandarin Chinese must request a placement interview.

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 usually be placed in Level I at the Upper School.
- Students who have successfully completed Level C or level D language classes at the Middle School will usually be placed in Level II language instruction at the Upper School.

(L10a) French A

French A is a year-long course designed for students who have little or no experience with the language and focuses on developing oral proficiency through interpersonal communication, with a performance exit target from Novice Mid to High. Students begin to communicate effectively in French by practicing functions such as asking and answering questions and describing and narrating in present time. We explore different facets of identity and investigate questions such as: Who am I? How does what I do define who I am? How am I

similar to and different from young people in the French-speaking world? How is student life at my school similar to and/or different from student life in a Francophone country? How do courses and schedules reflect the educational values of a community? What places, people and activities define student life? Instructional materials include resources from EntreCultures 1.

(L11a) French B

French B is a course designed for students who have reached at least Novice Mid proficiency in interpersonal listening and speaking. Students advance their proficiency through a variety of culturally rich thematic units with a performance exit target from Novice High to Intermediate Low. New functions include expressing feelings and emotions, as well as advice, opinions, and preferences. We explore home life and investigate questions such as: Who are the members of my circle of care? Which attributes and interests do family members share? Which places and activities bring people together in our culture and in Francophone cultures? What is the role of food in everyday life? How does cuisine help define cultures? What are the habits and traditions affiliated with meals in the Francophone world? Instructional materials include resources from EntreCultures 1.

(L12a) French C

French C is a course designed for students who have reached at least Novice High proficiency in interpersonal listening and speaking. Students advance their proficiency through a variety of culturally rich thematic units with a performance exit target of Intermediate Low. New functions include expressing plans, hopes, dreams & possibilities as well as describing in different time frames. We explore leisure activities and investigate questions such as: What are common leisure activities in my community? How do leisure activities, sports, and music help define cultures? What is the impact of leisure activities on everyday life? How do the culture, community, and the people around us affect how we live? How do my surroundings shape my identity? How does culture affect how people move between locations in a town? Instructional materials include resources from EntreCultures 1.

(L13a) French D

French D is a course designed for students who have reached at least an Intermediate Low proficiency in interpersonal listening and speaking. Students advance their proficiency through a variety of culturally rich thematic units with a performance exit target of Intermediate Mid. Students advance their proficiency through a variety of culturally rich thematic units where Interpretive Reading and Presentational Writing are formally integrated. New functions include narrating in major time frames. We explore social consciousness and investigate questions such as: What are some ways youth have changed the world? In which sustainable development goal can I make the most impact? Why are stories, myths and legends created? To what extent do we still believe in stories, myths and legends? Instructional materials include teacher-developed resources.

(L20a) Latin A

This course serves as an introduction to the Latin language and the cultures of the ancient Mediterranean world. Students learn the rudiments of Latin grammar, including present tense conjugation; the nominative, accusative and ablative cases; and the first three declensions, and are introduced to a general overview of Roman history and culture. They develop a vocabulary of over 100 commonplace Latin words and read an introductory-level Latin novella titled “Celer.” In accordance with Lakeside’s commitment to fostering interdisciplinary competencies and mindsets, the course also asks students to develop and present projects on historical events from the Roman Kingdom, Roman Republic and Roman Empire. The course prepares students to graduate into Latin B at the Middle School or Latin 1 at the Upper School. Our textbook for the course is Suburani Book I.

(L21a) Latin B

This course serves as a continuation of Latin A, deepening students understanding of the Latin language and the cultures of the ancient Mediterranean world. Students broaden their understanding of the rudiments of Latin grammar by learning the perfect and imperfect tense conjugations; the genitive, dative and vocative

cases; and the imperative mood. After studying the history of Ancient Rome in Latin A, students in Latin B are presented with a general overview of ancient Greek history and philosophy. They develop a vocabulary of over 120 commonplace Latin words and read an introductory-level Latin novel titled *Iudi Suburani*. In accordance with Lakeside's commitment to fostering interdisciplinary competencies and mindsets, the course also asks students to develop and present projects on a given Greek pre-Socratic philosopher. The course prepares students to graduate into Latin C at the Middle School or Latin 1 at the Upper School. Our textbook is Suburani Book I.

(L22a) Latin C

This course serves as a continuation of Latin B, deepening students understanding of the Latin language and the cultures of the ancient Mediterranean world. Students broaden their understanding of the rudiments of Latin grammar by learning the future tense conjugation; relative, demonstrative and personal pronoun declensions; and indirect statement and relative clause constructions. Students also continue their exploration of the ancient Mediterranean with an in-depth study of ancient Egyptian history and its relationship to Roman history. Students develop a vocabulary of over 200 commonplace Latin words and read an introductory-level Latin novella titled *Clodia*. In accordance with Lakeside's commitment to fostering interdisciplinary competencies and mindsets, the course also asks students to develop and present projects on two ancient Egyptian texts, the Pyramid Texts and the Book of the Dead. The course prepares students to graduate into Latin D at the Middle School or Latin 2 at the Upper School. Our textbook is Suburani Book I.

(L23a) Latin D

This course serves as a continuation of Latin C, deepening students understanding of the Latin language and the cultures of the ancient Mediterranean world. Students broaden their understanding of Latin vocabulary and grammar by reading full-length novellas written in Latin, learning over 100 new vocabulary terms, and reviewing the concepts from Latin A, B and C. Students also continue their exploration of the ancient Mediterranean world with an in-depth study of ancient Mesopotamian history and its relationship to Roman history. In accordance with Lakeside's commitment to fostering interdisciplinary competencies and mindsets, the course also asks students to develop and present individual projects on a chosen Mesopotamian epic poem and to compose a novella in Latin using vocabulary from the first sixteen chapters of the Suburani textbook. The course prepares students to graduate into Latin 2 at the Upper School. Our course textbook is Suburani Book I.

(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 accessible from school Canvas website. Students also watch authentic Chinese movies and sing songs. Students gain an invaluable understanding of Chinese culture through fun and interactive explorations of holiday celebrations, Chinese food and tea, games 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 assignments online, do 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 accessible from school Canvas website. Students also watch authentic Chinese movies, animations, TV

dramas and sing songs. Students gain an invaluable understanding of Chinese culture through fun and interactive explorations of holiday celebrations, Chinese food and tea, games 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, Geogebra, and the Lakeside Math Exercises site (LME). 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 Thursday, March 23, 2023.

(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 Thursday, March 23, 2023.

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 a rigorous, developmentally appropriate curriculum that is accessible to all students and responsive to individual needs.
- We develop opportunities for student goal-setting in the Lakeside's Competencies along with a variety of self-reflection activities.
- 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 and all classes are credit/no credit.

(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 organized games. Additional activities may include soccer, ultimate frisbee, pillo polo, volleyball, soft tennis, inline skating, scooter games, circus arts, rope skipping, wall climbing, basketball, football, four-square, spikeball, team handball, and badminton. Physical fitness is emphasized and is developed through moderate to vigorous activity throughout the year. 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. At different times of the year students wear pedometers to measure their activity level and set movement goals.

(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, inline skating, volleyball, team handball, basketball, soft tennis, badminton, spikeball, scooter games, circus arts, rope skipping, wall climbing, team building 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, and players. 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. Physical fitness is emphasized and developed through moderate to vigorous activity throughout the year. Students are also provided opportunities to be in 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. At different times of the year students wear pedometers to measure their activity level and set movement goals.

(P70a) Physical Education 7

Seventh grade students participate in activities which may include ultimate frisbee, football, soccer, spikeball, pickleball, speedminton, circus arts, team handball, volleyball, floor hockey, badminton, basketball, team building 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. An important part of this course is the Peer-Facilitated Activities Unit. These activities occur once per year and give students a chance to teach their peers while working on leadership, collaboration, and active listening skills. Physical fitness is emphasized and is developed through moderate to vigorous activity throughout the year. Students are given opportunities to use 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. At different times of the year students wear pedometers to measure their activity level and set movement 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. Physical fitness is emphasized and is developed through moderate to vigorous activity throughout the year. Students are also provided opportunities to use 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. At different times of the year students wear pedometers to measure their activity level and set movement goals.

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, with an overarching focus on strengthening students' skills in researching a topic, tackling unstructured problems, and being a strong scientific team member.

(S70a) Biology 7

Our Biology course is focused on the guiding question, "How do organisms interact with their environment?". The course asks seventh graders to consider how an organism's environment influences its anatomy, physiology, and behavior, as well as patterns in those things across a population. We focus on a wide range of living things, including unicellular protists, multicellular plants, and many types of animals, including humans. Dissections (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, demonstrate knowledge of transduction via the senses with

a Maker Space project, and demonstrate their understanding of seed dispersal methods using the engineering design process.

(S80a) Physical and Earth Science 8

Earth Science is guided by the question, "What natural forces shape the world we live in, past, present, and future?". Eighth-grade students learn about the physical world through the study of water, geology, meteorology, oceanography, and climate change. The tectonics unit helps students understand the physical forces that have shaped the earth's surface and covers earthquakes and volcanoes. Next, students explore the interplay between land, water, and atmosphere in our units on oceanography, global winds, and meteorology. This leads into the study of water, including global and domestic issues of scarcity and contamination. Students learn about our atmosphere and the detailed science behind climate change and the carbon cycle, continuing to interrogate the ways that science impacts the human experience, often in disparate and inequitable ways. As a culminating project, student teams build micro museums using our school Makerspace to share their new knowledge with the school 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:

- Provides instruction and support for a comprehensive information literacy program;
- Nurtures the love of reading and the habits of mind of life-long readers;
- Leads and collaborates with faculty/staff and students in research, guided inquiry and project-based learning; and
- Develops digital citizens who understand the responsible use of information.
- Provides 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, the Boys and Girls Lacrosse Associations, and DiscNW. 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 (Grade 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 Ultimate | Saturday games and one weekend tournament in April |
| Coed Track and Field (Grades 5-8) | Saturday meets |
| Learn to Row (Grade 7) | Practice only |
| 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 sixty to 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.