



# LAKE FOREST ACADEMY

COURSEBOOK 2024-2025



## OUR MISSION

Lake Forest Academy strives to embody in its practices and to cultivate in its students excellence of character, scholarship, citizenship, and responsibility.

**Character** encompasses respect for others and their beliefs, dedication to honesty in every sphere of life, realization of moral clarity and conviction, and pursuit of virtue and value in life.

**Scholarship** encompasses acquisition of knowledge, development of critical thinking, enthusiasm for discovery and learning, and exercise of a powerful imagination.

**Citizenship** encompasses appreciation of diversity and multiculturalism, involvement in the Lake Forest Academy community, participation in service to others, and commitment to global awareness and understanding.

**Responsibility** encompasses development of self-reliance, ability to seek guidance, dedication to cooperation and teamwork, and action based upon informed decisions.

The Academy aspires to instill these qualities in its students to help them become responsible citizens in a pluralistic, global society characterized by increased technological complexity. At the same time, the school remains rooted in traditional values—integrity, honesty, hard work, and respect for the ideas and property of others.





## LETTER FROM THE HEAD OF SCHOOL OFFICE

Dear Students, Parents/Guardians, and Colleagues,

It is with great pleasure and enthusiasm that I introduce to you our latest academic coursebook, meticulously designed to encourage rich and engaging learning experiences. This comprehensive resource reflects our commitment to educational excellence as we prepare for a new academic year. Designed to inspire critical thinking and intellectual curiosity, it serves as a compass for students no matter where they are on their journey. Within its pages, you will find information on our academic departments, including departmental course maps, course descriptions, and prerequisite requirements. You can find policy information and a helpful Four Year Planning Worksheet created to guide students and parents in selecting courses. It is my hope this coursebook will serve as a valuable tool in our students' academic journeys and ignite a passion for lifelong learning. I invite our students to embrace this time in high school as an opportunity to explore and nurture their curiosity. Be curious. Ask questions. Stay engaged. May this coursebook be your steadfast companion on the path to academic enlightenment.

Warm regards,

Nancy Nassr  
Assistant Head of School, Academic Dean

Dear LFA Students and Families,

Lake Forest Academy remains committed to trying to make every aspect of a student's experience the best it can possibly be as we strive for excellence of character, citizenship, responsibility, and scholarship. To that end, this Coursebook includes all of the courses currently approved to be taught at the Academy. It also details all of our academic policies and general guidelines. Please take the time to look through it, take the time to ask questions, and we hope that it excites you for all of the possibilities that lie ahead!

Sincerely,

Christopher Tennyson  
Head of School

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## GRADUATION REQUIREMENTS

Students normally take five or six courses each year. At least four of these courses must be from the liberal arts disciplines of English, Mathematics, Science, History, and Modern & Classical language. Five is strongly recommended.

LFA MINIMUM GRADUATION REQUIREMENTS	
English _____	4 credits
Mathematics _____	3 credits
<b>History, Science, Languages</b>	
<i>H,S,L Discipline 1</i> _____	3 credits
<i>H,S,L Discipline 2</i> _____	3 credits
<i>H,S,L Discipline 3</i> _____	2 credits
<i>Three years in at least two of these disciplines and two in the third, including at least two full year lab sciences. All students must take either World History II or Advanced Placement World History and either U.S. History or Advanced Placement U.S. History.</i>	
<b>Fine Arts</b>	
<i>Incoming Freshman</i> _____	1.5 credits
<i>Incoming Sophomore/Junior/Senior</i> _____	1 credit
Choice Electives _____	2 credits
<b>Total Credits</b>	<b>18.5 credits</b>

### COURSE SELECTION

Each year, students meet with their advisors to choose courses for the following academic year. Students will receive recommendations from classroom teachers for suggestions about the best fit course (s) to take the following year. Students also choose electives and other

academic courses not required for graduation. Freshman course placements are determined by criteria set by respective divisions. Course verification sheets are sent home each spring to ensure accuracy. The master schedule is created based on student selection of courses.

### COURSELOAD

Every student must be enrolled in the following each year:

- At least five classes per semester
- Health, Wellness, and Community (HWC) - does not count toward minimum number of classes taken each semester and is taken as a Pass/Fail course

### ENGLISH

Students must be enrolled in at least one English class each year. These courses will be detailed in the course descriptions.

### FINE & PERFORMING ARTS

All students are required to complete 1.5 credits from the Fine and Performing Arts Department offerings unless they transfer in after Freshman year.

### HEALTH WELLNESS & COMMUNITY

Students are required to take HWC each year as a graduation requirement. The course is pass/fail. 9th and 10th grade students meet two times per cycle. 11th and 12th grade students meet one time per cycle.

## **HISTORY & SOCIAL SCIENCES**

Two years of History and Social Science courses: World History II or AP World History and US History or AP US History.

## **MATHEMATICS**

At least six semesters (and through Algebra 2) are required for graduation.

## **MODERN & CLASSICAL LANGUAGES:**

Students are required to take 4 semesters (2 years) of the same language for graduation. International students who join the Academy and are already fluent in a non-English native language are encouraged, but not required to study a language in addition to English.

## **SCIENCE**

Students are required to take 2 lab sciences (2 years) including one year of life science and one year of physical science.

## **ELECTIVE GRADUATION REQUIREMENT**

At least two elective year-long credits from any academic department (one of those must be from: Math, Science, English, History & Social Science, or Modern & Classical Languages).

## **ENGLISH LANGUAGE LEARNERS (ELL)**

In place of history and other English courses, students in grades 9 or 10 who need intensive English training are required

to take two English Language Learner (ELL) courses: ELL Literature and ELL Rhetoric and Composition. These two year-long courses are designed to give students the English language fluency to be successful in history & social science classes, as well as in other English courses at LFA.

Students enrolled in the two ELL classes may also enroll in courses within the Math, Science, Fine & Performing Arts, Modern & Classical Languages, and Computer Science departments.

## **REQUIRED FRESHMAN COURSES**

**Digital Media Literacy:** This course aims to empower students to develop the necessary skills to navigate an ever-changing information landscape and digital world with confidence, make informed decisions when evaluating information, and engage responsibly with emerging technologies. The course will equip students with critical digital competencies and media literacy skills for research in high school and beyond. Throughout the course, students will explore a wide range of media literacy topics, alongside foundational library research skills. The course will emphasize critical thinking and recognizing the increasing importance of technology in accessing and evaluating information. Students will learn how to effectively use library research tools and platforms (catalogs, databases, source citation tools, and other digital resources) and understand how to incorporate primary and secondary sources into the research process. They will gain proficiency in navigating digital

platforms commonly used for everyday coursework, such as Google Workspace, Notability, and Canvas. Furthermore, they will develop real-world digital competencies, including understanding copyright and intellectual property, podcasting, utilizing AI ethically, engaging in design thinking, and experiencing hands-on fabrication with 3D printing.

### **An Introduction to Global Competencies:**

In this one-semester, once per cycle seminar course, Freshmen students have the opportunity to explore the four domains of global competence including investigating the world, valuing different perspectives, communicating ideas, and acting on global issues. They will engage with these concepts via hands-on projects, interactive activities, guest speaker sessions, on-site visits and field trips. As students are introduced to familiar and new concepts in a global context, they are also guided to build connections between themselves and this increasingly interconnected world.

### **SCHEDULE CHANGES**

Students may modify their course requests at designated times during the spring and summer months, depending on course availability. Students receive a copy of their final schedule during preseason week.

## **SCHEDULE CHANGE REQUESTS MUST ADHERE TO THE FOLLOWING GUIDELINES**

### **ADDING A COURSE**

Students may add a course in place of a free period or another class during the first cycle of a semester if space is available in the course and the students meet the prerequisites. Students must consult with their advisor and teacher of the new course regarding make-up requirements for any missed content.

### **DROPPING A COURSE**

- Students who are taking six classes may drop their sixth class after the first progress report and before the 5th cycle of school without penalty.
- Students who drop a class after this time will receive a grade of “W” (Withdrawal) to be included on their transcript if the course is dropped after the first progress report. In some cases, students may be permitted to drop a class after the deadline. This decision can only be made at the discretion of the Dean of Students and Academic Dean.
- Students may drop from a one-semester course up through the end of the first cycle each semester.

**NOTE:** Students must maintain a minimum of five courses each semester.

## LEVEL CHANGES

On occasion, students may need to change the level of the class in which they are enrolled. In order to do so, students must:

- Initiate a level change discussion with their teacher, and then advisor
- Student completes the “Level Change” form
- After the advisor contacts the parents/guardians, the request will be forwarded to the Department Chair and College Counseling Office. Students must remain in class until the level change is approved by the Department Chair and then the Academic Dean.
- Downward-level changes will be permitted before the start of the 5th cycle of the semester.
  - The letter grade at the time of change from the class is the grade that accompanies the student to their new class. As the semester progresses, the teacher will review the student’s grade to ensure that it accurately reflects mastery of the new course’s learning targets.

## WITHDRAWALS

After the 5th cycle of school each semester, any requested drops will result in a W (withdrawal) grade being posted to the student's official transcript. A withdrawal will not impact the GPA but will be understood by colleges/universities as an

incompletion of the course. For year-long courses, the W will be listed for the second semester on the student's transcript only if the drop happens after the return from winter break.

## INCOMPLETE (INC) GRADE

Students who receive a grade of “INC” must complete the necessary make-up work in a timely fashion according to each teacher’s guidelines before a letter grade will be assigned.



# ACADEMIC SCHEDULE

A		B		C		D		E		F		G		Tuesday	
<b>Advisory takes place on Mondays and Thursdays.</b> <b>Morning Meeting takes place on Wednesdays and Fridays.</b> School Begins at 8:10 except on D & G Days – 8:40 start.															
P 1	8:10 8:55	P 1	8:10 8:55	P 1	8:10 8:55	Late Start!		P 1	8:10 8:55	P 1	8:10 8:55	Late Start!		P 1	8:10 8:55
P 2	8:55 9:40	P 2	8:55 9:40	P 2	8:55 9:40	P 1	8:40 9:25	P 2	8:55 9:40	P 2	8:55 9:40	P 1	8:40 9:25	P 2	8:55 9:40
Advisory/ Morning Meeting 9:40–10:00		Advisory/ Morning Meeting 9:40–10:00		Advisory/ Morning Meeting 9:40–10:00		P 2	9:25 10:10	Advisory/ Morning Meeting 9:40–10:00		Advisory/ Morning Meeting 9:40–10:00		P 2	9:25 10:10	Advisory/Break/ Morning Meeting 9:40–10:00	
P 3	10:00 10:45	P 3	10:00 10:45	P 3	10:00 10:45	Advisory/ Morning Meeting 10:10–10:30		P 3	10:00 10:45	P 3	10:00 10:45	Advisory/ Morning Meeting 10:10–10:30		P 3	10:00 10:45
P 4	10:45 11:30	P 4	10:45 11:30	P 4	10:45 11:30	P 3	10:30 11:15	P 4	10:45 11:30	P 4	10:45 11:30	P 3	10:30 11:15	P 4	10:45 11:30
P 5	11:30 12:15	P 5	11:30 12:15	P 5	11:30 12:15	P 4	11:15 12:00	P 5	11:30 12:15	P 5	11:30 12:15	P 4	11:15 12:00	P 5	11:30 12:15
P 6	12:15 1:00	P 6	12:15 1:00	P 6	12:15 1:00	P 5	12:00 12:45	P 6	12:15 1:00	P 6	12:15 1:00	P 5	12:00 12:45	P 6	12:15 1:00
Break 1:00–1:30		Break 1:00–1:30		Break 1:00–1:30		P 6	12:45 1:30	Break 1:00–1:30		All-School Meeting 1:00–1:45		P 6	12:45 1:30	P 7	1:00 1:45
P 7	1:30 2:15	P 7	1:30 2:15	P 7	1:30 2:15	P 7	1:30 2:15	P 7	1:30 2:15	P 7	1:45 2:30	Clubs & Activities		P 8	1:45 2:30
P 8	2:15 3:00	P 8	2:15 3:00	P 8	2:15 3:00	P 8	2:15 3:00	P 8	2:15 3:00	P 8	2:30 3:15				
<b>NOTE:</b> All Tuesdays will begin with 1st period at 8:10 a.m. and will exclude the scheduled break or All-School Meeting and end at 2:30 p.m. <b>EXCEPT</b> G-days and D-days when classes will run on normal G-day and D-day schedules.															

## GRADING

Four times per year, letter grades and comprehensive teacher comments are reported to students and their parents. Semester grades are reported on student transcripts for year-long (one credit) and semester-long (half credit) courses. Final determination of any grades rests with the teacher. The following descriptions are guidelines for the final letter grades assigned:

- A+ A A- Excellent achievement: outstanding overall performance
- B+ B B- Good achievement: commendable quality of performance
- C+ C C- Satisfactory performance: competent completion of assigned work
- D+ D D- Minimal competency: unsatisfactory achievement
- F Failure to fulfill expectations
- INC - Has not earned credit for the course

## GRADE POINT AVERAGE

The grade point average is computed only from the semester grades a student earns at Lake Forest Academy. For the purpose of computation, each grade is assigned as follows:

- A+ 4.33, A 4.0, A- 3.67
- B+ 3.33, B 3.0, B- 2.67
- C+ 2.33, C 2.0, C- 1.67
- D+ 1.33, D 1.0, D- 0.67
- F 0.0

For the computation of the yearly grade point average or cumulative GPA, semester courses count one-half the equivalent of a year-long course.

## ACADEMIC HONORS

Students who achieve a grade point average of 3.75 or higher for the semester earn a place on the Head of School List and Honors Study Hours privileges in the evenings. Students who achieve a grade point average between 3.5 and 3.74 earn a place on the Honor Roll for that semester.

## ACADEMIC PERFORMANCE LIST

Students may also be recognized by their teachers at the end of each semester for the quality of their performance in areas which cannot be measured by grades: enthusiasm for the subject, commitment to excellence, positive attitude, seriousness of purpose, and reliability. An “APL” is added to the earned letter grade in a course if a student has demonstrated these qualities during the semester. Students who receive an “APL” in three or more subjects earn recognition by being placed on the Academic Performance List.

## ACADEMIC WATCH, REVIEW, & PROBATION

Please refer to the Lake Forest Academy Student Handbook for detailed information on monitoring academic progress.

## ADVANCED PLACEMENT

LFA's Advanced Level and Advanced Placement (AP) courses have the distinction of being our most challenging programs. Students are recommended by their current classroom teachers for placement in an Advanced Level or AP course based on their performance in their current class. Admission to Advanced Level and AP courses is based on the department's recommendations. Students who are not recommended may petition their current teacher and department chair to be considered. Departmental petition processes will vary and be communicated during the Four Year Planning Process. LFA does not weight grades for Advanced Level and AP courses in computing a student's GPA.

### POST-AP (P-AP)

Post-AP classes are courses students may take in after having completed the available Advanced/AP courses within each respective department.

## INDEPENDENT STUDY

Lake Forest Academy believes in the concept of Independent Study for interested, qualified, and mature students. To assist our students in acquiring the techniques necessary to work independently outside the framework of standard courses, and to encourage and cultivate intellectual curiosity, LFA offers students the opportunity to construct and pursue an approved independent course of study. Independent Study is open to students of all grades, but because of the qualifications necessary for admission, our expectation is that juniors and seniors are the most natural candidates. The following general procedures are used in requesting the Independent Study program (each department may have specific

guidelines or criteria that require consideration):

- An independent study must be a 6th class on a student's schedule.
- The student must have completed the highest level of class work available leading into his or her area of interest.
- The student and faculty supervisor must obtain approval for the Independent Study from the appropriate Department Chair. The completed written proposal must include the signatures of the student, supervisor, Department Chair, Advisor, and parent/guardian.
- The student will then submit their proposal to the Academic Dean by the end of the previous semester and before the new semester. The proposal should include a detailed course summary, materials covered, activities, methods of evaluation, and a schedule of meetings. Student and supervisor should expect to meet between one and three times a cycle.
- The Academic Dean will make the final decision and communicate it as soon as possible.
- Assessment will follow the normal grading procedures for a semester course. The grade is determined by the supervisor of the project. All Independent Studies are graded on a semester basis. Generally, an Independent Study represents one-quarter credit. If the student wishes to extend the study beyond the semester, a revised proposal must be submitted. The revised proposal must include the same elements as the original.
- Once an Independent Study is entered on a student's schedule, it will be subject to all of the same conditions as any other course.

## CURRICULAR TRAVEL

Lake Forest Academy believes that experiential learning through local, national and international travel instills a curiosity in our students to explore and think critically. We believe it is the vehicle for personal growth to apply classroom concepts in the broader world, which enriches students' contextual understanding of global leadership competencies.

We believe in providing opportunities for educational travel experiences, which foster empathy and compassion that deepen human connections. LFA students will be positioned as global leaders adept in 21st-century skills, ready to lead with a Midwestern Heart and Global Mind.

Annually, nearly 25% of LFA students are offered the chance to travel with their teachers. Students are only responsible to pay for travel insurance, passports, visas, and any required vaccinations, depending on the

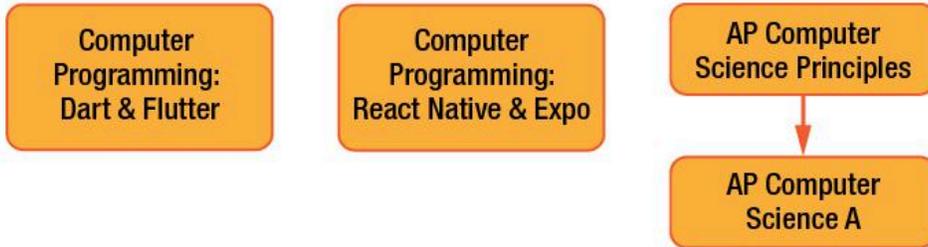
destination. Past trips have included destinations to Costa Rica, Cuba, Dominican Republic, Guadeloupe, Morocco, Navajo Nation in the Southwest, New York City, Olympic National Park in Washington state, Panama, Philadelphia, and Washington D.C.

## SCHOOL YEAR ABROAD

Lake Forest Academy is a member school of School Year Abroad (SYA), an organization that provides immersive study abroad programs to high school students. SYA operates three campuses in France, Italy, and Spain and offers year-long, semester, and summer programs. For more information, please visit <https://www.sya.org/>.



# Computer Science



## Computer Science

### YEAR-LONG COURSES

#### **AP Computer Science Principles**

**Prerequisite:** None.

**[One Credit]**

**Open to:** All grades.

This course offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the internet, cyber security concerns, and computing impacts. AP Computer Science Principles also gives students the opportunity to use current technologies to create computational artifacts for both self-expression and problem solving. Together, these aspects of the course make a rigorous and rich curriculum that aims to broaden participation in computer science. This course prepares students to take the AP Computer Science Principles exam.

#### **AP Computer Science A**

**Prerequisite:** None, though some programming experience is recommended.

**[One Credit]**

**Open to:** All grades.

This course is equivalent to a first semester, college-level course in computer science. The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and

social implications of computing. The course emphasizes both object-oriented and imperative problem solving design using the Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. The AP Computer Science A course curriculum is compatible with many CS1 courses in colleges and universities. This course prepares students to take the AP Computer Science A exam.

### ELECTIVES: FALL SEMESTER COURSES

#### **Computer Science: Dart & Flutter**

**Prerequisite:** None.

**[One-half Credit]**

**Open to:** All grades.

This course enhances problem solving and design thinking. Computer Science with Dart & Flutter is an introductory computer science course for students with little or no programming experience. In the course students will be exposed to one of the most popular ways to code apps for both iOS and Android in one development environment. The courses will be project based in which the students will be given projects to modify and also create their own projects. This is a hands-on course. The final project will be to create a mobile application which is of service to a community to which the student belongs. This course can be taken as a Post-AP (P-AP) course for those who have taken APCS-A and wish to learn a new language and create interesting applications. These students do advanced lessons and spend most of the course developing a large final project.

## **ELECTIVES: SPRING SEMESTER COURSES**

### **Computer Science: React Native & Expo**

**Prerequisite: None.**

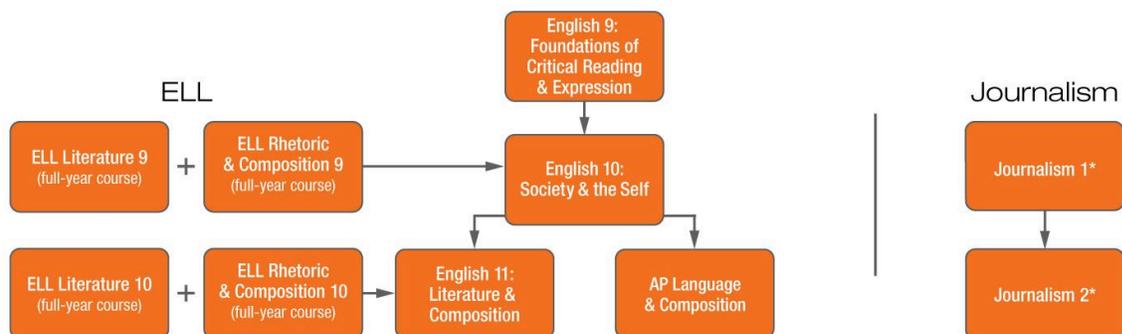
**[One-half Credit]**

**Open to:** All grades.

This course enhances problem solving and design thinking. Computer Science with React Native & Expo can be taken as an introductory computer science course for students with little or no programming experience. In the course students will be exposed to one of the most popular ways to code apps for both iOS and Android in one development environment. The courses will be student centered with video lessons allowing the students to work at their own pace. The classroom will be a work space allowing students to work

through coding lessons. This is a hands-on course. This course can be taken as a Post-AP (P-AP) course for those who have taken APCS-A and wish to learn a new language and create interesting applications. These students do advanced lessons and spend most of the course developing a large final project.

## English



## English 12 Courses



\* These classes are open to sophomores or juniors and fulfill a graduate elective credit, but not an English credit. Departmental approval is necessary.

## English

### YEAR-LONG COURSES

#### **ENGLISH LANGUAGE LEARNERS (ELL)**

In place of history and other English courses, students in grades 9 or 10 who need intensive English training are required to take two English Language Learner (ELL) courses: ELL Literature and ELL Rhetoric and Composition. These two year-long courses meet every day and are designed to give students the English language fluency to be successful in history & social science classes, as well as in other English courses at LFA. The courses are designed to provide additional support with English grammar, reading and writing, as well as create a foundation for academic research at LFA. Students enrolled in the two ELL classes may also enroll in courses within the Math, Science, Fine & Performing Arts, Modern & Classical Languages, and Computer Science departments, depending on schedule availability. Upon completion of these two ELL classes, students may take other English courses and courses within the History & Social Science department

#### **ELL Literature (Grade 9 or Grade 10)**

**Prerequisite:** Placement Exam.

**[One Credit]**

This course will focus on literature, with special emphasis placed on reading, writing, speaking, listening, performing, synthesizing and analyzing. A variety of texts will be taught with both an historical perspective as well as cultural awareness. Students will form and support opinions

through discussions and analytical essays. Performance skills and creative thought will be developed through reader's theater, presentations, and mock trials. The course will be reflected on a student's transcript as their English credit for the year.

#### **ELL Rhetoric & Composition (Grade 9 or Grade 10)**

**Prerequisite:** Placement Exam.

**[One Credit]**

This course focuses on the acquisition of the English language, with special emphasis placed on diction, syntax, speaking and listening, annotating and note taking, and advancing writing skills. Paragraph development including paraphrasing, sequence, and vocabulary will be emphasized. Students will complete a research paper process, which will include online database research skills on primary and secondary sources. This will culminate in a paper and presentation on various topics in connection with U.S. or World History. Throughout the course, students will develop their higher-level thinking skills while forming and supporting opinion through various types of writing and speaking. Writing will include exposition, literary analysis, argumentation, and creative responses. The class will engage in student-led Harkness discussions and debates. The course will be reflected on a student's transcript as their English credit for the year.

### **English 9: Foundations of Critical Reading & Expression**

**Prerequisite:** None.

**[One Credit]**

**Open to:** Freshmen

This foundational course introduces and develops sound reading, writing, speaking, listening, and study skills. Students investigate a variety of literary genres, including fiction, non-fiction, poetry, and drama; compose critical and creative pieces; learn fundamental research methods and present their findings with the help of traditional and leading-edge media and technology; engage in and coordinate classroom discussions; give formal and informal speeches and performances; and bolster their command of vocabulary, grammar, and literary terms. Core texts include *Ethan Frome*, *The Odyssey*, and *Romeo and Juliet*. Students will read short stories and poetry from such writers as Edgar Allan Poe, Haruki Murakami, Chimamanda Adichie Ngozi, Emily Dickinson, Langston Hughes, Sylvia Plath, Jamaica Kincaid, Oliver de la Paz, and Gabriel Garcia Marquez.

### **English 10: Society & the Self**

**Prerequisite:** English 9.

**[One Credit]**

**Open to:** Sophomores.

This course reinforces and extends students' creative and critical thinking through texts that explore the complicated intersection of individual identity and societal systems - including dystopian worlds, family and community structures, the natural environment, and historic forms of systemic oppression. Students will hone their skills as critical readers, writers, and thinkers, and have ample opportunity to write about their own situations within societies that belong. The year culminates

with a substantial personal essay, developed over the course of the spring semester and in consultation with the instructor. In addition to longer core texts, students will read multiple short pieces by writers such as Margaret Atwood, Lucy Tan, Octavia Butler, Kurt Vonnegut, Ray Bradbury, Adjei Brenyah, James Baldwin, Langston Hughes, and Ta-Nehisi Coates.

### **English 11: Literature & Composition**

**Prerequisite:** English 10.

**[One Credit]**

**Open to:** Juniors.

This course offers students opportunities to experience literature of various genres to promote their abilities as readers and writers while engaging them in deep critical thinking about ideas and social practices that shape contemporary culture. The course is divided into thematic units such as American Ideals; Disobedience as Social Practice; Gender and Sexuality; the Value of Education; and Humans and their Machines. In addition to works, students will read diverse voices such as Elizabeth Acevedo; Nathaniel Hawthorne; Jamaica Kincaid; Martin Luther King, Jr.; William Shakespeare; Susan Sontag; and Jesmyn Ward, as well as other living essayists and poets will ground students' inquiry into these topics. A daily writing practice offers students a space to think in response to reading, and frequent opportunities for composition deepen student's capacity for textual analysis, self-expression, and independent thinking. NOTE: This course has a summer reading assignment due at the beginning of the year.

## **English 11: AP Language & Composition**

**Prerequisite:** English 10 & Department Approval

**[One Credit]**

**Open to:** Juniors.

This college-level course is designed to challenge students through fiction and nonfiction texts spanning genres and historical time periods so they gain a broad understanding of the ways in which various writers use resources of language and argumentative techniques. Likewise, students are encouraged to adopt these stylistic and rhetorical strategies to empower them as confident, flexible, and expressive writers. In preparing for the AP English Language and Composition Exam, students will work on critical reading skills, rhetorical analysis, synthesis, and argumentation. Assessments include timed writings, process papers, and tests based on “cold” readings. In addition to longer core texts, students will read multiple short pieces by writers such as Judith Cofer-Ortiz, Kesaya E. Noda, W.E.B. Du Bois, Ngugi wa Thiong'o, Zora Neale Hurston, Rachel Carson, Annie Dillard, Deborah Tannen, Jonathan Swift, and Patrick Henry. NOTE: This course has a summer reading assignment due at the beginning of the year.

### **Journalism 1**

**Prerequisite:** None.

**[One Credit:]** Does not count toward English graduation requirement.

**Open to:** All grades.

Journalism I is designed to give students an introduction to several key journalistic skills and topics, including the responsibilities of being a journalist, journalistic ethics and law, news writing, features writing, opinion writing, sports writing, becoming a more

powerful, more readable writer, interviewing, developing a nose for news, covering a beat, copy editing, writing headlines and photography basics. Students will also gain exposure and practice in the modern news world of digital media, including web editorial writing and the role of social media platforms and podcasting. Many of the lessons presented in class will focus on real-world examples, using both professional publications and *The Spectator* as starting points for discussion. No previous experience is required; personal integrity and an eagerness to learn are required. After taking this course, students will be eligible to join and write for the newspaper. Students will try their hand in all genres of newspaper writing during the year. Students will be graded according to effort, meeting deadlines, and mastery of class topics.

### **Journalism 2**

**Prerequisite:** Journalism 1

**[One Credit:]** Does not count toward English graduation requirement.

**Open to:** All grades.

This course will give students the opportunity to learn about journalism firsthand by producing a monthly newspaper, corresponding news website, and developing content for various social media platforms in a professional manner, just as they would in many of today's journalism and marketing positions. Every student focuses on producing the print publication, but also gains skills and experience working on the digital publication and podcasting concurrently. Students write in a variety of genres, from straight news writing to features and opinion writing. Students will cover beats around the school and will have real input into what goes into print or onto the web

each month. Due to the team- and deadline-driven nature of publication, students on the newspaper must be willing to communicate proactively and openly about the status of their ongoing work with their classmates and the teacher and show a real commitment to meeting deadlines consistently. The class will help students develop the following skills: effective and powerful writing for publication, multimedia journalism, time management, making ethical decisions in a real-world setting, working with others to get jobs done, effective reporting, effective interviewing, and giving and receiving feedback. Students will utilize their basic photography, page design, and graphic skills introduced in Journalism I, while enhancing and building upon those skills throughout the year. The publication process will also afford opportunities to explore some concrete and theoretical topics of journalism, based upon the national trends or stories of the day.

### SENIOR COURSES

\*Note: Senior courses are open to Sophomores and Juniors as noted. These courses may be taken concurrently with their required grade-level course. These additional courses will count towards a general elective credit, but not an English Department credit. Departmental approval is required. While the focus of each class varies, all students will read, write, and present in all senior classes.



### YEAR-LONG COURSES

#### **Multiliteracies**

**Prerequisite:** None.

**[One Credit]**

**Open to:** Seniors.

In addition to reading traditional texts, multiliteracies explores the impact and influence of mass media and popular culture by examining texts such as films, songs, video games, action figures, advertisements, clothing, billboards, television shows, magazines, newspapers, photographs, and websites. These texts abound in our electronic information age, and the messages they convey, both overt and implied, can have a significant influence on students' lives. For this reason, critical thinking as it applies to media products and messages assumes a special significance. Understanding how various texts are constructed and why they are produced enables students to respond to them intelligently and responsibly. This course will examine fact and opinion, the credibility of sources, and bias. This course will focus on different kinds of literacy skills in the 21st century, including media, film, and digital literacies. Throughout the course, students will engage in reading,

writing, speaking, listening, and performing activities.

### **AP English Literature & Composition**

**Prerequisite:** An A on the AP Language and Composition semester one final exam or departmental approval through the petition process.

**[One Credit]**

**Open to:** Seniors.

This is a college-level course for students who have demonstrated a keen interest in literature and success in analytical writing. The course is designed to further cultivate those students' critical capacities as readers and writers through studying a wide variety of authors, styles, and literary periods. Classes are predominantly discussion-based, with particular emphasis on the finer points of literary craftsmanship. The course requires reading with breadth and depth; students should expect 30-40 pages of nightly reading and frequent writing assignments. Students are evaluated on the basis of their mastery of content and terminology, the precision and clarity of their analytical writing, and the originality of their creative expression. While the course will prepare students for the Advanced Placement exam, its larger aim is to cultivate in them an appreciation of the lifelong value of engaged reading and lively critical thinking. In addition to longer core texts, AP students will read numerous shorter works by authors such as Elizabeth Bishop, Theodore Roethke, Gwendolyn Brooks, Langston Hughes, Emily Dickinson, Robert Frost, Jean Toomer, John Donne, Ernest Hemingway, and others. NOTE: This course has a summer reading assignment due at the beginning of the year.

### **Advanced Journalistic Writing & Reporting**

**Prerequisite:** Journalism 1 and 2.

**[One Credit]**

**Open to:** Seniors.

In this course, leadership, project management and brand development/management as they relate to writing are taught as well as media literacy with an emphasis on accurate and equitable representation of populations in the news. In addition to taking a leadership role in the management and execution of assignments, students will also serve as writers, reporters, and commentators, focusing on honing their writing skills through pieces that require more advanced nuance, style, and reflection. This will include hard news, opinion, sports, digital media, and podcasting. Students will also need to independently monitor a consistently published workload, including written assignments and editorial responsibilities for the monthly paper, as well as creating written and multimedia content for a daily updated website. Some students will take on leadership roles such as an Editor in Chief or a Managing Editor for one of the sections of the print and digital editions of the school's newspaper, The Spectator. Students will be graded according to editorial leadership, ability to meet deadlines, and the quality and growth of their report writing. Throughout the course, students will engage in reading, writing, speaking, listening, and performing activities.

## ELECTIVES: FALL SEMESTER COURSES

### **Creative Writing & the Writer’s Workshop**

**Prerequisite:** Departmental Approval for Sophomores and Juniors.

**[One-half Credit]:** Does not count toward English graduation requirement for Sophomores and Juniors.

**Open to:** Sophomores and Juniors with Departmental Approval and all Seniors.

This class provides students the opportunity to develop their ability to compose a variety of texts, including—but not limited to—creative fiction and nonfiction, poetry, argumentation, analysis, and personal narrative. The course focuses on writing as a process with a strong emphasis on revision using the workshop mode. Class discussions will incorporate a focus on the analysis and consideration of different writing styles and genres from a variety of mentor texts, as well as their physics of form—how and why they “work.” Other activities will involve enhancing their ability to read and analyze selected models of prose writing, as well as synthesize those authors' ideas. Throughout the course, students will engage in reading, writing, speaking, listening, and performing activities that will culminate in a finished, polished portfolio—a body of work that reflects their various artistic and critical compositions. This one-semester course can be taken either semester but not both.

### **Debate**

**Prerequisite:** Departmental Approval for Sophomores and Juniors.

**[One-half Credit]:** Does not count toward English graduation requirement for Sophomores and Juniors.

**Open to:** Sophomores and Juniors with Departmental Approval and all Seniors.

The emphasis in this class is on the written preparation for an oral debate rather than the debate itself; however, the debate performance requires students to anticipate and offer rebuttals to the opponent’s argument with poise and confidence. Students will engage in sound research practices to locate credible evidence about current issues and events before writing a claim that is then developed through effective organization and reasoned arguments. This one-semester course can be taken either semester but not both.

### **Mystery, Murder, & Mayhem in Detective Fiction**

**Prerequisite:** None.

**[One-half Credit]**

**Open to:** Seniors.

As the old saying goes, “if it bleeds, it leads,” and it’s true: fictional mysteries have captivated hearts and minds for centuries. This first semester course will begin by analyzing classic tales of horror and suspense before moving on to contemporary “whodunits” in short stories, novels, plays, and films. A literature circle unit that allows students to choose from a list of novels written by and featuring diverse perspectives will culminate in a creative writing assignment in which students emulate detective fiction in an original story. Throughout the course students will improve their skills in critical thinking, close reading, argumentative writing, creative writing, and discussion.

### **Cuisine, Culture, & Community in Asian Literature**

**Prerequisite:** None.

**[One-half Credit]**

**Open to:** Seniors

In this course, students will explore Asian

and Asian American literature from the 20th century into the contemporary period through a range of texts spanning from novels and films to cookbooks and the items stocked in local grocery stores. The class will build upon students' reading, analytical, and writing skills through a diverse range of texts that center around celebrating the diversity of Asian cultures and cuisines found globally and within our community and examine how the kitchen and dining table serve as places for gathering, reflection, and growth. This course is for any foodie, those who have found themselves drooling over Studio Ghibli food, and anyone who is interested in indulging in rich and delectable texts.

### **Global Perspectives: Short Stories & The Human Experience**

**Prerequisite:** Departmental Approval for Sophomores and Juniors.

**[One-half Credit]:** Does not count toward English graduation requirement for Sophomores and Juniors.

**Open to:** Sophomores and Juniors with Departmental Approval and all Seniors.

In this course, we will take a fascinating journey exploring global perspectives and identity through short stories. In this English elective, you are invited to embark on a literary adventure that transcends geographic borders and cultures. Through a diverse selection of short stories from around the world, this course will take you on a captivating exploration of the human experience in various settings, traditions, and, of course, perspectives. The texts will not always be easy, but each will invite you to think deeply about our varied experiences as people. The primary goal of this course is to broaden your literary horizons and cultivate a deeper understanding of the world's diverse

cultures, societies, and viewpoints. We will explore stories from the 19th, 20th, and 21st centuries. By delving into the narratives crafted by writers from different corners of the globe, you will not only hone your analytical and critical thinking skills but also develop a profound appreciation for the universal themes that connect us all as humans. More than anything, reading literature from around the world will deepen your empathy and spark your desire to learn more about the beautiful human family.

### **ELECTIVES: SPRING SEMESTER COURSES**

#### **Creative Writing & the Writer's Workshop**

**Prerequisite:** Departmental Approval for Sophomores and Juniors.

**[One-half Credit]:** Does not count toward English graduation requirement for Sophomores and Juniors.

**Open to:** Sophomores and Juniors with Departmental Approval and all Seniors.

This class provides students the opportunity to develop their ability to compose a variety of texts, including—but not limited to—creative fiction and nonfiction, poetry, argumentation, analysis, and personal narrative. The course focuses on writing as a process with a strong emphasis on revision using the workshop mode. Class discussions will incorporate a focus on the analysis and consideration of different writing styles and genres from a variety of mentor texts, as well as their physics of form—how and why they “work.” Other activities will involve enhancing their ability to read and analyze selected models of prose writing, as well as synthesize those authors' ideas. Throughout the course, students will engage in reading, writing, speaking, listening, and performing activities that will culminate in a finished, polished portfolio—a body of work

that reflects their various artistic and critical compositions . This one-semester course can be taken either semester but not both.

### **Race, Gender, & Identity Through Shakespeare**

**Prerequisite:** None.

**[One-half Credit]**

**Open to:** Seniors.

Shakespeare, arguably the most influential author of the English language, and credited with “the invention of the human,” continues to delight—or haunt—generations of students with his daunting body of work. Increasingly dismissed as “old,” “difficult,” or worse, “irrelevant,” his work continues to endure for its prescient consideration of what makes people people. In ways that might seem surprisingly contemporary, Shakespeare’s works often operate at an intersection of race, gender, identity, and the ways these factors shape our worlds—all with a flair for the dramatic. Students will conduct rigorous, close reading of Shakespeare’s work—both as text and in performance—identifying key literary terms and techniques, but ultimately in order to consider through the Bard’s plays and sonnets the pressing questions of both the Early Modern world and our own: “who am I,” “why am I here,” and “how do I make sense of any of this?”

### **Get a Clue: True Crime Stories**

**[One-half Credit]**

**Prerequisite:** None.

**Open to:** Seniors.

With the 24-hour news cycle and our immediate and endless access to media, true crime is at our fingertips more so than ever before, and new mediums—such as the hit podcast *Serial*—have proliferated. This second semester course will shift from

fictional stories to true crime as students trace changing attitudes about race, gender, mental illness, and morality in relatively new genres of investigative journalism in podcasts and documentaries. After a full-class study of Truman Capote’s iconic nonfiction novel *In Cold Blood*, students will engage in independent reading, research, and panel discussions in order to hone skills in critical thinking, close reading, argumentative writing, and discussion. Anyone interested in this course should note that we will discuss the nature of these crimes with respect and avoid sensationalizing in order to honor victims’ stories and work to build understanding, awareness, and empathy.

### **Immigration & Integration in Asian Literature**

**Prerequisite:** None.

**[One-half Credit]**

**Open to:** Seniors.

In this course, students will explore Asian and Asian American literature and storytelling beginning with children’s folktales and fairy tales and ending with modern-day depictions of Asian life, literature, and culture in film and television. The class will focus on equipping students with contextual knowledge of the histories of various Asian populations, tracing these histories through to the contemporary period, and building upon students’ reading, analytical, and writing skills through a diverse range of stories told by Asian immigrants and their following generations.

## **Debate**

**Prerequisite:** Departmental Approval for Sophomores and Juniors.

**[One-half Credit]:** Does not count toward English graduation requirement for Sophomores and Juniors.

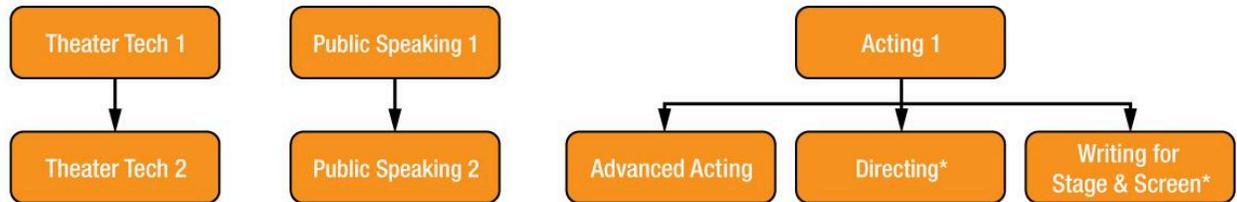
**Open to:** Sophomores and Juniors with Departmental Approval and all Seniors.

The emphasis in this class is on the written preparation for an oral debate rather than the debate itself; however, the debate performance requires students to anticipate and offer rebuttals to the opponent's argument with poise and confidence. Students will engage in sound research practices to locate credible evidence about current issues and events before writing a claim that is then developed through effective organization and reasoned arguments. This one-semester course can be taken either semester but not both.



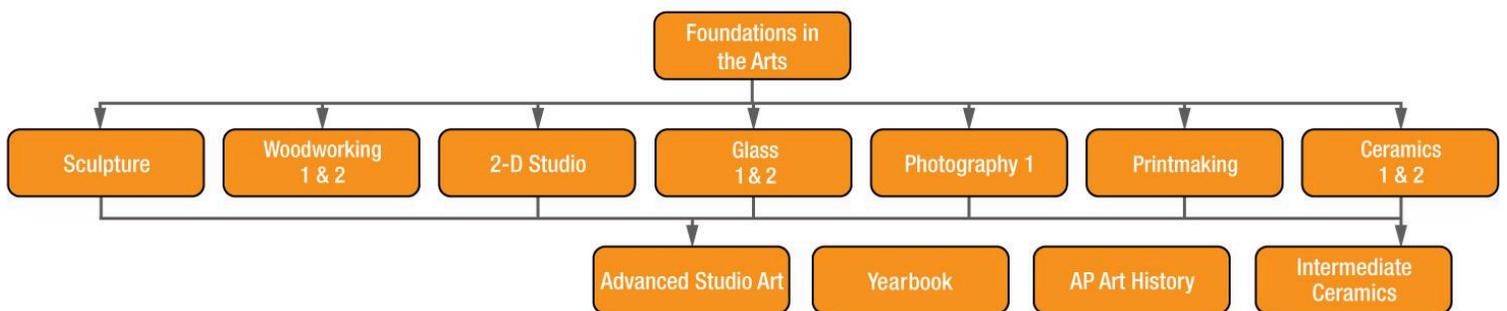
# Fine & Performing Arts

## Theater



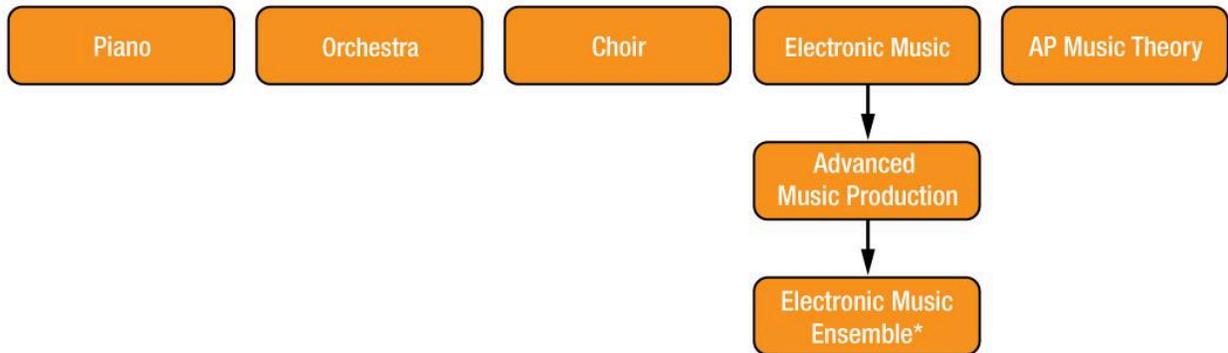
# Fine & Performing Arts

## Visual Arts



# Fine & Performing Arts

## Music



## Fine and Performing Arts

### YEAR-LONG COURSES

#### Acting 1

**Prerequisite:** None.

**[One Credit]**

If you've ever wondered what it would feel like to act onstage, or if you've acted before and are looking for a structured exploration of the craft, this course is an approachable and methodical introduction to live performance. Students will finish the course comfortable and confident onstage, able to create a character, react to dramatic circumstances, use their voice and body effectively, and work on a creative team. This year-long class focuses on auditions, fundamentals of voice and movement, interpreting monologue, beginning scene work and analysis, and ensemble movement, acting, and collaboration.

#### Advanced Acting

**Prerequisite:** Acting 1 or departmental approval.

**[One Credit]**

For students who have completed Acting I or who have substantial previous acting experience, this class is the challenging next step in contemporary performance technique as well as period styles. Students will deepen their ability to create and portray characters and to analyze scripts from an actor's perspective, to interact with directors and ensemble members in both scripted and devised processes, and to best understand their voice and body as instruments.

#### Advanced Studio Art

**Prerequisite:** Two or more consecutive visual arts courses or departmental approval.

**[One Credit]**

This is a rigorous course, which requires the production of an extensive portfolio. Through direct teacher instruction, individual and group critiques, and independent focused studio activity and research, students will acquire the conceptual, technical, and critical abilities to execute their personal ideas and complete a portfolio which demonstrates mastery in concept, composition, and execution. A major gallery exhibition will be presented in late spring featuring work completed during the year. This course is open to juniors and seniors. Open Cressey hours in addition to class periods are required as part of the expectations of this course.

#### AP Art History

**Prerequisite:** World History 2 (including concurrent enrollment).

**[One Credit]**

This course offers a broad, global survey of the world's various artistic traditions from antiquity to present day. The course familiarizes students with some of history's most important achievements in the visual arts and architecture, as well as with larger patterns of artistic production and consumption that unfolded over time. Students also learn to recognize the ways in which art-making intersects with other cultural formations, such as religion, economies of exchange, and political ideologies among others, and in turn how these contexts can be used to construct historically-grounded interpretations of art objects. Assessments consist principally of

exams and papers that will reinforce students' capacity for visual analysis and evidence-based observation and interpretation. Students with no studio art experience are welcome to take the course.

### **AP Music Theory**

**Prerequisite:** Departmental approval.  
**[One Credit]**

In AP Music Theory students first learn fundamental rudiments of music reading, writing, and listening. Beginning with basic note identifications and music organization, students will progress through learning elements of harmony, rhythm, and musical structure. Second semester course content includes such topics as advanced harmony, analysis, composition, sight-singing, harmonic and melodic dictation, and form. Ear training skills are emphasized through written and aural topics. While musical study will focus on Classical and Romantic era music, jazz and popular styles will also be discussed.

### **Choir**

**Prerequisite:** None.  
**[One Credit]**

Choir offers students an intense and enjoyable vocal performance opportunity, featuring a wide range of repertoire from popular music to substantial choral works. Topics relating to music theory and history are taught in conjunction with ensemble repertoire. The choir performs four major concerts per year for Parents Weekend, Winter Concert, Oratorio Concert and Spring Pops Concert, and also sings for numerous other smaller events such as all school meetings, admissions events and alumni events. The choir has established an impressive history of hosting Visiting Artist performances and master classes with

Broadway composers and performers such as Jason Robert Brown, Zina Goldrich, Marcy Heisler, Liz Callaway, Lucas Steele and Scott Coulter. Previous choral experience is encouraged but not required for participation in Choir.

### **Directing**

**Prerequisite:** Advanced Acting or departmental approval.  
**[One Credit]**

Working with actors, technicians, musicians, and writers to communicate a vision to an audience is complex, challenging, and deeply satisfying. Directing requires a focused and well-rounded interpretive artist and a skilled leader. This course is an in-depth study of theater directing and the collaborative process involved in producing a play. Focuses include script analysis, thematic research, concept development, and actor coaching. Students will be required to think creatively, act industriously, and communicate effectively. Participants will develop essential skills in collaboration and project management. They will work with peer actors, present directed work to the LFA community, and learn to process critical feedback from their collaborators and audience.

### **Electronic Music Ensemble**

**Prerequisite:** Advanced Music Production or departmental approval.

**[One Credit]**

This course serves to give students an outlet for collaborative exploration, improvisation, and organized performance of both the traditional dance-oriented and the experimental forms of electronic music. Heavy emphasis is placed on group composition and improvisation, while iOS fluency remains paramount to an individual musician's success in the course. Students may expect to demonstrate the musical potential of various technologies, interpret notated pieces (for both solo and ensemble), collaborate with other musicians in composing new works for group performance, develop

### **Orchestra**

**Prerequisite:** None.

**[One Credit]**

Orchestra is offered to students who have an instrumental performance background and a desire to perform great instrumental works together. Orchestra members must have at least a basic level of independent musical ability on their instruments, as well as experience playing in other large ensembles. Students will prepare music for performances while gaining musical skills from scale playing, basic music theory, and rhythm reading. While there is no set requirement for individual practice, students are expected to maintain a satisfactory level of performance on all assigned music. Orchestra performs at various times throughout the year including Parents Weekend, seasonal concerts, Graduation, and Move-Up Day. Other performance opportunities include Alumni Weekend, the LFA Spring Gala, and school

assemblies. Additional performances may include, but are not limited to, off-campus concerts and adjudications.

### **Photography**

**Prerequisite:** None.

**[One Credit]**

This course is an introduction to the overarching concepts and ideas of both film and digital photography and will also incorporate aspects of video, film, and animation. You will be introduced to a wide variety of tools and techniques surrounding photography and digital media including 35mm film and cameras, film scanners, mobile devices and apps, digital SLR cameras, film and paper development, and digital darkroom techniques. Ultimately, you will spend much of the time in the "making" phase. The class will focus on experimentation and understanding of basic concepts within these mediums. The goal is to get to a point where you can utilize the concepts and techniques in order to create more thought-provoking art pieces that express an idea and are visually appealing.

### **Piano**

**Prerequisite:** None.

**[One Credit]**

This course is an introduction to piano playing and music concepts through a group-learning format. Students work together to learn beginning musical skills such as note reading and rhythm, and apply them daily in their musical efforts. Class activities include technique skills such as scales and arpeggios, group pieces, and solo repertoire. Regular assignments and playing assessments are given, and individual practice outside of class time is stressed to help develop playing ability. The

highlight of each semester is a class piano recital performed for friends and family. This class is intended for pianists at the beginning level, and more advanced pianists should speak with the instructor about individual lessons.

### **2D Studio: Drawing, Painting, & Printmaking**

**Prerequisite:** None.  
**[One Credit]**

In this course, we will work from the basis of both imagined and observational two-dimensional art making in order to develop and express our ideas visually. We will work with a variety of drawing, painting and printmaking materials as we explore the development of artistic compositions. The course will focus on experimentation and understanding of basic concepts as we seek to discover, refine, and enhance our individual artistic styles. Moreover, this course is designed to promote experimental thinking and risk-taking within the two-dimensional medium. Art media might include: graphite, colored pencil, charcoal, pastel, watercolor, gouache, acrylic, and oil paint. We will explore various techniques for rendering the illusion of objects in space including the use of simple shapes, ellipses, construction lines, perspective, negative space, and the manipulation of light and shadow. The emphasis is on the acquisition of skills and the recognition and development of personal style.

### **Yearbook: Publications**

**Prerequisite:** None.  
**[One Credit]**

This course teaches students the skills required to create and produce a book which reflects journalistic standards. Students will also learn to write copy,

captions, and headlines; take digital photography; create desktop publishing, and use appropriate technology tools for media production. In order to accomplish these objectives, the course will devote time to the following: desktop publishing with eDesign, incorporating advanced design principles such as grid design, and understanding layered coverage while developing student leadership skills and decision-making.

### **Intermediate Ceramics**

**Prerequisite:** Ceramics II or departmental approval.  
**[One Credit]**

This course is a continuation of hand-building techniques, wheel throwing, and other advanced techniques. This class focuses on the creative approach to each project, starting with sketches and thumbnails, planning the construction of the complex pieces with both hand-building, wheel throwing and slip casting techniques. In addition, students will experience glaze mixing and testing with the goal of creating personalized glazes. They will also extend their ceramic/art history and theory research to fuel the development of content in their own artwork. This course meets three times per cycle for two semesters.

## **ELECTIVES: FALL SEMESTER COURSES**

### **Ceramics 1**

**Prerequisite:** None.  
**[One-half Credit]**

This course introduces students to creating and using the pottery wheel by sculpting

clay by hand. Students will learn various techniques for adorning the surface of their clay objects using glazing and printmaking methods. Students will explore the historical significance of ceramics in various cultures as well as the aesthetic traditions of making functional pottery. Through this exploration, students will become proficient in a number of skills that are used when working with clay, including: throwing and trimming work on the pottery wheel, slab building, coiling, and basic surface decoration techniques.

### **Electronic Music 1**

**Prerequisite:** None.

**[One-half Credit]**

From beat production to experimental music, technology plays a foundational role in the creation of music today. In this class, we dive right in with simple tools that will have you making music regardless of your previous experience. As the semester progresses, you will learn the processes in order to take your music to the next level while learning more advanced skills in production. A large portion of the technology in class will be provided, including access to professional-level music production software (*Logic Pro X*). iPads are required for use with TableTop, which is a free app that will require some in-app instrument purchases. By the end of the term, you will be ready to produce your own beats, program synths for EDM, or record original music.

### **Foundations in the Visual Arts**

**Prerequisite:** None.

**[One-half Credit]**

This course will give students the foundational skills and content needed to pursue classes within the visual arts while

exploring their creativity. Explorations will be made through the study of paintings, sculpture, ceramics, photography, printmaking, and experimental art. Students will engage in project based learning opportunities and learn to critique work whilst decoding their own aesthetic expressions. Through projects, peer critique, and discussion, students will gain an understanding of the limits and potential of the various two- and three-dimensional media— including painting, ceramics, photography, printmaking, and multimedia—through experimentation and process. Close looking at works made by artists past and present will complement these projects to familiarize students with the principal design elements that artists use purposefully to elicit audience responses and introduce them to a common vocabulary for referring to those elements and their effects. Strongly recommended for all students interested in the Visual Arts.

### **Glass 1**

**Prerequisite:** None.

**[One-half Credit]**

This course is an introduction to the fundamentals using glass to create functional and sculptural art. Students will be introduced to glass kilns, programming computerized controllers, creating firing schedules, annealing, mold making, lost wax casting, coldworking, and fusing and slumping processes. As a class we will examine historical, technical, and contemporary practices in studio glass, as well as examining the work of a number of contemporary studio glass artists.

### **Public Speaking 1**

**Prerequisite:** None.

**[One-half Credit]**

There is no field of endeavor in which participants do not benefit greatly from effective skills in communication and persuasion. Confident bearing, ability to craft convincing arguments, and facility with language are universal keys to success. This course teaches methods, strategies, and physical techniques for speaking in front of an audience. Students will learn to formulate specific purpose statements, analyze and adapt to audiences, organize ideas, recognize rhetorical and logical strategies, choose language deliberately, construct outlines, and write and deliver credible presentations, becoming more effective speakers and more critical audience members.

### **Introduction to Digital Art and Design**

**Prerequisite:** None.

**[One-half Credit]**

Introduction to Digital Art and Design is a dynamic and comprehensive course designed for high school students interested in exploring the exciting realm of digital art and design. Through this course, students will learn the fundamental principles and techniques necessary to create visually stunning digital artwork, illustrations, and designs using a variety of digital tools and software.

### **Sculpture**

**Prerequisite:** None.

**[One-half Credit]**

This course is recommended for students who want to gain a basic understanding of the concepts and materials Used in creating three-dimensional artworks. Students will be introduced to a comprehensive range of sculpture techniques and will work with a variety of mediums including clay, glass, textiles, paper, plaster and metal. During the course of the semester students will become familiar with different art forms and practices used by various cultures throughout the world.

### **Theater Technology 1**

**Prerequisite:** None.

**[One-half Credit]**

This is an introductory course which investigates the technical aspects of designing and running a theatrical production. This course will introduce students to the basic principles of scenic design, sound design, and lighting design as well as other aspects of technical theater. Students will learn to safely use many of the tools and equipment required to set the stage for a performance. Students will be involved in all aspects of production, from conceptualization and construction to operation and management. As an aspect of the course, students will be required to serve as technical crew for many of the Academy's productions and special events.

### **Woodworking 1**

**Prerequisite:** None.

**[One-half Credit]**

This course is designed to expose students to the fundamental elements and skills of basic woodworking. Students will understand the safe, effective and efficient use of both hand and power tools, while emphasizing craftsmanship, planning, and finishing. As students progress, they will create various woodworking projects that reinforce and challenge skills while exploring areas of functional object making.

### **Writing for Stage & Screen**

**Prerequisite:** English 9, Acting 1 or departmental approval

**[One-half Credit]**

Does the notion of seeing characters you've created come to life (played by actors) interest you? Have you ever considered writing your own one-act play? How about performing a monologue in your own voice or as a character as in "The Santaland Diaries" or "Miranda Sings"? Would you like to perform slam poetry, or create a scripted podcast like "Welcome to Nightvale" or "36 Questions"? Students in this course analyze classic or critically lauded text from each form (traditional representation one-acts, monologue, slam, and scripted podcast), identifying and discussing essential components and values including character voice, plotting, pacing, and "movement in space." Once familiar with the structure and requirements of the studied forms, students will develop a portfolio of their own work, responding to technique-specific writing prompts and utilizing daily feedback from peer writers, performers, and the instructor in a writing lab/workshop environment. In addition to creating theatrical artifacts, students will gain critical insight towards the

appreciation of scripted performance. Students will see and critique live performance on and off-campus and work by each student will be performed publicly by the authors or using student actors from within and without the class.

### **3D Design**

**Prerequisite:** None.

**[One-half Credit]**

3D Design is an active class where students will engage in generating ideas, solving problems, thinking, and visualizing three-dimensionally through the understanding of the fundamentals of design. Students will examine historical examples of design challenges and their successful and failed outcomes. In addition, students will be responsible for developing successful design solutions for both individual and group projects. Students will explore fabrication techniques for a variety of materials; will learn how to make models, and use computer-aided design programs to illustrate their design concepts.

## **ELECTIVES: SPRING SEMESTER COURSES**

### **Advanced Music Production**

**Prerequisite:** Electronic Music 1 or departmental approval.

**[One-half Credit]**

Once you are familiar with the creative process in Ableton Live, Soundtrap, and other production tools (from EM1), you are ready to delve into the world of advanced music production and collaborative music making. This class will focus primarily on development of musical style and composition technique through guided

tutorials, discussions about basic music theory, and listening assignments. Students will engage in project-based learning activities that require them to compose a piece of music within certain parameters, then look to add their own ideas through the editing and mixing process. The class will include opportunities to share finished work with the community in a variety of venues.

### **Ceramics 1**

**Prerequisite:** None.

**[One-half Credit]**

This course introduces students to creating and using the pottery wheel by sculpting clay by hand. Students will learn various techniques for adorning the surface of their clay objects using glazing and printmaking methods. Students will explore the historical significance of ceramics in various cultures as well as the aesthetic traditions of making functional pottery. Through this exploration, students will become proficient in a number of skills that are used when working with clay, including: throwing and trimming work on the pottery wheel, slab building, coiling, and basic surface decoration techniques.

### **Ceramics 2**

**Prerequisite:** Ceramics 1 or departmental approval.

**[One-half Credit]**

This course builds on skills learned and practiced in Ceramics I. Students in Ceramics II move on to more challenging techniques in hand-building, including coil pots and large-scale slab construction. Wheel work focuses on mastering form and throwing larger, more complex work. An introduction and mastery of mold making and slip casting techniques will be

discussed. Self-evaluation and weekly practice outside of class time are important parts of the learning process throughout the course.

### **Glass 1**

**Prerequisite:** None.

**[One-half Credit]**

This course is an introduction to the fundamentals using glass to create functional and sculptural art. Students will be introduced to glass kilns, programming computerized controllers, creating firing schedules, annealing, mold making, lost wax casting, coldworking, and fusing and slumping processes. As a class we will examine historical, technical, and contemporary practices in studio glass, as well as examining the work of a number of contemporary studio glass artists.

### **Glass 2**

**Prerequisite:** Glass 1.

**[One-half Credit]**

This course provides an opportunity for experienced Glass students to explore the sculptural, conceptual, and functional aesthetics of glass as an artistic media. Students will gain a thorough knowledge of glass chemistry to understand how to manipulate copper, sulfur, and lead bearing glasses to produce color reactions. As a class we will explore advanced techniques for working in kiln-formed glass such as; glass casting, mold-making, printing imagery on glass and triaxial blending to develop custom glass colors.

### **Printmaking**

**Prerequisite:** None.

**[One-half Credit]**

This course is an introduction to the elements and principles of design as they apply to printmaking. Students will work with a wide range of materials and processes from block printing and linoleum cut to drypoint, silkscreen, and relief printing. Both press and non-press techniques will be explored and students will produce limited edition prints on various types of paper. An emphasis will be placed on technical skill, aesthetics, and on traditional and contemporary expressions of this art form. A drawing background is recommended.

### **Public Speaking 1**

**Prerequisite:** None.

**[One-half Credit]**

There is no field of endeavor in which participants do not benefit greatly from effective skills in communication and persuasion. Confident bearing, ability to craft convincing arguments, and facility with language are universal keys to success. This course teaches methods, strategies, and physical techniques for speaking in front of an audience. Students will learn to formulate specific purpose statements, analyze and adapt to audiences, organize ideas, recognize rhetorical and logical strategies, choose language deliberately, construct outlines, and write and deliver credible presentations, becoming more effective speakers and more critical audience members.

### **Public Speaking 2**

**Prerequisite:** Public Speaking 1.

**[One-half Credit]**

Public Speaking 2 builds upon the fundamental concepts of speech organization and presentation from Public Speaking 1. The course will explore the composition and execution of a variety of extemporaneous speeches from elevator pitches to product reviews. Students will focus on staying audience-centered and benefits focused, organizing thoughts quickly and practically and staying enthusiastic but conversational in their delivery. The course will benefit students considering a variety of education and career paths, including business, media, public policy, and the hard sciences.

### **Theater Technology 2**

**Prerequisite:** Theater Technology 1.

**[One-half Credit]**

This course offers a more comprehensive study into the various elements of technical theater production, including lighting, sound, and scenic design. Continuing themes from the previous course, students will explore various production roles, and develop management and production skills while creating and implementing original technical designs. Students will be expected to draw on knowledge from the previous course while mastering new concepts and skills. Students will be involved in all levels of production, from conceptualization and construction through operation and management. As an aspect of the course, students will serve as technical crew for many of the Academy's productions and special events.

## **Woodworking 2**

**Prerequisite:** Woodworking 1.

**[One-half Credit]**

Woodworking 2 is a semester-long course designed to build upon the skills and concepts gained within the Woodworking 1 course. Students will use many of the same tools from the first course but with different operations expecting different results. This course will challenge students to develop compound problem-solving skills while working to develop self-reliance, higher order tool skills, ingenuity, and perseverance.

## **3D Design**

**Prerequisite:** None.

**[One-half Credit]**

3D Design is an active class where students will engage in generating ideas, solving problems, thinking, and visualizing three-dimensionally through the understanding of the fundamentals of design. Students will examine historical examples of design challenges and their successful and failed outcomes. In addition, students will be responsible for developing successful design solutions for both individual and group projects. Students will explore fabrication techniques for a variety of materials; will learn how to

make models, and use computer-aided design programs to illustrate their design

Concepts.

## **Introduction to Digital Art and Design**

**Prerequisite:** None.

**[One-half Credit]**

Introduction to Digital Art and Design is a dynamic and comprehensive course designed for high school students interested in exploring the exciting realm of digital art and design. Through this course, students will learn the fundamental principles and techniques necessary to create visually stunning digital artwork, illustrations, and designs using a variety of digital tools and software.



## Global



## Global

*"Globalization requires a new emphasis on global citizenship education. This means helping students understand and appreciate human rights and shared global challenges, thus becoming engaged citizens. To do this well, a purposeful and high-quality global citizenship curriculum is essential."*

(Empowering students to improve the world, Fernando M. Reimers)

The Global curriculum is designed by incorporating the Global Competence Matrix adapted from the Asia Society and World Savvy's Matrix of Global Competence. Additionally, our global curriculum is tied to the 17 goals of the United Nations Sustainable Development (UNSD) and the Global Education First Initiative (GEFI). In the Global Program, students will learn about globalization. Students will learn about global challenges and issues and be able to identify and elaborate on those issues. Students will understand, embrace, and learn to value different perspectives and obtain the capacity to collaborate effectively with people from different parts of the world. At the end of the program, students will have developed the ability to take action toward shared global challenges and be part of change! The final product of this program is a Capstone project in which students identify one global issue, research it in both local and international contexts, suggest a solution, and implement it locally.

This program is meant to enhance students' 21st-century education by helping them become lifelong learners. The Global Program aims to inspire students to do, to be, and live together productively.

### YEAR-LONG COURSES

#### **Global Concentration: An Introduction to Global Competencies**

**Prerequisite:** None

**[Non-Credit]**

**Open to:** Freshmen.

In this one-semester, once per cycle seminar course, Freshmen students have the opportunity to explore the four domains of global competence including investigating the world, valuing different perspectives, communicating ideas, and acting on global issues. They will engage with these concepts via hands-on projects, interactive activities, guest speaker sessions, on-site visits and field trips. As students are introduced to familiar and new concepts in a global context, they are also guided to build connections between themselves and this increasingly interconnected world.



### **Global Concentration: Cohort**

**Prerequisite:** Application required. This class can be taken in addition to a full course load with Academic Dean approval.

**[One Half-Credit]**

**Open to:** Juniors.

In this two-year concentration, students begin working with a cohort of classmates. The cohort design is at the heart of the Global Concentration and is what makes it unique. Students will be part of this dynamic, student-driven cohort for both years of the program. This will allow students to collaborate, developing their skills and delving into a variety of topics. The cohort is designed to be purposeful, reflective, interdisciplinary and collaborative. Multiple off campus experiences are included in the program. Students must apply to the concentration in April of their sophomore year.

### **Global Concentration: Capstone**

**Prerequisite:** Seniors who have completed Global Concentration: Cohort. This class can be taken in addition to a full course load with Academic Dean approval.

**[One-half Credit]**

**Open to:** Seniors.

In the final year of the Global Concentration, students will continue to work in their cohort and develop a deeper and expanded understanding of a variety of global topics. They devote much of their time to their individualized capstone project, working closely with a mentor to help them develop their project. Engaging with a community outside of Lake Forest Academy is a key requirement of each student's capstone work. The Capstone Celebration is an opportunity for all students in the program to showcase their work to the wider community.



## Health, Wellness, and Community



## Health, Wellness, & Community

### YEAR-LONG COURSES

#### **Health, Wellness & Community 9** **Required.** **[Pass/Fail]**

The freshman-year program's primary focus is the transition and adjustment to the Academy by encouraging students to consider what it means to be part of the Lake Forest Academy community. Strategies for a successful transition and adjustment, both academically and socially, are explored. Students review school rules and expectations, centering on Lake Forest Academy's mission statement's four pillars. There is an emphasis on study skills, time management, and exam preparation. Students also look at the importance of multiculturalism and pluralism within our diverse student community. They discuss the idea of what makes up identity, and then each student creates a multimedia presentation that expresses what they view as being the most important parts of who they are. Regarding physical health, students receive information about nutrition and exercise, diseases and infections, safety education and disaster survival, first aid, suicide prevention, stress management, substance use prevention, and relationship education. This survey of topics allows students to identify personal strengths and areas of needed growth, which will help them be successful in the LFA community.



#### **Health, Wellness & Community 10** **Required.** **[Pass/Fail]**

Students in Sophomore HWC spend time looking inward to grow skills in self-awareness and self-management. This internal study allows students to explore individual values, beliefs, perceptions, and interpretations, increasing their self-efficacy. Students gain practice communicating their own perspectives while advocating for their own beliefs, values, and authenticity. These relationship skills sharpen students' ability to engage in civic responsibility, leadership, and community-building.

Sophomore HWC is also an extension of Lake Forest Academy's Service Learning Program. By exploring current social issues in conjunction with students' personal service engagement experiences, students are encouraged to determine how their own personal values and beliefs can make a difference in the world around them. During HWC, students are required to collaborate and launch a service project, then reflect upon the experience of engaging in the community.

#### **Health, Wellness & Community 11** **Required.** **[Pass/Fail]**

Students expand on their health education in developmentally appropriate sexual education topics. Juniors will gain practice in self-management, responsible decision-making, and relationship skills while exploring topics of communication and consent, abusive relationships and peer pressure, sexually transmitted disease, contraceptives, body image, eating disorders, navigating rejection, stress management, and sleep and dental

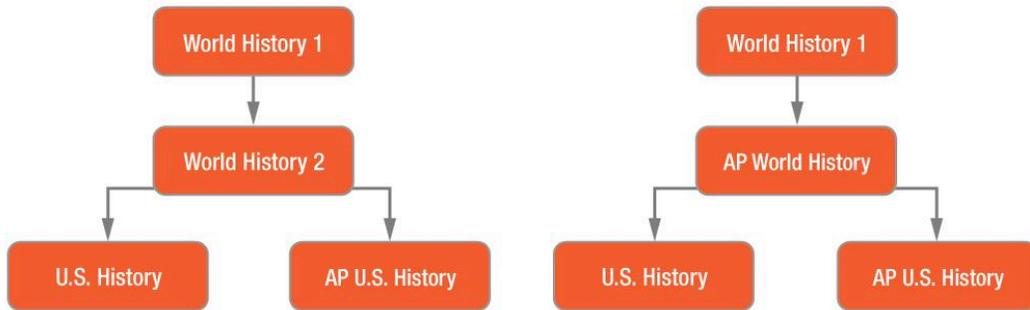
hygiene. Periodically, students work with the Office of College Counseling to prepare for College Night in September, the LFA College Workshop in the second semester, ongoing testing options, and the commencement of the college search and application process.

**Health, Wellness & Community 12**  
**Required.**  
**[Pass/Fail]**

The senior program focuses on the college application process (first semester) and life after LFA (second semester) as we continue with efforts to cultivate mind, body, and spirit. Students continue to explore the integration of personal values and beliefs with personal choice, goal-setting, and goal actualization, emphasizing skills necessary for responsibly managing greater independence. The class also addresses specific issues involving college transition, including time management, academic policies, social pressures, and older adolescents' physical and mental health information. Our purpose is to help students develop the moral and ethical thoughtfulness, nuanced social consciousness, and leadership skills they need before transitioning to college.



# History & Social Sciences



## Semester-Long Electives

## Year-Long Electives



## History and Social Science

### YEAR-LONG COURSES

#### **World History 1**

**Prerequisite:** None.  
**[One Credit]**

This course takes a thematic approach to the study of pre-modern world history and is a vital precursor to students' later history courses at Lake Forest Academy. Topics that will be explored in this course include comparative religions, economics, political science, human and physical geography, sociology, anthropology, and archaeology. Students will also be exposed to research and writing skills that will be valuable for further history study. This course is designed for 9th grade students.

#### **World History 2**

**Prerequisite:** None.  
**[One Credit]**

This course examines the history of the world from the 15th century to the present, especially the nature and transformation of societies in the Middle East, Asia, Africa, the Americas, and Europe. Through class work, reading, essay writing, and research, students explore the following themes: interaction between regions, competing economic and political systems, nationalism, industrial capitalism, and the rise of the western hemisphere in global trade and influence. In addition to traditional unit tests, students also engage in debates, presentations, creative projects and undertake a major research paper. Students do not need to have taken World History 1 to enroll in this course. This course is not open to 9th grade students.

#### **AP World History**

**Prerequisite:** Departmental approval. Students who are not recommended may petition to the Department Chair.

**[One Credit]**

This course examines the history of the world from 1200 CE to the present with a review of world religions and philosophies that predate 1200. The purpose of the course is to develop greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. The course emphasizes the use of analytical reading and writing skills, a critical evaluation of primary and secondary sources, analysis of historiography, oral presentations, and discussion groups. After the AP exam in May, the culminating project for the year will be a student-centered research paper. Students who have earned an A- or higher in both their previous year's English class and their previous year's History class meet the requirements for this course, but they still must be recommended by their current history teacher.

#### **United States History**

**Prerequisite:** World History 2 or AP World History.

**[One Credit]**

This course surveys the history of the United States from the colonial period to the present, including national independence, slavery, the Civil War, urbanization and industrialization, the expanded role of the federal government, and the involvement of the United States overseas. Students review the U.S. Constitution and the operation of federal and state governments, and explore the

experiences of women, workers, and ethnic and racial minorities. In addition to traditional unit tests, students also engage in debates, presentations, creative projects and undertake a major research project. This course is recommended for juniors and seniors.

### **AP United States History**

**Prerequisite:** World History 2 or AP World History and departmental approval. Students who are not recommended may petition to the Department Chair.  
**[One Credit]**

This course covers similar topics to those in U.S. History but examines them in greater depth and devotes more time to considering changing historical interpretations. This course also devotes time to preparing students for the sorts of questions that appear on the AP exam. Juniors and seniors who have earned an A- or higher in both their previous year's English class and their previous year's History class meet the requirements for this course, but they still must be recommended by their current history teacher.

## **ELECTIVES: YEAR-LONG COURSES**

### **AP Economics**

**Prerequisite:** None.

**[One Credit]**

**Open To:** Juniors and seniors. Note: Seniors will be given priority if this course reaches capacity.

This course is a college-level class that introduces students to the principles of economics and their application and relevance to current public policy issues.

Students examine the development of the contemporary global economy and are introduced to the theoretical tools that help them analyze important economic and business issues. These tools include both micro- and macro-economic theory, which the students use to solve economic problems. Special attention is given to contemporary development concerns, such as issues in the economics of health, education, and the environment, as well as to the development of world trade and the expansion of global business. Specific time is also spent on practicing multiple-choice and free response answers in preparation for the AP examinations in micro- and macro-economics. This course is recommended for juniors and seniors who have earned a B+ or higher in their previous year's history course.

### **AP United States & Comparative Government and Politics**

**Prerequisite:** None.

**[One Credit]**

**Open To:** Juniors and seniors. Note: Seniors will be given priority if this course reaches capacity.

This year-long, college-level course examines the government institutions, politics and policy challenges of seven countries by uniquely blending both the AP United States Government and Politics course and the AP Comparative Government course. In addition to an in-depth examination of American government and politics, this course studies the institutions and policy-making of six core countries: the United Kingdom, Russia, China, Iran, Mexico, and Nigeria. Employing a comparative approach throughout, the content of this course changes as the political landscape of the

world changes. Students develop the tools to critically analyze these global political developments as they occur. Assessments include traditional AP-like tests, but students also regularly engage in real-life project-based learning including debates, simulations and current event briefings. This course prepares students to take two AP Exams in the spring: United States Government and Politics and Comparative Government and Politics. This course is recommended for juniors and seniors with a keen interest in global politics.

## **ELECTIVES: FALL SEMESTER COURSES**

### **A History of Human Rights in the Americas**

**Prerequisite:** None.

**[One-half Credit]**

**Open To:** Juniors and seniors. Note: Seniors will be given priority if this course reaches capacity.

This student-centered course will provide a wide-ranging survey of conceptual foundations and issues in contemporary human rights in the United States and the Americas. The class will examine the philosophical origins of human rights, contemporary debates, the evolution of human rights, key human rights documents, and the questions of human rights enforcement with a particular focus on the United States and the Americas. Violations of human rights appear in many forms. They span the gamut from torture and human trafficking (modern-day slavery) to poverty and war atrocities, from religious persecution to gender and racial discrimination. Students will examine a wide array of topics including: a history of human rights and the creation of the Universal Declaration of Human Rights, historical examples of human rights

violations in the United States and the Americas, contemporary issues in human rights, civil and political rights, economic, social and cultural rights [health care, education, housing], environmental rights [healthy environment, clean air, respect for the Earth], and sexual rights.

### **Introductory Economics**

**Prerequisite:** None.

**[One-half Credit]**

**Open To:** Juniors and seniors. Note: Seniors will be given priority if this course reaches capacity.

This course introduces the basic principles of economics and their application and relevance to public policy issues. Emphasis is placed on the development, current state and future position of the political economy of the United States in an international context as well as on introducing basic theoretical tools to aid analysis of central economic issues and debates. The theory includes basic micro-economic models to explain market behavior and macro-economic models to explain price levels and output in national economies. The objectives of this course are to provide the basic tools for understanding fundamental economic issues and to stimulate thinking and consciousness on the central areas of debate.

### **Sports in America: Culture & History**

**Prerequisite:** None.

**[One-half Credit]**

**Open To:** Juniors and seniors. Note: Seniors will be given priority if this course reaches capacity.

This course takes a deep dive into the importance of sports and athletes in forming the American identity. It will examine the culture of fandom, the levity of

sporting events, and the history and impact of sports on politics and society. Using historical examples and current events, students will better understand the relationship between fans and athletes, and the role of both men and women's sports in American culture, identity, and mentality. This course will build on the philosophical, ethical and economic movements in America in the 20<sup>th</sup> and 21<sup>st</sup> centuries. This course is reading and writing-intensive and students will engage in debates, research and argumentative writing. A prior knowledge of major figures and events in American sports is a plus, but is not required.

### **ELECTIVES: SPRING SEMESTER COURSES**

#### **A History of Global Human Rights**

**Prerequisite:** None.

**[One-half Credit]**

**Open To:** Juniors and seniors. Note: Seniors will be given priority if this course reaches capacity.

This student-centered course will provide a wide-ranging survey of conceptual foundations and issues in contemporary human rights in regions outside of the Americas. The class will examine the philosophical origins of human rights, contemporary debates, the evolution of human rights, key human rights documents, and the questions of human rights enforcement with a particular focus on Africa, Asia, Europe, and Oceania. Violations of human rights appear in many forms. They span the gamut from torture and human trafficking (modern-day slavery) to poverty and war atrocities, from religious persecution to gender and racial discrimination. Students will examine a wide array of topics including: a history of

human rights and the creation of the Universal Declaration of Human Rights, historical examples of human rights violations in the world, contemporary issues in human rights, civil and political rights, economic, social and cultural rights [health care, education, housing], environmental rights [healthy environment, clean air, respect for the Earth], and sexual rights.

#### **Entrepreneurship**

**Prerequisite:** None.

**[One-half Credit]**

**Open To:** Juniors and seniors. Note: Seniors will be given priority if this course reaches capacity.

This course introduces students to the nature of business and entrepreneurship. It will focus on what it takes to become a successful entrepreneur through the use of economic theory and the various skills one needs to start and run one's own business. Students will learn how to identify, assess and develop a business plan as well as how to find and evaluate business opportunities. The role of marketing, accounting, risk assessment, and other mediums needed to become an entrepreneur will be covered extensively throughout the semester. Students will develop their own business models including a fast casual restaurant, a minor league sports franchise, a small business using a microloan, and marketing an original invention.



## **Sports in America: Economics & Politics**

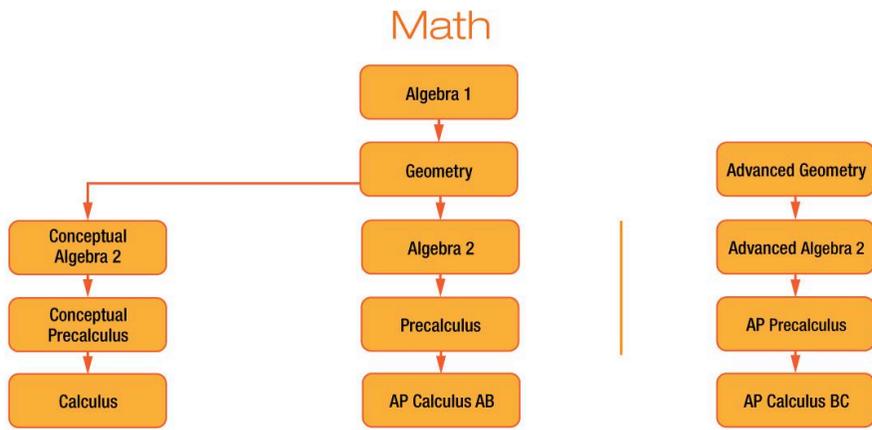
**Prerequisite:** None.

**[One-half Credit]**

**Open To:** Juniors and seniors. Note: Seniors will be given priority if this course reaches capacity.

This course takes a deep dive into the importance of sports and athletes in forming the American identity. Specifically, this course focuses on the economic impact of sports, and political impact on leagues and players. Revenue is what allows sports to be relevant in American culture, and the sports industry is a multibillion-dollar American asset. Students will examine in what ways we consume men's and women's sports as well as the politics of sports in America and how they have contributed to foreign policy and diplomacy in the 20<sup>th</sup> and 21<sup>st</sup> centuries. This course is reading and writing-intensive and students will engage in debates, research and argumentative writing. A prior knowledge of major figures and events in American sports is a plus, but is not required.





**Electives**

- 
- Data Science\*
  - Math Modeling & Fabrication
  - Discrete Math: Fundamentals
  - Discrete Math: Applications
  - AP Statistics
  - Linear Algebra
  - Game Theory
  - Multivariable Calculus
  - Formal Logic

\* Can be taken at any point

## Mathematics

### YEAR-LONG COURSES

#### **Algebra 1**

**Prerequisite:** None.

**[One Credit]**

**Open to:** All grades.

This course covers the concept of using variables to represent numbers and arithmetic equations. Students spend time developing arithmetic and problem-solving skills while covering the following topics: properties of real numbers, basic operations, writing and solving algebraic equations and inequalities with one and two variables, polynomials and factoring, first- and second-degree functions and their graphs, quadratic equations, rational expressions, and radical expressions. This course uses a web-based learning system called ALEKS (Assessment and Learning in Knowledge Spaces) as a resource to individualize instruction and reinforce new information. A mathematics laboratory is utilized to allow students to have actual hands-on experience with technology and real-world mathematical modeling.

#### **Geometry**

**Prerequisite:** Algebra 1.

**[One Credit]**

**Open to:** All grades.

This standard course in geometry covers concepts of Euclidean geometry including definitions, postulates, and theorems. Areas of study include angles, parallel lines, congruent and similar triangles, polygons, the Pythagorean Theorem, trigonometry, circles, area and volume. The content is

also explored through analytical geometry, and the students work to improve their algebraic skills. Additionally, the course includes a proof component. This course also uses a web-based learning system called ALEKS (Assessment and Learning in Knowledge Spaces) as a resource to individualize instruction and reinforce new information. A mathematics laboratory is utilized to allow students to have actual hands-on experience with technology and real-world mathematical modeling.

#### **Advanced Geometry**

**Prerequisite:** Algebra 1 and departmental approval.

**[One Credit]**

**Open to:** All grades.

This advanced course in geometry covers concepts of Euclidean geometry including definitions, postulates, and theorems. Areas of study include angles, parallel lines, congruent and similar triangles, polygons, points of concurrence, the Pythagorean Theorem, trigonometry, circles, area and volume. The standard content is explored with greater depth than the regular Geometry course with a more of an emphasis on proofs and algebraic skills. This course also uses a web-based learning system called ALEKS (Assessment and Learning in Knowledge Spaces) as a resource to individualize instruction and reinforce new information. A mathematics laboratory is utilized to allow students to have actual hands-on experience with technology and real-world mathematical modeling.

## **Conceptual Algebra 2**

**Prerequisite:** Algebra 1.

**[One Credit]**

**Open to:** All grades.

This course looks at core topics in Algebra 2 and is paced with the students in mind. Topics are covered thoroughly while students are given ample time to master the content. Major topics include linear, quadratic, and polynomial functions and equations. The minor topics of rational functions, powers and roots, and exponentials and logarithms are introduced. Also, a mathematics laboratory is utilized to allow students to have actual hands-on experience with technology and real-world mathematical modeling.

## **Algebra 2**

**Prerequisite:** Algebra 1 and departmental approval.

**[One Credit]**

**Open to:** All grades.

This course looks at topics both symbolically and graphically. Major topics include polynomials (linear, quadratic, and higher degree), rational functions, powers and roots, exponentials and logarithms. Within these areas, transformations, systems of equations, inequalities, applications, and modeling are addressed. Also, a mathematics laboratory is utilized to allow students to have actual hands-on experience with technology and real-world mathematical modeling.

## **Advanced Algebra 2**

**Prerequisite:** Algebra 1; Concurrent: Advanced Geometry with departmental approval

**[One Credit]**

**Open to:** All grades.

This advanced course looks at topics both symbolically, graphically, verbally, and numerically. Major topics include numbers and notation, modeling relationships, functions and transformation, quadratics, polynomial functions, radical functions, rational functions, powers and roots, exponentials, logarithms, systems of equations and inequalities, and mathematical proof. The topics are covered in depth which require both skill development as well as the ability to explain concepts. Also, a mathematics laboratory is utilized to allow students to have actual hands-on experience with technology and real-world mathematical modeling.

## **Conceptual Precalculus**

**Prerequisite:** Conceptual Algebra 2 or Algebra 2.

**[One Credit]**

**Open to:** All grades.

This course covers the topics listed in the Precalculus course description though at a pace and level less demanding than Precalculus. These topics include: linear, quadratic and polynomial functions, rational functions, logarithmic and exponential functions, vectors, and trigonometry. Also, a mathematics laboratory is utilized to allow students to have actual hands-on experience with technology and real-world mathematical modeling. Upon successful completion of the course, students are

prepared for Discrete Math, AP Statistics, or Calculus.

### **Precalculus**

**Prerequisite:** Algebra 2 and departmental approval.

**[One Credit]**

**Open to:** All grades.

This course covers a variety of topics: linear, quadratic, and polynomial functions, rational functions, logarithmic and exponential functions, trigonometry, vectors, systems of equations, sequences and series, and conic sections. This course prepares students for placement in AP Calculus AB. Also, a mathematics laboratory is utilized to allow students to have actual hands-on experience with technology and real-world mathematical modeling.

### **AP Precalculus**

**Prerequisite:** Geometry and Advanced Algebra 2, or demonstrated mastery of Adv Algebra 2 and Adv Geometry concepts on an in person placement test.

**[One Credit]**

**Open to:** All grades.

AP Precalculus centers on functions modeling dynamic phenomena. In this course, students study a broad spectrum of function types that are foundational for careers in mathematics, physics, biology, health science, social science, and data science. Students will develop a greater comprehension of the nature and behavior of the function itself. The formal study of a function type through multiple representations (e.g., graphical, numerical, verbal, analytical), coupled with the application of the function type to a variety of contexts, provides students with a rich study of precalculus. Students will develop

a proficiency with linear functions, polynomial addition and multiplication, factoring quadratic trinomials, using the quadratic formula, solving right triangle problems involving trigonometry, solving linear and quadratic equations and inequalities, algebraic manipulation of linear equations and expressions, and in solving systems of equations in two and three variables. A mathematics laboratory is utilized to allow students to have actual hands-on experience with technology and real-world mathematical modeling. This course prepares students for placement in AP Calculus BC.

### **Calculus**

**Prerequisite:** Conceptual Precalculus, Precalculus, or AP Precalculus

**[One Credit]**

**Open to:** All grades.

This course is a conceptual course that examines topics such as limits, differentiation, applied maximum/minimum problems, related rates, techniques of integration, and applications of the integral. Although the course covers the same material as the AP Calculus course, it is intended to provide a basic foundation for students so that they can use their understanding and knowledge to build upon later. This course emphasizes practical applications of calculus in business, economics, science, and engineering. Group collaboration and a mathematics laboratory are utilized to allow students to solve challenging problems and have actual hands-on experience with technology to perform real-world mathematical modeling.

### **AP Calculus AB**

**Prerequisite:** Precalculus or AP Precalculus and department approval.

**[One Credit]**

**Open to:** All grades.

This course examines such topics as limits, differentiation, applied maximum/minimum problems, related rates, transcendental functions, and techniques of integration. This course, which follows the AP syllabus, is designed to be roughly equivalent to a semester and a half of a college calculus course. This course is recommended for students who have demonstrated excellent analytical and mathematical skills in prior courses, and the ability to understand and apply new concepts quickly. Students will need to devote significant time for daily homework and preparation, and they commit to taking the AP examination. A mathematics laboratory is utilized to allow students to have actual hands-on experience with technology and real-world mathematical modeling. This course is recommended for students who have earned a B or higher in their previous math class.

### **AP Calculus BC**

**Prerequisite:** Precalculus or AP Precalculus and department approval.

**[One Credit]**

**Open to:** All grades.

This course includes all topics covered in AB Calculus. Additional topics include Euler's method, advanced techniques of integration, infinite series, vectors, and polar and parametric functions. This course, which follows the AP syllabus, is designed to be equivalent to two semesters of a college calculus course. This course is recommended for students who have

demonstrated excellent analytical and mathematical skills in prior courses, and the ability to understand and apply new concepts quickly. Students will need to devote significant time for daily homework and preparation. A mathematics laboratory is utilized to allow students to have actual hands-on experience with technology and real-world mathematical modeling. This course is recommended for students who have earned an A- or higher in their previous math class.

### **AP Statistics**

**Prerequisite:** Algebra 2.

**[One Credit]**

**Open to:** All grades.

This course introduces the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students learn four broad conceptual themes: exploring data, planning a study, anticipating patterns, and statistical inference. Students enrolled in this course, which follows the AP syllabus, commit to taking the AP examination. Computer simulations, real world studies, and more allow students to have hands-on experience with technology and real-world mathematical modeling.

## **ELECTIVES: FALL SEMESTER COURSES**

### **Discrete Math: Fundamentals**

**Prerequisite:** Conceptual Algebra 2 or Algebra 2.

**[One-half Credit]**

**Open to:** All grades.

This semester course is designed to cover the fundamental building blocks of finance. The course starts with simple interest and builds to more complex mathematics dealing with compound interest, annuities,

both present (loans) and future value (retirement savings) money, and investing vehicles that can be used to build wealth over time. This course covers the “big ticket” items that make a huge difference in the students financial future. The course covers stocks, options, bonds, commodities, future contracts, and mutual funds. There are four projects that will be completed to reinforce the concepts being taught. They include: 1. a class presentation on bonds, mutual funds and commodities 2. a spreadsheet breaking down a complex paycheck 3. a class presentation of a complete budget plan 4. a stock market challenge.

### **Linear Algebra (P-AP)**

**Prerequisite:** Precalculus and departmental approval

**[One-half Credit]**

**Open to:** Sophomores, Juniors, and Seniors

Linear algebra is an important branch of pure mathematics as well as a fundamental component of many important mathematical applications, spanning the fields of finance, cryptography, stochastic processes, web search, and image processing. This course will cover the basic introductory elements to Linear Algebra course that includes: matrix algebra; determinants; elementary vector spaces; and characteristic equations and eigenvalues. As time and resources permit, students will use computing technologies to create and explore applications of linear algebra.



## **ELECTIVES: SPRING SEMESTER COURSES**

### **Discrete Math: Applications**

**Prerequisite:** Conceptual Algebra 2 or Algebra 2.

**[One-half Credit]**

**Open to:** All grades.

This semester-long course takes on practical applications of finance. The course begins with a practical look at completing a US tax return including the mathematics behind tax schedules, 1040 forms and itemization. Automobile ownership is then covered from a mathematics and practical perspective. A basic statistical analysis using average, median, outliers, IQR, linear and exponential depreciation, and other analysis are used to determine proper pricing for automobiles and parts. This portion of the class is beneficial to those who did not take AP Statistics. A detailed look at automobile insurance policies is conducted to develop an understanding of what coverages mean and how they apply to the policy holder. The final part of automobile ownership is analyzing driving data, safety data, and the mathematics behind accident investigations. The course then covers independent living. Which includes: finding a place to live, learning

how to read floor plans and the associated mathematics, the mortgage application process assessing both front and rear mathematical ratios. We also study the difference between single family homes, condos and cooperatives. We review some of the first semester concepts in the calculation of present value money for mortgages. Finally in the semester, we study the concepts of owning your own business. We take on detailed modeling which is done on graphing calculators to determine if our product will actually work financially. This model will conclude as a major final project.

### **Introduction to Data Science**

**Prerequisite:** None.

**[One-half Credit]**

**Open to:** All grades.

This course explores the role of data in society and how it can be used to identify patterns and solve problems. Students will engage in project-based units on topics such as data visualization and modeling, data analysis, sampling, correlation/causation, bias and uncertainty, probability, and making and evaluating data-based arguments. The projects will introduce students to the main ideas in data science through free tools such as Google Sheets, CODAP, Tableau, and Python. This is a hands-on course where students will develop proficiency in using spreadsheets, building data visualizations, and implementing basic programming. These skills can be applied to future STEM courses including Discrete Math, AP Statistics, APCS, APES, and Experimental Psychology.

### **Multivariable Calculus (P-AP)**

**Prerequisite:** Calculus and department approval.

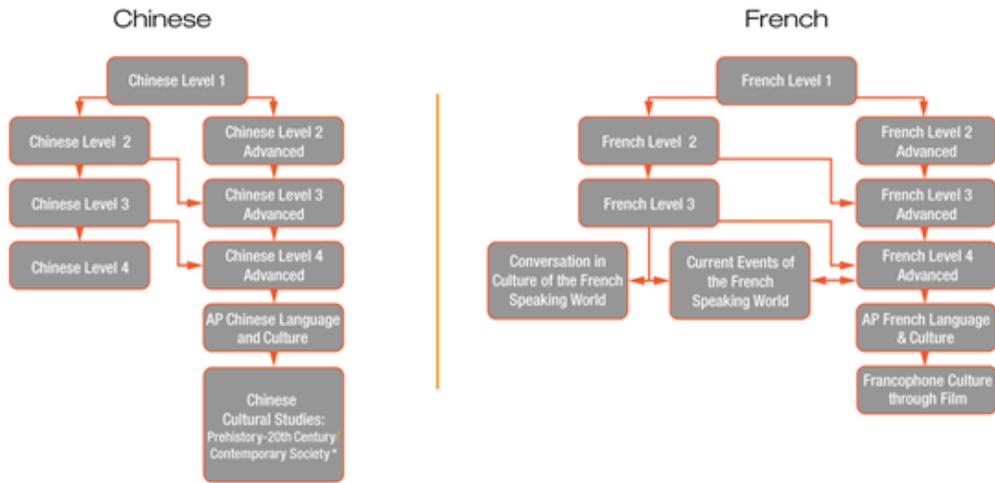
**[One-half Credit]**

**Open to:** All grades.

This course reviews limits, derivatives, and integrals from single-variable calculus and extends the concepts to functions of two or more variables. Topics of study include partial derivatives, directional derivatives and gradients, tangent planes and normal lines, extrema of functions of two variables, iterated integrals, double and triple integrals and applications. The course focuses on the understanding of these topics from analytical, numerical and graphical perspectives. A mathematics laboratory is utilized to allow students to have actual hands-on experience with technology and real-world mathematical modeling.

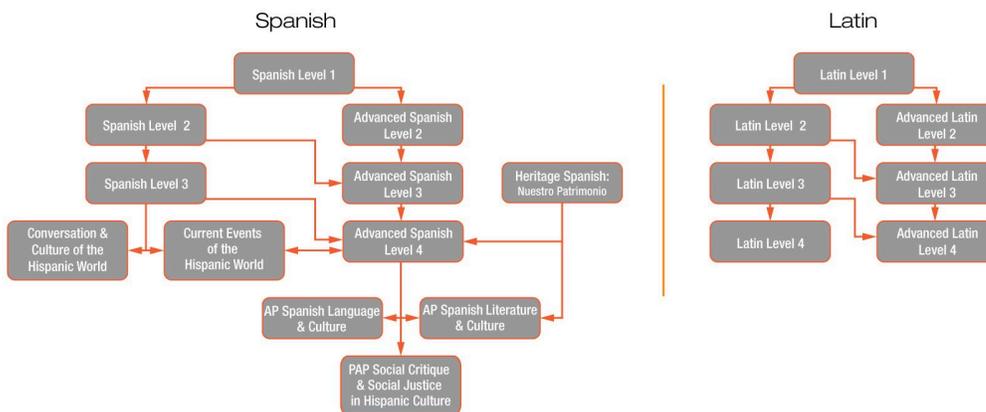


## Modern & Classical Languages



\* Offered on an alternate year rotation

## Modern & Classical Languages



## Modern & Classical Languages

**NOTE ON ADVANCED STUDY:** An advanced study option is available beginning in the second year of language study. These courses are more rigorous, require students to work more independently and move at a faster pace. They are also conducted primarily in the target language. Advanced study is most appropriate for students who have a special interest in or facility for the language, as students are expected to have strong communication skills and command of the previous level's material.

### CHINESE YEAR-LONG COURSES

#### Chinese 1

**Prerequisite:** None.

**[One credit]**

This course introduces the standard Chinese phonetics system (Pinyin), basic grammatical structures, and functional daily language use. The course emphasizes the training of all four language skills (speaking, listening, reading, and writing) and develops an understanding of socio-linguistics and the socio-cultural factors that are important to cross-cultural communication. Students will also learn how to type in Chinese.

#### Chinese 2

**Prerequisite:** Chinese 1. Advanced study available.

**[One credit]**

This course continues to emphasize the training of all four language skills (speaking, listening, reading, writing) begun in the first

year. Students will also develop a more sophisticated understanding of socio-linguistics and the socio-cultural factors that are important to cross-cultural communication. Besides continuing to work with basic grammatical structures and functional daily language, students will learn and practice calligraphy.

#### Chinese 3

**Prerequisite:** Chinese 2. Advanced study available.

**[One credit]**

This course reinforces what has been taught in Chinese II and continues the development of the four major language skills (listening, speaking, reading, writing) by introducing new and more sophisticated language structures and vocabulary. Students develop conversational skills by participating in discussions and role-playing. Compositions in Chinese are a regular part of the curriculum.

#### Chinese 4

**Prerequisite:** Chinese 3. Advanced study available.

**[One credit]**

This course reinforces what has been taught in Chinese 3 and continues the development of the four major language skills: listening, speaking, reading, and writing. Intensive conversation, writing, and translation are required. This course places a particular emphasis on building vocabulary. Writing skills progress to include descriptions, storytelling, and the integration of extended vocabulary and sentence structure

#### AP Chinese Language & Culture

**Prerequisite:** Advanced Chinese 3 or Advanced Chinese 4 with departmental

approval

**[One Credit]**

This course introduces advanced language structures, grammar functions, and related cultural knowledge. The class is conducted entirely in Chinese. The readings broaden the range of students' vocabulary and their understanding of the content, as well as improving students' language skills. The course is designed to provide students with opportunities for deeper and broader cultural understanding. Supplementary materials will also be used to help students prepare for the AP Chinese Language and Culture exam.

**Chinese Cultural Studies:  
Prehistory - 20th Century (P- AP)**

**Prerequisite:** Advanced Chinese 4 or departmental approval.

**[One Credit]**

This course is an immersion in Chinese culture, including social life, thought, history, current events, literature, music, and fine arts in Chinese-speaking communities worldwide. It is designed to deepen students' cultural and linguistic understanding and to help students further develop their language skills by applying their knowledge to real-world experiences. Developing appreciation and awareness of Chinese culture is an integral theme throughout the course. In semester one, emphasis is placed on the major cultural and social developments, spanning from prehistory to the twentieth century. The second semester gives students an in-depth look at the lifestyles of modern Chinese people and the philosophies that guide their lives. The readings include articles, stories, essays, plays, movies,

radio and TV broadcasts. Students will produce research projects based on specialized readings or different topics, which will be presented both orally and in written form throughout the two semesters. This course incorporates Curricular Travel to a Chinese-speaking country during Spring Break. While there, students will engage in a real-world immersion experience in Chinese life, language and culture by traveling to the Chinese-speaking world and focusing on a community service project. This course is most appropriate for non-native Chinese students who have successfully completed AP Chinese



Language and Culture.

**FRENCH & SPANISH  
YEAR-LONG COURSES**

**French 1 & Spanish 1**

**Prerequisite:** None.

**[One credit]**

These courses introduce elementary grammatical concepts, present and past tenses, basic sentence patterns, and a

number of idiomatic expressions. Major units emphasize practical daily situations, such as greeting people, expressing opinions, talking about the weather, counting and telling time, traveling, shopping and discussing family relationships. The courses also present a variety of cultural material.

### **French 2 & Spanish 2**

**Prerequisite:** French 1/Spanish 1.

Advanced study available.

**[One credit]**

These courses further develop reading, aural comprehension, speaking and writing skills by introducing several new major language structures. These include the imperfect tense and the contrast between the two past tenses, as well as direct and indirect pronouns. Students acquire a broader vocabulary base of new words and expressions, often working in small groups to maximize use of the language and studying authentic material from the target languages, such as newspapers, films, and websites. Students complete projects relating to French or Spanish geography, politics, society and culture.

### **French 3 & Spanish 3**

**Prerequisite:** French 2/Spanish 2.

Advanced study available.

**[One credit]**

These courses emphasize oral, written, and listening facility, bringing students to a higher level of language proficiency. Students learn additional and more sophisticated grammar and vocabulary; read advanced material such as newspaper editorials, literary prose and poetry; and compose essays in the target language. These courses further explore the customs, history, geography and culture of countries

where the languages are spoken.

### **Heritage Spanish: Nuestro Patrimonio**

**Prerequisite:** Departmental approval.

**[One credit]**

This course is designed for students who have grown up in a Spanish-speaking environment, exhibit strong listening and conversational skills, and wish to further develop their communication in Spanish, especially reading and writing. The class will focus on writing, speaking, reading, and listening skills, with particular attention to written Spanish. Students will deepen their knowledge of grammar, broaden their vocabulary, refine their spelling, and cultivate their ability to interpret and use both a formal and an informal register. The course will be grounded within a broad range of topics throughout the Hispanic world, with a particular focus on Latinx and Hispanic cultures in the US, including students' own experiences. Students will complete a variety of written and spoken assignments, including individual reflection and identity-based projects.

### **Advanced French 4**

**Prerequisite:** French 3.

**[One credit]**

This course focuses on comprehension, conversation, and listening skills, emphasizing recognition and use of complex grammar and new vocabulary in everyday speech. To increase proficiency, students participate in class discussion, listen to and watch authentic media, compose essays of many kinds, including opinion and creative pieces, and confront practical, everyday scenarios. Students read articles and short stories and

participate in debates to gain awareness of relevant social issues. Students utilize a wealth of online resources, including TV5Monde, France 24, and Bien-Dire to maximize their linguistic and cultural understanding, to stay abreast of current events, and to effectively communicate in the target language.

#### **Advanced Spanish 4**

**Prerequisite:** Spanish 3.

**[One credit]**

Spanish 4 Advanced provides language practice in speaking, writing, listening comprehension, and reading. It serves primarily as preparation for AP Spanish Language and Culture. Students refine their language skills, acquire an advanced and nuanced vocabulary, and deepen their understanding of complex grammar. They also broaden their knowledge of Hispanic culture. Readings include a variety of authentic, unabridged written texts in Spanish, such as journalistic writing, essays and other works of literature, as well as films, songs, and visual art. Students complete a variety of written and spoken work tailored to authentic everyday experience, entirely in the target language. Major units include topics related to Identity, Daily Life, Society, and History.

#### **AP French Language & Culture**

**Prerequisite:** Advanced French 4 or departmental approval.

**[One credit]**

This course provides rigorous practice in reading, writing, speaking, and listening for the purpose of gaining proficiency in the language. Students also study advanced grammar and vocabulary, read and discuss original texts of varying genres and styles, write compositions, give oral reports and

gain cultural knowledge through videos, songs, and Internet research. Debates, Harkness discussions, recordings, and other conversational activities build fluency. Language proficiency is built within the context of the six themes prescribed by the AP curriculum: Global Challenges, Beauty and Aesthetics, Science and Technology, Family and Community, Personal and Public Identities, and Contemporary Life. This AP course is conducted entirely in the French language and will build proficiency in the language while assisting students in preparing for the required AP language examinations.

#### **AP Spanish Language & Culture**

**Prerequisite:** Advanced Spanish 4 or with departmental approval.

**[One credit]**

This course provides rigorous practice in reading, writing, speaking, and listening for the purpose of gaining proficiency in the language. Students also study advanced grammar and vocabulary, read and discuss original texts of varying genres and styles, write compositions, give oral reports and gain cultural knowledge through videos, songs, and Internet research. Debates, Harkness discussions, recordings, and other conversational activities build fluency. Language proficiency is built within the context of the six themes prescribed by the AP curriculum: Global Challenges, Beauty and Aesthetics, Science and Technology, Family and Community, Personal and Public Identities, and Contemporary Life. Both AP courses, conducted entirely in the Spanish language, build proficiency in the language while assisting students in preparing for the required AP language examinations.

### **AP Spanish Literature & Culture**

**Prerequisite:** Advanced Spanish 4 or departmental approval.

**[One Credit]**

AP Spanish Literature and Culture is a college-equivalent course available for students who wish to pursue advanced language studies with a close examination of canonical works in Spanish, Spanish-American, Latino, and Chicano literature. The course provides an introduction to the major literary movements in the field of Hispanic literature. Students read original, unabridged works from the fifteenth century through the twenty-first century. The course includes a review of literary analysis, including genre-specific approaches, literary terms and some relevant literary theories. Students also study the socio-cultural contexts in which the course texts were written and many possible thematic links among them. There is a secondary emphasis on approaches to the visual arts of the Hispanic world and their connection to literary works studied in the course. Students develop their presentational, interpretive and interpersonal language skills through assignments in class and at home, including critical writing, listening and discussions. The class is conducted entirely in Spanish. This course is most appropriate for students who have successfully completed AP Spanish Language and Culture.

### **Social Critique and Social Justice in Hispanic Culture (P-AP)**

**Prerequisite:** AP Spanish or departmental approval.

**[One Credit]**

This college-equivalent Spanish course explores how Spanish-language artists and creators have critiqued societies through creative expression. In it, we analyze how Spanish-language authors, artists, songwriters, and protesters throughout history have provoked reflection and worked to effect social change. Students critically approach a variety of texts, including works of literature, essays and speeches, film, music, and visual art, as well as protests and performance art. Some course topics include critiques of social hierarchies, economic disparities, gender-based conventions, colorism and racial injustice, environmental conservation, state violence and human rights abuses, industrialization and technologies, among others. This advanced Spanish class is designed for students who demonstrate a high level of proficiency in Spanish, and who wish to continue exercising and refining their language skills. The class particularly emphasizes speaking and writing proficiency, as well as interpersonal communication through class discussions, which form an integral part of the class. Course tasks also include presentations, debates, creative projects, short reaction papers, as well as longer analyses. Students also have opportunities to conduct research projects and to incorporate secondary criticism into their analyses while maintaining and refining their own critical voice. Students exercise their intercultural proficiency by looking at the Hispanic world through the perspective of the course texts. As with any LFA course, this class fosters an inclusive environment. This course is conducted entirely in

Spanish, though some secondary criticism may occasionally be in English. As a college-level elective, this course is most appropriate for students who have successfully completed AP Spanish Language and Culture and/or AP Spanish Literature and Culture.



### **Francophone Culture Through Film** **(Regular and P-AP)**

**Prerequisite:** Adv French 3 (can be taken concurrently with Adv French 4 and AP French)

**Open to:** Juniors and Seniors

This course is designed as a film class that seeks to explore cross-cultural values in the foreign language classroom by examining traditions and cultural practices from the French-speaking world. By using film as an anchor and model throughout the year-long course, students are asked to consider their own preconceptions and beliefs as they work toward a stronger awareness and understanding of the diversity of French and Francophone culture. Through designated topics, students are exposed to themes such as cinematic tradition, family, colonization, immigration, gender,

education, history, and multiculturalism. The course is meant for students who demonstrate a strong level of oral and written proficiency in French, and who want to refine their interpretative, writing, reading, and creative skills that will enhance their appreciation of and ability to analyze cinema. Discussions, assignments, and assessments are task-based and structured around film topics, but students are also exposed to various forms of authentic texts and other audio-visual materials. In addition, students are asked to research and present information on relevant content through oral presentations, and by keeping a film journal. By the end of the year, they are capable of discussing a wide range of topics, and they can show a deep knowledge and appreciation for the French-speaking world. The course is conducted entirely in French. speaking, and listening skills.

### **ELECTIVES: FALL SEMESTER COURSES**

#### **Conversation Et Culture Dans le Monde Francophone (Conversation & Culture of the French-Speaking World)**

**Prerequisite:** French 3.  
**[One-Half credit]**

In this semester-long intensive conversation course, students hone their speaking and listening abilities as they examine advanced vocabulary and linguistic structures in authentic contexts. Students further develop their speaking skills through real-life situation-based discussions, debates, performances, and oral presentations. Students work to develop the lexicon necessary to be

comfortable in a multitude of pertinent real-world scenarios. Students learn to be pragmatic users of the French language by working on register and linguistic differences between the various francophone regions. Students also further refine their reading, writing, and literary analysis capabilities through in-depth study of culturally relevant journalistic articles, literary works, songs, and short films of various French-speaking countries. Students investigate and assess the linguistic nuances found in these texts and describe their historical foundation and social implications. Through investigation of cultural traditions, students analyze and examine the origins and contemporary significance of these traditions in the French-speaking world. The course is taught entirely in French.

**Conversación y Cultura del Mundo Hispano (Conversation & Culture of the Hispanic World)**

**Prerequisite:** Spanish 3.  
**[One-half Credit]**

In this semester-long intensive conversation course, students hone their speaking and listening abilities as they examine advanced vocabulary and linguistic structures in authentic contexts. Students further develop their speaking skills through real-life situation-based discussions, debates, performances, and oral presentations. Students work to develop the lexicon necessary to be comfortable in a multitude of pertinent real-world scenarios. Students also further refine their reading, writing, and literary analysis capabilities through in-depth study of culturally relevant legends, myths, folkloric histories, songs, journalistic

articles, literary works, and short films of various Spanish-speaking countries. Students investigate and assess the linguistic nuances found in these texts and describe their historical foundation and social implications. Through investigation of cultural traditions, students analyze and examine the origins and contemporary significance of principal cultural celebrations and traditions. The course is taught entirely in Spanish.

**ELECTIVES: SPRING SEMESTER COURSES**

**Thèmes D'Actualité Dans le Monde Francophone (Current Events of the French-Speaking World)**

**Prerequisite:** French 3.  
**[One-half Credit]**

In this semester-long current events, culture and conversation course, students focus their attention on learning intensively about the Francophone world and events that have occurred and will occur during the semester. Students begin by learning to identify the location and leadership of all French-speaking countries/territories throughout the world. Review of the colonization of these places prepares students to further delve into the “whys” of what happens there. Furthermore, students become “experts” on 2-3 countries and share information about them through journalistic articles. Students further develop their oral proficiency skills through real-life situation-based discussions, debates and oral presentations. Students work to develop the lexicon necessary to be comfortable in a multitude of pertinent real-world scenarios, including grammar reviews as necessary. The course is taught entirely in French.

## **Temas Actuales del Mundo Hispano** **(Current Events of the Hispanic World)**

**Prerequisite:** Spanish 3.

**[One-half Credit]**

In this semester-long current events, culture and conversation course, students learn intensively about Latin America and events that have occurred and will occur during the semester. Students begin by learning to identify the location and leadership of all Spanish-speaking countries/territories in North and South America, the Caribbean, Europe and Africa. Review of the colonization of these countries prepares students to further delve into the “whys” of what happens in these countries. Furthermore, students become “experts” on 2-3 countries and share information about these countries through journalistic articles. Students further develop their oral proficiency skills through real-life situation-based discussions, debates and oral presentations. Students work to develop the lexicon necessary to be comfortable in a multitude of pertinent real-world scenarios including grammar reviews as necessary. The course is taught entirely in Spanish.

## **LATIN**

### **YEAR-LONG COURSES**

#### **Latin 1**

**Prerequisite:** None.

**[One credit]**

This course introduces students to the fundamentals of Latin grammar, syntax, and vocabulary and emphasizes the development of sound reading and composition skills. Ancillary topics include a survey of Roman history from the early legends of its Trojan ancestry and its founding by Romulus to the establishment

of the Empire under Augustus; a thorough study of Greek and Roman mythology with special emphasis on the stories of gods and heroes; a close look at Roman culture and technology and their enduring influence on the West and an introduction to the archeology of ancient Greece and Rome, including Troy and Athens. Students also develop English vocabulary skills through the study of Greek and Latin roots. A wide range of technological platforms will facilitate teaching, learning, and research.

#### **Latin 2**

**Prerequisite:** Latin 1. Advanced study available.

**[One credit]**

This course finishes the study of the fundamentals of Latin grammar, syntax, and vocabulary begun in Latin 1, introduces the subjunctive mood and its advanced constructions, and emphasizes further development of sound reading and composition skills. Ancillary topics include a survey of Roman history from the establishment of the Empire to the fall of Rome, a review of Greek and Roman mythology with special emphasis on the stories of heroes, and a close study of the geography of the ancient Mediterranean. The course continues the development of English vocabulary skills through Greek and Latin roots, as well as the study of Roman culture, technology, and archeology—including the sites of Pompeii, Ephesus and Knossos—begun in Latin I. A wide range of technological platforms will facilitate teaching, learning, and research.

### **Latin 3**

**Prerequisite:** Latin 2. Advanced study available.

**[One credit]**

This course immerses students in the unabridged prose and verse of genuine Romans, reviews the important concepts of Latin 1 and Latin 2, and introduces new grammatical and syntactical elements as they appear in the readings. Developing reading fluency is the primary goal. Texts include selections from Catullus, Petronius, and Martial. Students will research the history, culture, geography, mythology, and private life that relate to the authors under discussion and will present their findings by teaching classes and leading discussions individually and cooperatively. A wide range of technological platforms will facilitate teaching, learning, research, and presentation.

### **Latin 4**

**Prerequisite:** Latin 3. Advanced study available.

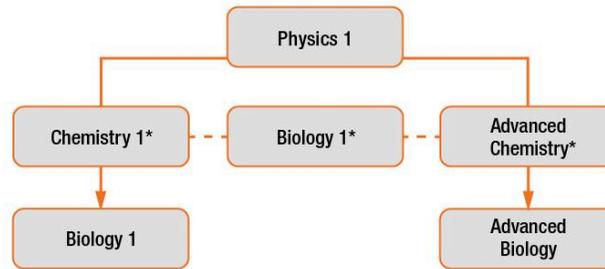
**[One credit]**

This course explores the literature, history, and culture of the first century BCE, arguably ancient Rome's most complex, chaotic, and compelling period. Original sources, including Vergil's *Aeneid*, Caesar's *Commentarii de bello Gallico*, and Cicero's *In Catilinam*, reveal not only the trials of the late Republic, but also the triumphant birth of the Empire and the Golden Age. In addition to reading selections from these works, students will research the political and cultural life of the period, especially private life, and will present their findings by teaching classes and leading discussions individually and cooperatively. A wide range of technological platforms will facilitate teaching, learning, research, and

presentation. Students who wish to take the AP Latin exam may prepare independently with the instructor.



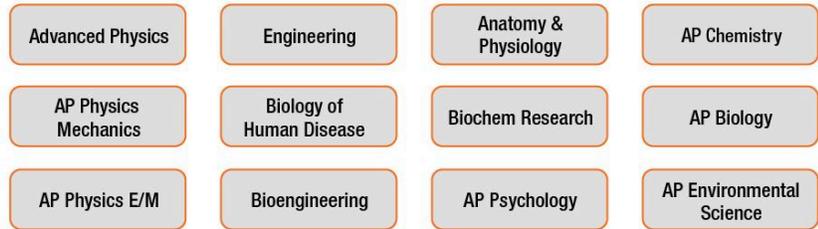
# Science



## Semester-Long Science Electives



## Year-Long Science Electives



\* Sophomore students can take chemistry and biology in the same year

\*\* Forensics and Earth Science classes alternate years



## Science

### YEAR-LONG COURSES

#### **Physics 1**

##### **Meets Physical Science Requirements**

**Prerequisite:** None.

**Open to:** Freshmen

**[One Credit]**

This course is an introductory course for freshmen only that emphasizes a conceptual understanding of the fundamental principles that govern the universe. The students will explore motion, forces, energy, gravity, waves, optics, circuits, magnetism, and modern physics. The application of various skills and techniques learned in Algebra I and Geometry will be reinforced. Frequent laboratory activities and investigations will allow the students to comprehend abstract concepts better and improve their analytical skills.

#### **Advanced Physics**

##### **Meets Physical Science Requirements**

**Prerequisite:** B or higher in Algebra II or B- or above in previous higher level math course.

**Open to:** Sophomore, Junior, or Senior

**[One Credit]**

Advanced Physics is an introductory course that investigates the fundamental principles of our universe with an emphasis on a conceptual understanding as well as a quantitative one. Students will be working regularly in the lab and will be expected to apply the concepts learned in the classroom to real-world situations. The topics covered will be linear motion, forces, energy, momentum, rotational motion and mechanics, pressure, waves, sound, optics, and electrostatics. Students who have taken Physics I should not enroll.

#### **AP Physics C Mechanics**

##### **Meets Physical Science Requirements**

**Prerequisite:** AP Calculus AB or BC (including concurrent enrollment).

**[One Credit]**

This course delves deeply into the kinematics and dynamics of translational, rotational, and simple harmonic motion. This class is equivalent to a semester-long, college-level introductory physics course for scientists and engineers. The concepts of force, mass, acceleration, energy, and momentum will be thoroughly investigated. This course is recommended for students who have earned a B or higher in an AP Calculus course.

### **AP Physics C Electricity & Magnetism**

#### **Meets Physical Science Requirements**

**Prerequisite:** AP Physics C Mechanics and AP Calculus AB or BC.

**[One Credit]**

AP Physics C: Electricity and Magnetism is equivalent to the second semester of a college-level, introductory course for science and engineering majors. The topics covered will include static charges, electric fields, Coulomb's Law, capacitors, DC circuits, RC circuits magnetism, Amperes' Law, RL Circuits, and Faraday's Law. Students will do hands-on laboratory work and in-class activities to investigate phenomena and use calculus to solve problems. This course is only recommended for students who have earned a B or higher in AP Physics.

### **Chemistry 1**

#### **Meets Physical Science Requirements**

**Prerequisite:** None

**Open to:** Sophomores, Juniors, and Seniors with department approval

**[One Credit]**

Chemistry I is an introductory course that studies the principles that determine the behavior of matter. It provides a lifelong awareness of both the potential and limitations of science and technology. Topics covered will be molecular bonding and structure, the mole, stoichiometry, solids, liquids and gasses, the periodic chart, acids, and bases. Students engage in numerous laboratory investigations, problem-solving exercises, and group activities

### **Advanced Chemistry**

#### **Meets Physical Science Requirements**

**Prerequisite:** B+ or above in Physics 1, or departmental approval

**[One Credit]**

Advanced Chemistry is an introductory course that examines the same topics as in Chemistry I, but with more rigor and greater depth. Topics covered will be molecular bonding and structure, the mole, stoichiometry, solids, liquids and gasses, the periodic chart, acids, bases, organic chemistry, and nuclear chemistry. Each student will develop independent thinking skills by applying the concepts learned in class to a variety of rigorous chemistry problems, both qualitative and quantitative. Numerous laboratory activities will build upon the ideas discussed in class. This course is recommended for students who have demonstrated strong mathematical and analytical skills in prior courses and who have earned a B+ or higher in Physics. Students who have already taken Chemistry I should not enroll.

### **AP Chemistry**

#### **Meets Physical Science Requirements**

**Prerequisite:** A in Chemistry 1 or B+ in Advanced Chemistry.

**[One Credit]**

AP Chemistry offers a theoretical understanding of chemical reactions through an examination of molecular structure and rearrangement. Through numerous laboratory investigations, students gain a theoretical understanding of chemical reactions by studying calculations with chemical formulas, aqueous reactions, atomic structure, periodic properties of elements, chemical bonding, phases of matter, kinetics, equilibria, acid-base reactions,

thermodynamics, and electrochemistry. This course is recommended for students who have demonstrated excellent analytical

### **Biology 1**

#### **Meets Life Science Requirements**

**Open to:** Sophomores, Juniors, and Seniors

**[One Credit]**

The Biology I course is a lecture-based class designed to give the student an introduction to the major concepts and processes of Biology. The material is categorized into larger units to emphasize the connections between topics. First semester material focuses on the major principles of life and is divided into the units of; the Nature of Science, Biochemistry (building block of life), Cell Structure, Cellular Metabolism, and Cellular Replication. Second semester builds off the first semester and introduces the students to Heredity, Genetics, Evolution, the History of Life, Classification, Ecology and the Human Body. Labs, hands-on activities, and projects will also be performed throughout the course to enhance the lessons, and give the students the opportunity to apply the material. While the classes will provide reinforcement of the topics, the student is expected to read and review outside of class. Upon successful completion of the course, the student will have a better appreciation of the natural world around them and be prepared for any intro level biology course in college.

and mathematical skills and meet the prerequisite.

### **Advanced Biology**

#### **Meets Life Science Requirements**

**Prerequisite:** B+ or higher in previous lab science.

**[One Credit]**

Advanced Biology is designed for the more aggressive student willing to go above and beyond the general understanding of the major topics of Biology. In Advanced Biology the students will be introduced to the same topics of Biology 1: scientific method of thinking and exploring the natural world, the compounds and traits of living organisms, the cell structures and cycles, cell metabolism, DNA structure and replication, protein synthesis, inheritance, life development, evolution, ethics, organ systems, characteristics of populations and ecology. Laboratory experiments and activities will be performed to enhance the lessons and challenge the students' understanding of the material. The students can expect a large amount of reading, which will be built upon in lectures. Upon completion of the course, the student will have a firm understanding of the concepts and know the material that will be covered in any intro level biology courses in college.

### **AP Biology**

#### **Meets Life Science Requirements**

**Prerequisite:** Grade of A in Biology 1 and departmental approval, Grade of B+ or higher in Advanced Biology, or department approval.

**[One Credit]**

AP Biology gives students an advanced conceptual framework for modern biology and introduces science as a process rather

than the accumulation of facts. Student-moderated discussion, group and individual activity, and extensive laboratory work integrate several major themes, including evolution, energy transfer, cell biology, biochemistry, and the relationship of structure to function. This course emphasizes the application of biological knowledge and critical thinking to understanding and developing ideas relating to societal issues and environmental issues dealing with biology. Students who commit to this course will be expected to have basic knowledge of cells and cell structures, macromolecules and chemical bonds, principle of inheritance, and energy transfer. Students will have guided reading to ensure they have this base knowledge in place before the first day of class. This course is recommended for students who have demonstrated superior diligence and analytical skills in prior science courses.

**Biology of Human Disease**  
**Meets Life Science Requirements**

**Prerequisite:** None

**Open to:** Sophomores, Juniors, and Seniors  
**[One Credit]**

From global pandemics to individual diagnoses, disease has a powerful impact on our day to day lives. This course will introduce students to core concepts of cellular biology and genetics through the lens of infectious disease, genetic disorders, and cancer. Students will be challenged to understand how the underlying causes of different types of disease are connected to its symptoms, the body's response, and the development of potential treatments. First semester will include the study of different types of infectious diseases, the innate and adaptive immune system, and both pivotal historic

discoveries and modern advances, such as the development of germ theory or mRNA vaccines. Second semester, students will learn how the disruption of cellular processes can lead to the development of cancer and genetic disorders, and how our approach to testing for and treating these conditions has evolved over time. Students will additionally be asked to thoughtfully consider ethical questions related to our understanding of the definition of disease, and how this understanding changes across time and cultures. The course will include a lecture component, laboratory investigations, nightly reading assignments, as well as research projects and presentations.

**Anatomy & Physiology**  
**Meets Life Science Requirements**  
**Prerequisite:** Biology  
**[One Credit]**

This course is designed for students who have already completed any level of biology and are interested in advancing their understanding of the human body. The course material will cover the structure, organization, and functions of the human body systems. The course starts by reemphasizing the structure of the cell and major metabolic pathways, anatomical organization, and histology. From there the course moves into a study of the human body's major systems including: the integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, immune, digestive, respiratory, excretory, and reproductive systems. Anatomy and Physiology is a lecture and discussion-based course accompanied by laboratory activities and dissections.

### **Principles of Engineering**

**Prerequisite:** B+ or higher in Precalculus and Physics.

**Open to:** Juniors with departmental approval, and all Seniors

**[One Credit]**

This year-long curriculum focuses on the relevant application of science, math, engineering, and technology (STEM) concepts to electrical, mechanical, environmental, and biomedical engineering. Students will discover how modern engineers design and build new technologies using math and science, together with their ingenuity. Students will learn and apply the engineering design process during hands-on activities and projects. Students will learn how to use CAD software and use the 3D printer, write code to manage a variety of sensors and actuators connected to the Arduino, use KiCad to create printed circuit boards, and design and build basswood bridges. In addition, they will utilize critical thinking skills to design solutions to real-world problems. Techniques involving brainstorming, reverse engineering, and research will also be applied during this process.

### **Biochemistry Research 1**

**Prerequisite:** Chemistry

**Open to:** Juniors and seniors

**[One Credit]**

Students engage in original research on a variety of topics to learn problem-solving skills, critical thinking and analysis. Some projects involve growing plants and screening them for the presence of certain antioxidants, which have the potential to be used as a natural colorant in food products and have been shown to have health benefits. In addition, students may use discarded objects or materials to create a

product of higher quality (upcycling), such as for the synthesis of biopolymers, in particular bioplastics, or to extract fuel from the potentially discarded objects. The students will learn how to use a variety of different instruments and laboratory techniques, such as high-performance liquid chromatography (HPLC), lyophilization and gas chromatography (GC). This class is open to committed and motivated seniors and juniors with approval. Qualified students should have earned a B or higher in their Chemistry class.

### **Biochemistry Research 2**

**Prerequisite:** Biochemistry Research 1

**Open to:** Seniors

**[One Credit]**

This class is a continuation of Biochemistry Research I. The student who has taken year one will continue their research using chromatographic or other methods, depending on the research project that they are performing. Students will prepare the samples themselves and collect and analyze the data using instruments and other mathematical techniques. This class is open to committed and motivated seniors who have taken Biochemistry Research I.

### **Bioengineering Research & Design**

**Prerequisite:** Advanced or AP Biology.

**[One Credit]**

This class will cover three topics that have the potential trajectory to become major driving forces in medicine, science, technology, industry, economy, and career growth. Genetic/molecular engineering (synthetic biology): Synthetic biology is making cells that manufacture molecules, or that metabolize wastes, or target

pathogens/cancer. We will have an introduction to DNA technologies including CRISPR, restriction enzymes, and transformation of single-celled species. Biomedical engineering: Designing technologies to assist humans or animals. We will explore from the less invasive ideas to the more invasive ideas (hearing aids, insulin pumps, generated organs). We will have an introduction to antibody-based -, app/digital based-, and DNA-based screening of health, foods, or water. Environmental engineering: Designing systems to improve, stabilize, or extract things from the environment using methods that leave the environment better than it was found. We will have an introduction to different environmental problems and the

### **AP Environmental Science**

#### **Meets Life Science Requirements**

**Prerequisite:** One Year of Life Science AND Physical Science, Algebra II. Concurrent enrollment in Biology is possible for seniors with departmental approval.

**[One Credit]**

AP Environmental Science is a college-level course that integrates extensive lab work, fieldwork, and projects as part of the many units of study. The goal of AP Environmental Science is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. Topics include earth systems and resources, ecology, population, land and water use, energy resources and consumption, pollution, and

global change. Additionally, there is a summer reading requirement for this course. This course will prepare students to take the Advanced Placement Exam.

### **AP Psychology**

**Prerequisite:** None

**Open to:** Seniors

**[One Credit]**

Advanced Placement Psychology is a full-year college-level course. It is designed to introduce students to the systematic and scientific study of behavior and mental processes of human beings and other animals as defined by the College Board and the American Psychological Association. AP Psychology deepens the exploration into the human psyche and human behavior through the exploration of the history and varied approaches within psychology, brain function, sensation and perception, states of consciousness, human development and learning acquisition, motivation and emotion, cognition, testing, and individual differences, personality theory, abnormal behavior and treatment, and social psychology. The course will include a variety of assessments including student-led discussions, traditional tests, projects, papers, and presentations. The overall content covered in this course fulfills the College Board's requirements for AP Psychology, and students are expected to take the Advanced Placement exam for this course

### **ELECTIVES: FALL SEMESTER COURSES**

#### **Introduction to Astronomy**

**Prerequisite:** Two years of lab science.

**[One-half credit]**

The purpose of this course is to present a broad view of the field of Astronomy.

Course topics will be organized with an “Earth-Out” approach and include foundations of astronomy, historical perspective, origin of the Solar System, properties of planets, near-earth objects, life cycle and types of stars, galaxies, and the search for extraterrestrial life. There will be weekly hands-on labs, as well as sky-viewing opportunities throughout the semester. What’s going on in the sky tonight? Join the class and find out. This class runs every other fall, when Ancient and Modern Forensics are not offered.

### **ELECTIVES: SPRING SEMESTER COURSES**

#### **Experimental Psychology: Research & Design**

**Prerequisite:** none

**Open to:** Sophomores, Juniors, and Seniors

**[One-half Credit]**

This semester-long course introduces students to an overview of the methods by which psychologists test hypotheses and analyze data. A unique challenge of conducting psychological research relates to its primary focus, namely, human beings, and the complexity inherent to human behavior, motivations, emotions, and cognitions. Conducting psychological research, therefore, requires precise operational definitions, stringent experimental procedures, replication, and an understanding of ethics in research with human participants. In this course, students will gain experience in every step of the research process, engage in the creative process of transforming abstract psychological constructs into quantifiable variables, and conduct independent research. Students will also gain experience with SPSS, a statistical software commonly used in university research programs.



#### **Introduction to Natural Disasters**

**Prerequisite:** Two years of lab science.

**[Half credit]**

The purpose of this course is to provide an interdisciplinary overview of Earth’s surface processes that directly impact humanity. This course will integrate principles in geology, meteorology, oceanography, and astronomy. We will explore the characteristics, causes, global distribution, estimated frequencies, and effects of the following natural hazards: earthquakes, volcanoes, flooding, landslides, sinkholes, thunderstorms and tornadoes, coastal hazards, climate change, wildfires, and impact events. We will also look at approaches to mitigate the effects on humans and how humans are exacerbating the frequency and effects of some of these natural disasters. By the end of the course, students will have an overview of Earth’s natural hazards and how they impact societies and economies in a globalized world.. This class runs every other spring semester, when Ancient and Modern Forensics are not offered.

## Digital Media Literacy

**Prerequisite:** None.

**Open to:** Required for Freshman  
**[One Credit]**

This course aims to empower students to develop the necessary skills to navigate an ever-changing information landscape and digital world with confidence, make informed decisions when evaluating information, and engage responsibly with emerging technologies. The course will equip students with critical digital competencies and media literacy skills for research in high school and beyond.

Throughout the course, students will explore a wide range of media literacy topics, alongside foundational library research skills. The course will emphasize critical thinking and recognizing the increasing importance of technology in accessing and evaluating information. Students will learn how to effectively use library research tools and platforms (catalogs, databases, source citation tools, and other digital resources) and understand how to incorporate primary and secondary sources into the research process. They will gain proficiency in navigating digital platforms commonly used for everyday coursework, such as Google Workspace, Notability, and Canvas. Furthermore, they will develop real-world digital competencies, including understanding copyright and intellectual property, podcasting, utilizing AI ethically, engaging

in design thinking, and experiencing hands-on fabrication with 3D printing.



## An Introduction to Global Competencies

**Prerequisite:** none

**Open to:** Required for Freshman  
**[Non- Credit]**

In this one-semester, once per cycle seminar course, Freshmen students have the opportunity to explore the four domains of global competence including investigating the world, valuing different perspectives, communicating ideas, and acting on global issues. They will engage with these concepts via hands-on projects, interactive activities, guest speaker sessions, on-site visits and field trips. As students are introduced to familiar and new concepts in a global context, they are also guided to build connections between themselves and this increasingly interconnected world.



## ATHLETICS

### LFA Athletic Philosophy

In keeping with the traditional independent college preparatory school philosophy, Lake Forest Academy believes that a strong athletics program is an essential complement to its academic program. The feelings of physical well-being, along with the lessons in commitment, sportsmanship, self-discipline, competition, and teamwork, that come from this type of participation are benefits that the Academy holds in high regard.

### ATHLETICS REQUIREMENTS

Freshmen and sophomores are required to participate in the athletic program for three seasons per year (fall, winter, and spring). Juniors and seniors must participate in at least two seasons and are encouraged to participate in the third. Participation is defined as being a member of one of our many interscholastic teams or enrolling in the physical education program. All students must participate in at least one interscholastic team per year. The winter musical and fall play are each equal to one PE season requirement. All freshmen and sophomores who participate in the fall play



and winter musical must fulfill their team sport credit in the spring season. Juniors and seniors in the fall play and musical are required to still participate in one interscholastic sport. Any student choosing to participate in an organized sport outside of LFA is still required to participate in all school commitments.

### WAIVERS

For a student involved in a particular athletic pursuit not offered at Lake Forest Academy, the Athletic Department may grant a one- or two-season waiver to allow that student to continue their activity in lieu of the physical education requirement. Students are still required to participate in the LFA athletic program during at least one season per year. For a waiver to be considered, the student must complete an Athletic Waiver Form before the first day of the season practice.

### NCAA ELIGIBILITY REQUIREMENTS

Students who are interested in competing in athletics at the Division I or Division II collegiate level must meet the academic eligibility requirements of the National Collegiate Athletic Association (NCAA). For more information on the Division I and Division II eligibility requirements, please visit:

<https://www.ncaa.org/sports/2013/11/25/academic-standards-for-initial-eligibility.aspx>



## FALL ELECTIVES

### Computer Science

Computer Science: Dart & Flutter

### English

Creative Writing & the Writer's Workshop

Debate

Mystery, Murder, & Mayhem

Cuisine, Culture, & Community in the Asian Culture

Global Perspectives: Short Stories & the Human Experience

### Fine & Performing Arts

Ceramics 1

Electronic Music

Foundations in the Visual Arts

Glass 1

Public Speaking 1

Sculpture

Theater Technology 1

Woodworking 1

Writing for Stage & Screen

Introduction to Digital Art and Design

3D Design

### History & Social Sciences

A History of Human Rights in the Americas

Introductory Economics

Sports in America: Culture & History

### Math

Discrete Math: Fundamentals

Linear Algebra

### Modern & Classical Languages

Conversation Et Culture Dans le Monde Francophone (Conversation & Culture of the French-Speaking World)

Conversación y Cultura del Mundo Hispano (Conversation & Culture of the Hispanic World)

### Science

Introduction to Astronomy



## SPRING ELECTIVES

### Computer Science

Computer Science: React Native & Expo

### English

Creative Writing & the Writer's Workshop

Debate

Get a Clue: True crime stories

Immigration & Integration in Asian Literature

Race, Gender, & Identity through

Shakespeare

### Fine & Performing Arts

Advanced Music Production

Ceramics 1

Ceramics 2

Glass 1

Glass 2

Printmaking

Public Speaking 1

Public Speaking 2

Theater Technology 2

Woodworking 2

Writing for Stage & Screen

Introduction to Digital Art and Design

3D Design

### History & Social Sciences

A History of Global Human Rights

Entrepreneurship

Sports in America: Economics & Politics

### Math

Discrete Math: Applications

Introduction to Data Science

Multivariable Calculus

### Modern & Classical Languages

Thèmes D'Actualité Dans le Monde

Francophone (Current Events of the

French-Speaking World)

Temas Actuales del Mundo Hispano

(Current Events of the Hispanic World)

### Science

Introduction to Natural Disasters

Experimental Psychology: Research &

Design





# FOUR-YEAR COURSE PLAN WORKSHEET

## LFA MINIMUM GRADUATION REQUIREMENTS

## GENERAL FOUR YEAR COLLEGE ADMISSION SEQUENCE

Name \_\_\_\_\_ Cumulative G.P.A. \_\_\_\_\_

Counselor/Advisor \_\_\_\_\_

Fall Sport/PE Choice \_\_\_\_\_

Winter Sport/PE Choice \_\_\_\_\_

Spring Sport/PE Choice \_\_\_\_\_

Do you plan to play a college sport? \_\_\_\_\_

Have you repeated a grade in high school? \_\_\_\_\_

\_\_\_\_\_

### FRESHMAN YEAR

SEMESTER 1 SEMESTER 2

1-	1-	1-	1-
2-	2-	2-	2-
3-	3-	3-	3-
4-	4-	4-	4-
5-	5-	5-	5-
6-	6-	6-	6-
7-	7-	7-	7-

Semester Credits: \_\_\_\_\_ Semester Credits: \_\_\_\_\_

Total Year Credits: \_\_\_\_\_

### SOPHOMORE YEAR

SEMESTER 1 SEMESTER 2

1-	1-	1-	1-
2-	2-	2-	2-
3-	3-	3-	3-
4-	4-	4-	4-
5-	5-	5-	5-
6-	6-	6-	6-
7-	7-	7-	7-

Semester Credits: \_\_\_\_\_ Semester Credits: \_\_\_\_\_

Total Year Credits: \_\_\_\_\_

### JUNIOR YEAR

SEMESTER 1 SEMESTER 2

1-	1-	1-	1-
2-	2-	2-	2-
3-	3-	3-	3-
4-	4-	4-	4-
5-	5-	5-	5-
6-	6-	6-	6-
7-	7-	7-	7-

Semester Credits: \_\_\_\_\_ Semester Credits: \_\_\_\_\_

Total Year Credits: \_\_\_\_\_

### SENIOR YEAR

SEMESTER 1 SEMESTER 2

1-	1-	1-	1-
2-	2-	2-	2-
3-	3-	3-	3-
4-	4-	4-	4-
5-	5-	5-	5-
6-	6-	6-	6-
7-	7-	7-	7-

Semester Credits: \_\_\_\_\_ Semester Credits: \_\_\_\_\_

Total Year Credits: \_\_\_\_\_

English \_\_\_\_\_ 4 credits  
Mathematics \_\_\_\_\_ 3 credits  
History, Science, Languages \_\_\_\_\_

H,S,L Discipline 1 \_\_\_\_\_ 3 credits  
H,S,L Discipline 2 \_\_\_\_\_ 3 credits  
H,S,L Discipline 3 \_\_\_\_\_ 2 credits

Three years in at least two of these disciplines and two in the third, including at least two full year lab sciences. All students must take either World History II or Advanced Placement World History and either U.S. History or Advanced Placement U.S. History.

**Fine Arts** \_\_\_\_\_

Incoming Freshman \_\_\_\_\_ 1.5 credits

Incoming Sophomore/Junior/Senior \_\_\_\_\_ 1 credit

**Choice Electives** \_\_\_\_\_ 2 credits

**Total Credits** \_\_\_\_\_ 18.5 credits

English \_\_\_\_\_ 4 credits  
Emphasis on written and oral communication and literature

**Mathematics** \_\_\_\_\_ 3 credits  
Including algebra, advanced algebra, geometry, and/or trigonometry

**Science** \_\_\_\_\_ 3 credits  
Emphasis on laboratory sciences with a foundation in biology, chemistry, and physics

**Social Studies** \_\_\_\_\_ 3 credits  
Emphasis on history and government

**Electives** \_\_\_\_\_ 2 credits  
Four semesters in foreign language, applied arts, or fine arts

No credit is earned for lunch or study hall. If you intend to participate in college athletics, refer to the NCAA Eligibility Center online at [www.eligibilitycenter.org](http://www.eligibilitycenter.org)

Health, Wellness, and Community is a requirement for students, 9-12, and counts towards their graduation requirements. It is a pass/fail course.