



LAKESIDE  
S C H O O L

# Upper School Curriculum Guide

2024-2025



## **Lakeside School’s Mission Statement**

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

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

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

## **Introduction**

The Upper School Curriculum Guide is our blueprint for mapping our mission to our curriculum for grades 9 through 12. We take seriously the charge to provide a “rigorous and dynamic academic program” that helps students to develop “the joy and importance of lifelong learning.” Our teachers design and deliver challenging, student-centered classes that strive to be meaningful, relevant, and engaging. Our goal is to develop creative, independent, and critical thinkers who can engage in open inquiry, collaborate effectively, and conceive thoughtful solutions to questions, issues, and problems.

The Upper School’s educational program is broad and deep, with a series of core classes in grades 9 and 10 and a vast array of electives in grades 11 and 12. While we have only 587 students, we offer 135 different classes in English, history and social science, math and computer science, world languages, natural science and engineering, physical education, human development and health, and the visual and performing arts. Each class delivers substantial academic content paired with the skills, competencies, and mindsets to allow students to make meaning and sense of what they are learning and apply their knowledge in novel and productive ways. Courses are designed to be both challenging and supportive, an effective combination for maximizing students’ learning and growth.

This guide details our requirements for graduation, academic policies and procedures, a full list of course offerings from every department, and information about our co-curriculum and academic support programs. We encourage all our students and families to become familiar with the important material contained herein which will serve as a roadmap for their academic experience in the Upper School.

# CURRICULUM GUIDE 2024 - 2025

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# REQUIREMENTS FOR GRADUATION

Lakeside values a breadth of study in the liberal arts and sciences and so requires the following distribution requirements for graduation. Requirements for students who enter the Upper School after the 9th-grade year may be altered based upon the student's previous study. Students must be enrolled in at least five courses each semester.

<b>ARTS</b>	2 years	Two yearlong arts courses, one of which must be completed in the 9th- or 10th-grade year. Students may take any combination of arts courses to fulfill this requirement, including multiple years in music ensembles.
<b>ENGLISH</b>	4 years	English 9; English 10; English 11 or American Studies; and two additional semesters at the 400-level (one fall and one spring).
<b>HISTORY</b>	3 years	World History I, World History II, and United States History or American Studies.
<b>HUMAN DEVELOPMENT &amp; HEALTH</b>	1 semester + workshops	One semester Human Development course, completed in 9th grade, plus sexual violence prevention workshops in grades 10 through 12.
<b>LANGUAGES</b>	Through level III (at least 2 years)	At least two sequential years in a single language at Lakeside Upper School – one of which must be level III or higher. With departmental permission, students may instead meet the requirement by completing level II of two different languages.
<b>MATHEMATICS</b>	3 years	Three yearlong courses within the main sequence of math classes offered by the department.
<b>OUTDOOR EDUCATION</b>	1 week	Completion of a one-week or longer Outdoor Program trip or its equivalent. The school strongly recommends that this requirement be fulfilled before the fall of senior year.
<b>PHYSICAL EDUCATION</b>	3 semesters	One semester 9th grade PE course, and two additional semester electives at the 200-level to be completed in grades 10 and/or 11.
<b>SCIENCE</b>	3 years	Completion of three yearlong courses: one biology; one physics or chemistry; and a third of the student's choice. If the biology requirement is waived by the department, students must still complete three yearlong science courses.
<b>SERVICE LEARNING</b>	80 hours	Up to 20 hours may be served on campus.

## SENIOR YEAR

Graduation from Lakeside requires more than an accumulation of courses or credits. Accordingly, students may be awarded a Lakeside diploma only after completing four academic years of high school study (some of which may be completed elsewhere) and fulfilling Lakeside's distribution requirements. To graduate from Lakeside, students are expected to be enrolled here for 12th grade. Throughout the senior year, students must be enrolled in and pass at least five courses.

## **WAIVERS TO GRADUATION REQUIREMENTS**

Waivers to graduation requirements are rarely made. However, if a good educational reason exists, they are sometimes granted. A student desiring a waiver must consult with their advisor and the appropriate department head, and then one of these adults must complete a waiver form. The final decision will rest with the Upper School administration in consultation with the student's advisor, the department head, and the Student Support Team. Waivers in physical education will be granted only for medical conditions that preclude physical activity.

Requests for waivers to the minimum course load requirement or some other requirement should be made in writing and will be considered by the Upper School administration.

# **COURSE PLANNING**

## **COURSE LOAD**

To successfully progress to the next grade, students at Lakeside must pass at least five classes each semester; this is considered the minimum course load. The maximum course load is seven courses each semester. Independent Studies and courses taken through the Global Online Academy both count towards the seven-class maximum. Student activities taken for credit (such as "Tatler," "Numidian," Assembly Committee, and Student Government) do not count towards the minimum or maximum course load. A normal load for 9th and 10th graders is six to seven classes total. The normal load for 11th and 12th graders is six classes total. Taking seven academic courses in a semester, while technically permissible, is an extremely heavy load and is not recommended.

## **HOMEWORK**

By its nature, the amount of time that a student spends on homework varies from night to night and week to week. We anticipate that the average student taking five academic classes will spend around two hours per night on homework. Many factors may increase the homework load that students encounter. During busy times of the year (especially near midterms and the end of semesters), students usually experience a heavier-than-normal load. Some students may process information or read more slowly than their peers, or they may complete assignments in a more detailed or more thorough manner. Finally, some students may elect to take a more robust course load with six academic classes, more challenging electives, or advanced/honors/accelerated core courses. In all these cases, students may find themselves with more than three hours per night of schoolwork. We encourage students to take a close look at all the ways they spend their time outside of school hours (homework, sports, lessons, activities, family and community time) and to talk to their advisors about crafting an academic course schedule that supports a healthy and manageable homework load. Students looking to reduce the amount of homework have several options, including substituting an arts class for an academic one, moving from a rapid-paced

advanced/honors/accelerated course to a more moderately paced one, or opting to shift an academic course to the summer at Lakeside Summer School.

While we believe that homework can be a worthwhile learning experience, we also know that students need real breaks from schoolwork throughout the year. We ask that all teachers respect both the spirit and the letter of the school policy of not assigning homework over the following breaks: Thanksgiving, winter break, midwinter break, and spring break. This means that no homework is due for the first class back from break, and nothing is due in that first week back that would require any more preparation than could be completed in the amount of time classes have been back in session.

### **INDEPENDENT STUDY**

Students may propose a semester long independent study to pursue under the supervision of a Lakeside teacher. An independent study is not a small, personalized course taught by a teacher, but rather an independent investigation designed and carried out by the student. A complete independent study proposal should include a detailed week-by-week plan of the content and skills the student expects to acquire, an account of the academic work to be completed (assignments, papers, projects, etc.), a plan for how the student's learning will be assessed, and a list of course materials and resources. The requirements for this course in terms of scope, level of challenge, and workload must be equivalent to those in a regular course. The independent study cannot be a course that Lakeside currently offers and must be substantially different from other departmental offerings for that year. All independent studies are graded credit/no credit. Proposal forms are available in the Upper School office. Students must secure a Lakeside advisor, complete the proposal and application, receive official departmental approval, and turn in their signed forms before the discretionary course change period ends (typically the second Friday of the semester).

### **HONORS COURSES**

Lakeside offers honors courses in math and science. These courses offer additional challenge to students who show special interest in a particular subject. In honors classes, very little class time is spent going over basic material; students must be able to master material quickly on their own and learn from their own mistakes. A student interested in taking an honors class must have compiled a record of success in previous classes and demonstrate the ability to keep up with the accelerated pace and work independently. Generally, this means a grade of at least an A- in a regular class. A grade of B- or lower in an honors course suggests that a student is not achieving at the expected level and should consider moving to a regular section. Consultation with and approval of the student's teacher is required to take an honors course.

### **PLACEMENT IN MATH FOR STUDENTS NEW TO THE UPPER SCHOOL**

The goal of math placement is that each student enrolls in the course that is most appropriate to their level of skill, background, and knowledge at the moment.

The Upper School math department, in consultation with the Middle School math department, considers each new student's test scores and academic background to decide an appropriate starting level. The placement for each student is firm. However, a placement exam is available and can be requested by families.

## **PLACEMENT IN LANGUAGE COURSES FOR STUDENTS NEW TO THE UPPER SCHOOL**

The goal of language placement is to have students enrolled in the course most appropriate to their individual levels of skill, knowledge, and experience, to build a productive learning environment for all students in the course.

It is not uncommon for students who have already taken one or two years of language classes, whether at Lakeside Middle School or other schools, to be placed into our level I classes. Lakeside Upper School language classes are fast-paced, and the modern languages use the total immersion method. The level I classes are designed with new language learners in mind, therefore students with three or more years of experience in a language at Lakeside Middle School enroll in level II or begin another language. Students new to Lakeside in the Upper School will be placed in an appropriate language class based on a one-on-one interview with a language teacher when they sign up for courses in the spring. The placement for each student is firm. However, a placement test is available and can be requested by families.

Even students with exceptional language skills gained through international experience or bilingual schooling are usually not prepared to go into level III in their freshman year. The themes of the courses and the level of discourse in our third-year classes are better suited to those in their sophomore year and above who have the maturity that comes with a little more life experience.

## **NCAA ELIGIBILITY**

Students who play Division I or II sports in college must meet the eligibility requirements of the National Collegiate Athletic Association (NCAA). Eligibility is determined, in part, by completing a specified number of NCAA-approved classes in each subject area. By virtue of our graduation requirements, almost all Lakeside students meet eligibility requirements.

However, a small number of Lakeside classes are NOT NCAA-approved, typically because they are too innovative in teaching approach and subject matter to meet the NCAA's traditional, narrowly defined requirements: entrepreneurship; introduction to sports medicine; literary explorations: international film studies; and literary explorations: global health. In many cases, students can meet eligibility requirements by pairing these classes with other NCAA-approved classes. Lakeside advisors and college counselors work with students considering Division I or II sports to select combinations of courses that will ensure NCAA eligibility. Students can also contact the appropriate department head for guidance.

# **ACADEMIC PROCEDURES**

## **COURSE CHANGES**

Students may request discretionary course changes at the beginning of each semester. The period to request discretionary course changes is approximately three weeks (the specific dates will be emailed to students). To request a change, a student needs to fill out an online course change form and obtain the permission of the advisor as well as a parent or guardian, and seniors additionally must obtain the permission of their college counselor. The school entertains requests only to change courses, not requests for different sections, teachers, or times of day. We cannot make changes to accommodate sports schedules or other outside activities. The Upper School administration has final approval on all course changes, and not all changes can be accommodated.

There is an extended course change period for yearlong classes to accommodate necessary changes sponsored by a teacher, advisor, or student support team member. Examples of this kind of change include switching levels in math, science, or language, or dropping a course to alleviate a heavy load. Students have until the end of the first academic quarter to complete these necessary changes without the change being reflected on the transcript.

## **DROPPING AND SWITCHING LEVELS: TRANSCRIPT NOTATION**

If a student drops a course after the first academic quarter has ended, the course will be listed on the student's transcript with a notation of W (for withdraw). If the drop happens in a year-long class after the end of the first semester, the student's transcript will reflect the grade for the first semester with 0.5 credit and a W for the second semester.

If a student switches levels of a course (e.g., from Honors Precalculus to Accelerated Precalculus) after the first academic quarter has ended, the original course will be listed on the student's transcript with the notation W, and the new course will be listed with the overall course grade. The overall course grade will be determined by the two teachers involved and will be proportionate to the time spent in each class and the number and kind of assignments completed. If a student switches levels of a year-long course after the first semester has ended, the student's transcript will include the original course and the grade for the first semester with 0.5 credit, and the new course with a grade for the second semester with 0.5 credit. The second semester grade will be determined by the two teachers proportionate to the time spent in each class, as described above.

## **GRADES AND COMMENTS**

Students at the Upper School receive grades and comments from their teachers four times during the year: at the midpoint and at the end of each semester. A grade is a single representation of several things: measurement of progress, level of current mastery, recommendation for advancement or placement into the next level of a course, and potential indicator of additional support needed. The goal of grades is not to rank students, reward effort, or assess students' character. Only the final grade in each course is recorded on a student's transcript. Final grades are



based on the cumulative body of assignments and assessments a student has completed throughout the course. There is no prescription for the number of A's, B's, or C's, etc., in any course. Lakeside School does not use a bell curve or any other formula or quota system to assign grades within a class.

In the first two weeks of the semester, students may apply to take a non-required class "credit/no credit" in lieu of a grade. Students may take only one course per semester in this fashion on their own. In extenuating circumstances, the Student Support Team (SST) may request that a student complete more than one course "credit/no credit." Permission of the advisor, teacher, parent/guardian, and college counselor is required. Forms are available in the Upper School office.

If a student experiences an unexpected and temporary inability to complete major assignments and assessments near the end of a quarter or term to the extent that the teacher finds it difficult to assign an accurate grade, the teacher should consult with the SST about the possibility of assigning a temporary grade of Incomplete (INC). These instances usually involve challenging circumstances beyond the student's direct control. Grades of Incomplete should be given only at the direction of the SST, and they should be converted to a letter grade within two to three weeks following the release of grades and comments.

# MEANING OF GRADES AT LAKESIDE SCHOOL

	<b>Rate/Extent of academic progress</b>	<b>Mastery of learning goals and targets</b>	<b>Level of additional support indicated</b>
<b>A</b>	Excellent, robust progress	Demonstrated mastery of important learning goals; multiple learning goals exceeded; in some cases, demonstrated ability to apply learning across contexts/disciplines.	None
<b>A-</b>	Strong, consistent progress	Demonstrated mastery of important learning goals.	None
<b>B+</b>	Good progress	Evidence that most important learning goals have been met; some learning goals close to mastery.	Depends on student: for some, none. Others may benefit from meeting with teacher or accessing school supports.
<b>B</b>	Some progress, but inconsistent or not robust	Evidence that some important learning goals have been met, but multiple learning goals still in progress.	Depends on the student but probably: meeting with teachers and/or accessing school supports.
<b>B-</b>	Some progress, but not at a rate/extent expected of the course	Demonstration of at least a few important learning goals; but many learning goals still in progress. One or more goals not close to completion.	Develop a plan with teacher: this may include teacher meetings, accessing school supports, or peer tutoring. Outside tutoring support may be considered in some cases.
<b>C+</b>	Progress, but some difficulty keeping up with the pace or progress of the course	Demonstration of mastery of few course learning goals; many other learning goals in progress. More than one goal not close to completion.	Develop a plan with the teacher, and possible consultation with advisor: may include teacher meetings, accessing school supports, or peer tutoring. Outside tutoring support may be considered in some cases.
<b>C</b>	Progress, but not satisfactory to keep up with the progression of the course	At least one important learning goal met; many/most learning goals still in progress. Some goals not close to completion.	Develop a plan with teacher, in consultation with advisor and possibly SST and parents/guardians. Supports may include meeting with teacher and other school supports. Tutoring options will be considered.
<b>C-</b>	Progress in some areas, but lack of progress in key areas	Many learning goals not met; some learning goals in progress. Some goals not close to completion.	Possible staffing with parents/guardians. Develop a plan with teacher, in consultation with advisor and possibly SST and parents/guardians; supports may include meeting with teacher and other school supports. Tutoring options will be considered.
<b>D range</b>	Minimal progress	Very few or no important learning goals met; multiple goals not close to completion.	Academic probation and staffing with parents/guardians. Significant additional support (detailed elsewhere) put in place; withdrawal from the course may be appropriate.
<b>E</b>	No progress	No important learning goals met; most/all goals not close to completion.	Academic probation and staffing with parents/guardians. Significant additional support (detailed elsewhere) put in place; withdrawal from the course may be appropriate.

Although grades provide a simple, one letter distillation of a student's academic performance, they cannot give a complete and detailed picture of a student's academic progress or intellectual growth. Written comments allow students to get a much richer description of their achievement and progress in each class, and we encourage students and families to read these comments carefully and thoroughly.

## **RESTRICTIONS ON DROPPING SMALL SECTION CLASSES**

Lakeside takes great pride in staffing a significant part of our academic program based on student sign-ups, doing our best to maintain an average class size of 16 to 17, and capping most classes at 18 (with a few exceptions). To balance our teaching program, we are generally unable to run classes that have fewer than ten students signed up for them. Students who are placed in courses that are close to our minimum will receive an email in the spring alerting them to the fact that if they would like to continue to be signed up for that course, they will be unable to drop that course later. Students enrolled in small electives may not be granted a discretionary course change to a different elective if the total section size drops to 12 students or fewer.

## **ACADEMIC STANDING**

To ensure a productive match between student and school, it is important that there be clear understandings about the terms of academic good standing and about the efforts the school will extend to support and encourage students to achieve good academic standing. Upper School students are considered in “academic good standing” if they receive a letter grade of at least a C- or higher in every course. Academic good standing is determined four times annually, after grades and comments have been received at the midpoint and end of each semester. On occasion, the academic match between student and school is not realized, and continued enrollment may not be in the best interest of the student or the school. If academic expectations are not being met, an ongoing process involving progress evaluations, probation, communication with the student’s family, and consideration by teachers and administrators will be instituted to determine contributing factors and appropriate next steps.

A student who receives any grade lower than a C- in any one school report period will be considered by the student support team for academic probation. A student who receives two or more grades below a C- in any one school report period will automatically be placed on academic probation. If the student is placed on academic probation, a parent/guardian conference will be convened to communicate any action to be taken and to discuss the probation criteria to be met for the student’s continuance at Lakeside. A letter documenting this meeting will be sent home. Those criteria will be constructed by an Upper School administrator in consultation with the student’s advisor, teachers, and the student support team and subject to the Upper School director’s review. If at the end of the next semester grading period (January or June) the student has not achieved good standing, they will usually be required to withdraw either immediately or at the end of the current school year or will be placed on academic probation for the next grading period. Any student who is on academic probation for more than one grading period during their years in Upper School may be required to withdraw.

# Lakeside Upper School Four-Year Planning Work Sheet

We recommend developing a course plan indicating projected choices for all four years, which includes courses previously taken as well as plans for future years. This sheet is for use by students and advisors. Note: The option to take electives in addition to the core program begins in 10th grade.\* Electives do not replace yearlong classes where required.

	Grade 9	Grade 10	Grade 11	Grade 12
Arts 2 years required One year must be in grade 9 or 10. Students can take any combination of arts courses to fulfill the requirement, including multiple years in the same music ensemble.	(One year here and/or 10th grade)	(One year here and/or 10th grade)		
English 4 years required English 9, English 10, English 11 or American Studies, 1 fall and 1 spring elective at the 400-level	English 9	English 10	Either English 11 or American Studies  *Optional elective	Fall:
				Spring:
History 3 years required World History I, World History II, U.S. History or American Studies			* Optional elective	Full year:
				Fall:
Language 2 years required, through level III Two sequential years in a single language at Lakeside Upper School – one of which must be level III or higher.				Spring:
Mathematics and Computer Science 3 years required within the main sequence of yearlong classes offered by the mathematics department				
Human Development and Physical Education 4 semesters required 1 semester each of 9th Grade Human Development and 9th Grade PE, plus two additional 200-level semesters of PE in 10th and/or 11th grade	9th Grade Human Development & 9th Grade PE	(Two additional semesters of PE, usually in grade 10)	(Complete PE electives if necessary)	
Science 3 years required One year of biology, one year of physics or chemistry, and one additional yearlong science.			* Optional elective	
Global Online Academy (optional) Optional electives in grades 11 and/or 12	XXXXX	XXXXX		
Lakeside Summer School (optional)				
Service Learning 80 hours required; Up to 20 may on campus				
Outdoor Program one weeklong trip required				
Interscholastic Sports (optional)	Fall:	Fall:	Fall:	Fall:
	Winter:	Winter:	Winter:	Winter:
	Spring:	Spring:	Spring:	Spring:
Activities (optional)				

# COURSE OFFERINGS BY DEPARTMENT

## ARTS

### LAKESIDE ARTS PHILOSOPHY

In our drama, music, and visual arts classrooms, we create environments where students can learn powerful lessons about resilience, ingenuity, and empathy. Engagement in the arts helps students understand the value of sustained effort over time; increases their ability to approach a problem from a variety of angles; and deepens their interest in and ability to relate to other people — all of which are of lifelong importance.

Teaching the creative process is at the heart of all arts courses. Our faculty and coaches lead deep engagement with the creative process: generating original ideas, testing different approaches, collaborating with peers, incorporating feedback, and building resilience as they move towards creating works of art that can be shared with the larger community.

### GRADUATION REQUIREMENT

Students are required to complete two yearlong arts courses, one of which must be in the 9th or 10th grade. Students may take any combination of repeatable arts courses to fulfill this requirement, including multiple years in the same music ensemble. Co-curricular performing arts such as lessons, clubs, and productions do not count toward graduation requirements.

### RETREATS, FESTIVALS, AND TRAVEL

Most performing and visual arts students participate in retreats and off-campus events. There may be additional cost associated with these activities, and these costs vary depending on the event. Details on financial aid are available from our department of admissions and financial aid.

## Drama and Theater Production

### AUDITIONS AND PRODUCTIONS

Students not enrolled in a Lakeside drama class may audition for any production that is billed as an “all-school” production. Students who are enrolled in a Lakeside drama class may audition for any production that is offered. Students may have conflicts due to other activities that make participation in a production impossible; therefore, before the auditions we ask students to fill out a conflict sheet. This assures that everyone is aware of any schedule challenges before casting is finalized.

### A110 Drama I

Students experience an in-depth approach to acting technique with an emphasis on understanding and practicing three major concepts: given circumstances, action or intention, and character development. Also in focus are other parts of the theater arts process including playwriting,

directing, and dramaturgy (research). Students apply their skills to monologues, scenes, improvisation, and acting for the camera. This class is for 9th-grade students only, whether they are beginners or have experience. This course is non-repeatable for credit.

Full-year course

Prerequisites: None

### **A210 Drama II**

Students experience in-depth exploration of theater movement/dance, improvisation, writing for the stage, directing, and acting. An emphasis is placed on creating a strong multigrade ensemble that works together on several projects including directing and design, picture-inspired monologue writing/performing, and one-minute film making. We will be fully engaged in disciplined rehearsal as well as having several in-class performance opportunities. This course is non-repeatable for credit.

Full-year course

Prerequisites: Drama I, or permission of the department

### **A310 Drama III**

This course provides advanced instruction in the craft and profession of dramatic arts for juniors and seniors. Specific areas of focus include an actor's approach to Shakespeare, acting styles, movement and stage combat, audition techniques, and opportunities to develop original work and gain directorial experience. Major projects include performance of Shakespeare scenes, choreographing and performing stage combat scenes, clowning, writing scenes in the narrative theater style based on novels, and devising work created by the ensemble. This course is non-repeatable for credit.

Full-year course

Prerequisites: Drama II, or permission of the department

### **A410 Drama IV**

Students participate in Lakeside's annual New Works Festival and will have the opportunity to write a one-act play that will be shared with the wider community in a public performance alongside the work of Lakeside Drama 8 students. The ensemble will explore Lecoq-based character mask and clowning techniques that deepen their understanding of acting and the creative process. Students may have opportunities to develop projects that focus on areas of personal interest including directing, acting, and playwriting as well as providing leadership to other students in the program. Seniors are required to participate as actors, directors, and/or writers in the spring Drama IV Showcase. This course is non-repeatable for credit.

Full-year course

Prerequisites: Drama III, or permission of the department

### **A120 Introduction to Theater Design and Production**

This course is open to all students: no previous experience necessary. Students learn to apply a design process to a range of theater performance projects. A major focus is transforming designs into the physical productions that present stories to an audience in an engaging manner. Through the execution of design elements, students learn a wide range of production techniques, including graphic design, set design, key aspects of stage carpentry, electrical systems, public address and recording techniques, live theater sound, and special effects. This may include techniques particularly useful in presenting programs remotely. We also design and construct stage props, makeup, and costumes needed for each show. Students are required to participate in running crews for some evening performances presented by the Arts department. This course is non-repeatable for credit.

Full-year course

Prerequisites: None

### **A220 Intermediate Theater Design and Production**

Students expand on previous theater production knowledge and experience through the general production process and specific personal projects. Emphasis will be on strengthening design skills, and creative puzzle-solving including practical projects in graphic design, set design, theater lighting and sound design. Students will be scheduled with regular sections of Theater Production I. Students will be supported in joining a running crew for at least one major performance. Intermediate students are expected to provide leadership for Theater Production I students, and are required to participate in running crews for some evening performances presented by the arts department. This course is non-repeatable for credit.

Full-year course

Prerequisites: Introduction to theater design and production

### **A320 Advanced Theater Design and Production**

Students taking this course will explore special topics in theatrical design that hone their skills in dedicated design areas. Open to juniors and seniors who have already completed two years of Theater Production and Design. Students enrolled in advanced theater design and production will assist in leading groups of students in production tasks and be given personally curated creative assignments to develop their technique and distinct voice as a theatrical designer. This course is repeatable for credit.

Full-year course

Prerequisites: Intermediate theater production and design

# Music

## PERFORMANCES

All music ensembles perform evening concerts for the community several times per year and may participate in regional festivals and competitions. The performance schedule is shared with the community in the fall of each school year, and is subject to change. There are typically three to five performances a year including a fall concert, a spring concert, a school assembly, and Arts Fest.

## AUDITIONS

Choir, concert band, and string orchestra do not require an audition. Jazz Band requires an audition, and students will receive instructions on how to audition or provide a recording after they sign up for the course.

## WMEA (WASHINGTON MUSIC EDUCATORS ASSOCIATION) PARTICIPATION FORMS

A Lakeside student who performs with an outside-of-school music group that requires members to also participate in their school's music program must be enrolled in a Lakeside music course to be considered an active participant in the Lakeside music program. We do not sign forms for students not enrolled in a major ensemble.

## LAKESIDE MUSIC LESSONS

This program is open to the entire community including non-Lakeside students, siblings, and adult learners. Offerings include 1:1 private music lessons in person or online. Lessons do NOT count towards graduation requirements, and lessons are scheduled directly with the teacher and according to availability. Offerings vary from year to year, and space is limited. Lakeside students receive priority in scheduling. Fees for this program are not included in tuition, but financial aid is available for currently enrolled Lakeside students.

### A130 Concert Choir

Concert Choir is a non-auditioned singing ensemble for students in grades 9-12. All levels of singing experience are welcome. Students learn and perform music in two or more parts. Students build skills in healthy singing technique, vocal independence, music literacy, ear training, and sight singing. The choral repertoire changes from year to year. Students can expect to be introduced to a variety of musical genres, time periods, composers, song subject matter, and languages. Advanced students have opportunities to sing small ensemble music, audition for solos, participate in honor choirs, and serve as section leaders and/or student conductors. This course is repeatable for credit.

Full-year course

Prerequisites: None

### A140 String Orchestra

This is a non-auditioned ensemble for violin, viola, cello, and double bass. Piano and harp may be considered. Harp players need to provide their own instrument. All students should have a



minimum of one year of experience in school orchestra, community ensemble, or equivalent. Students build technical skill on string instruments and musical independence through study of masterworks, new compositions, and chamber music. The ensemble studies a variety of musical genres, time periods, composers, and styles. The string orchestra has the opportunity to join forces with the concert band to form a full symphony orchestra. This course is repeatable for credit.

Full-year course

Prerequisites: One year of experience in school orchestra, community ensemble, or equivalent.

### **A145 Concert Band**

This is a non-auditioned ensemble for woodwind, brass, and percussion. Piano players may request approval to join if they are willing to learn percussion. No audition is required, although students should have a minimum of one year of experience in school band, community ensemble, or equivalent. Students build technical skill on their instrument and musical independence through the study of masterworks, new compositions, and chamber music. The ensemble learns music from a variety of genres, time periods, composers, and styles. The concert band has the opportunity to join forces with the string ensemble to form a symphony orchestra. This course is repeatable for credit.

Full-year course

Prerequisites: One year of experience in school band, community ensemble, or equivalent.

### **A150 Jazz Band**

This course is for saxophone, guitar, bass, drums, piano, trumpet, and trombone. Please note this ensemble has limited space for all instruments, and students may be asked to provide a recorded sample of them playing to determine placement. All interested students are encouraged to select this course as first choice and the instructor will provide more information on placement in early April. The purpose of this course is to experience the joy and beauty of jazz through performance. Students will develop musicianship skills on their instruments and learn jazz-specific styles. In addition to learning jazz band repertoire, they will learn basics of music theory, jazz improvisation, and ear training. Students perform music that represents both the history and present incarnation of this American art form. This course is repeatable for credit.

Full-year course

Prerequisites: One year of experience in school band, community ensemble, or equivalent.

### **A190 Beat Making**

Students will produce original beats and explore genres of their choosing including hip hop, chill step, electronic, pop, and more. Critical listening practice will help students to grow in their understanding of how music is made, and how to trace the historical influences of songs they love. A core element of the class will be to study the lineage of contemporary popular music and the dramatic impact of Black American music on nearly every genre. Projects are presented at the end

of the semester in a “release” session and students will compile a portfolio of original ideas and sketches. No musical experience or training required. Topics include song concept development, song structure, MIDI instruments and sampling, verse and chorus differentiation, and how to mix using tools such as EQ, compression, and filters. This course is non-repeatable for credit.

Full-year course

Prerequisites: None

## **Visual Arts**

### **TWO-DIMENSIONAL STUDIO COURSESA160 Introduction to Drawing and Painting**

This course is designed to help students develop and refine their technical skills with drawing and painting while also embracing the creative process, including idea development, iteration, experimentation, and risk-taking. Students will gain a foundation of knowledge applicable to a wide range of subject matter and styles using a variety of mediums such as graphite, charcoal, watercolor, and acrylics. Project examples include portrait color studies, landscape paintings, and abstract still life drawings. Specific topics covered include observational drawing techniques, design fundamentals, color theory, and linear perspective in connection with subjects including still-life, portraiture, landscape, and abstraction. Additionally, students will be exposed to artwork and methods from artists around the world as they gain a wider perspective of what is possible and acquire greater confidence looking at and talking about works of art. All projects can be differentiated to meet students where they are, and this class is designed to challenge students from all backgrounds and prior experiences. No experience is necessary. This introductory-level course lays the groundwork for more in-depth and personalized pursuits at the intermediate and advanced levels. This course is non-repeatable for credit.

Full-year course

Prerequisites: None

### **A260 Intermediate Drawing and Painting**

In this course, students continue to build their painting and drawing skills while going into greater depth as they strive to create more original, meaningful projects and tackle larger, more ambitious pieces. In projects such as the “Larger Than Life” charcoal portrait, they are encouraged to connect their personal experiences, passions, and interests to project prompts while pushing their technical skills to new heights. Students will examine ways artists have embraced technology throughout history and embrace tools, such as Photoshop and Procreate, to build original source images and scale up their ideas. In addition to building on previous skills with graphite, charcoal, ink, watercolor, and acrylic painting, students will begin working with oil paint. As the year progresses, they are given greater freedom to develop their ideas. Their experience culminates with an independent exploration in oil paints where students practice idea development, planning, and execution. This course is the groundwork for more independent pursuits at the advanced levels of painting and drawing.

Full-year course

Prerequisites: Introduction to drawing and painting

### **A360 Advanced Drawing and Painting I**

In this class, students learn to think like artists, exploring drawing and painting while learning through the creative process. Students will develop unique artistic responses to thematic project prompts, and they are encouraged to connect their ideas to personal interests, experiences, and passions. They will practice idea development through research, sketching, and planning, then take on ambitious finished projects that draw upon and challenge their technical skills with a wide range of materials. They will have access to all traditional drawing and painting mediums as well as exposure to digital tools like Procreate. As the year progresses, they are given greater latitude to choose materials and processes they are interested in to prepare them for greater independence in Advanced Drawing & Painting II. In the Spring, students will create a small body of work connected to a chosen theme. These works could be further developed into a supplemental portfolio for college admissions. For seniors with strong performance throughout their time in the arts program, a senior showcase of select projects made during their senior year may be part of the experience granted approval from the visual arts department faculty.

Full-year course

Prerequisites: Intermediate drawing and painting

### **A460 Advanced Drawing and Painting II**

This class is designed for seniors with strong interest in creating independent drawing and painting projects, further developing their technical and conceptual skills, and preparing artwork for an independent senior exhibition. Students craft individualized project proposals and set personal goals to guide their work in relation to sustained investigations of materials and ideas. Students use artist research, source material, preparatory drawing, and writing to generate and sustain their personal artistic ideas and create ambitious, finished pieces. If they choose, students will have limited time in the fall to finalize art portfolios for college admissions, including photographing and editing their portfolios. Most of the year will be devoted to generating a body of work connected by a common theme or concept while learning skills to prepare and hang an exhibition. This includes the development and refinement of finished drawings and sketches, long-term, ambitious pieces, and a written artist statement. This work will culminate in a series of senior art openings in the Pigott Family Arts Gallery at the end of the year for the whole community to celebrate.

Full-year course

Prerequisites: Advanced drawing and painting I

### **A170 Introduction to Photography**

This class is designed to expose beginning students to the creative and technical aspects of photography while establishing a solid foundation in the roots of artmaking, self-expression, and creative problem-solving. Students work with digital cameras and will gain a solid grounding in camera controls and image adjustment while learning to appreciate the role that composition, design, color, and light play in the visual arts. Students will learn contemporary and historical photographic techniques, digital editing software (Adobe Lightroom and Photoshop) and file management, and how to use a camera as a tool for creative self-expression. Students will have opportunities to exhibit and showcase their photography and learn to use a continuously evolving catalog of digital tools to share their artwork. Cameras are available for student use, though some students may prefer their own cameras. This course is non-repeatable for credit.

Full-year course

Prerequisites: None

### **A270 Intermediate Photography**

Intermediate photography takes students on a deeper dive into the world of photographic artmaking. Through the continued study of technical skills and conceptual ideas, students will explore and develop their own personal style. Intermediate photography takes an in-depth look at creative self-expression and visual storytelling through the lens of the camera. Project examples include *Exploring Spaces / Changing Perceptions*, *On Site Portraiture Project*, and *Faceless Self Portraits*. Digital and darkroom photography techniques will be explored in this class. Students will learn the complexities of studio and on-location photoshoots, lighting techniques, and more complex editing and printing using Adobe Creative Cloud. Students will have at least two opportunities to exhibit and showcase their photographs on campus. This course is non-repeatable for credit.

Full-year course

Prerequisites: Introduction to photography

### **A370 Advanced Photography I**

At the advanced level, students have a working knowledge of technical aspects of digital and traditional photography. This class allows students the freedom to explore aspects of photography and artmaking that are meaningful to them, while working closely with the instructor who will help guide them towards more sophisticated art making. Students will develop personal projects that investigate visual storytelling and creative self-expression, while examining the community and their place within it. Students will begin to focus on self-directed, in-depth, multiple-image photography projects. For seniors with strong performance throughout their time in the arts program, a showcase of select projects made during their senior year may be part of the experience granted approval from the visual arts department faculty. This course is non-repeatable for credit.

Full-year course

Prerequisites: Intermediate photography

### **A470 Advanced Photography II**

This class is designed for 4th-year advanced photography students with an emphasis on honing their own personal style of photography through a sustained investigation. In the fall, students will independently explore conceptual prompts to help form ideation of their senior exhibition. They will also begin putting together supplemental portfolios for college applications. The experience builds to a culminating series of photographic images that will be shown during the Senior Exhibitions in May. In addition to completing a series of work for their Senior Shows, Advanced Level II students will build their own portfolio websites and create a personal brand.

Full-year course

Prerequisites: Advanced photography I

## **THREE-DIMENSIONAL STUDIO COURSES**

### **A180 Introduction to Ceramics and Sculpture**

Ceramics and sculpture is a course that teaches students clay working skills, no matter what their experience level. Students learn many ways to create sculpture and functional art including coil, pinch, slab construction, and beginner pottery wheel methods. Students will learn through hands-on projects and teacher demonstrations. Project examples include cups, vases, animal sculptures, face jugs, creative jars, and creative candle holders. Beyond clay working, students build skills such as problem solving, creative thinking, and embracing learning through process. Throughout the year, students are exposed to historical and contemporary art and artists from around the world. During each unit, students are encouraged to make selections and follow their personal interests. Students have at least one opportunity to showcase their work on campus. This course is non-repeatable for credit.

Full-year course

Prerequisites: None

### **A280 Intermediate Ceramics & Sculpture**

This course teaches students higher level clay working skills beyond what is learned in introduction to ceramics and sculpture. Students take on bigger challenges and work on a larger scale with more independence while refining their skills for creating sculpture and functional art including coil, pinch, slab, and new pottery wheel methods. Project examples include sculpture teapots, creative vases, large-scale pots, and figurative or abstract sculpture. Throughout the year, students are exposed to historical and contemporary art and artists from around the world. During each unit, students are encouraged to follow their personal interests, explore cultural connections, and make meaningful artwork. Beyond clay working, students build skills such as problem solving, creative thinking, and visual communication. Students have at least two opportunities to showcase their work on campus. This course is non-repeatable for credit.

Full-year course

Prerequisites: Introduction to ceramics and sculpture

### **A380 Advanced Ceramics & Sculpture I**

These classes are for third year ceramics & sculpture students who would like to continue to develop creative and aesthetic aspects of their artwork. Throughout the year, students have a high level of creative freedom. Advanced ceramics and sculpture I students are provided with a fun yet challenging curriculum to follow during the first semester. Project examples include large pots for plants, symbolic animal sculpture, expressive human portrait busts, wheel-thrown water fountains, large-scale vessels, and 3D-printed ceramic art. During the second semester, students learn to work independently on self-assigned projects while exploring materials of their own choice. Students gain access to 3D clay printers digital modeling software such as ZBrush Core and Potterware in addition to traditional materials such as clay, wire, plaster, and wood. This class prepares students to thrive in Advanced Ceramics & Sculpture II and provides an opportunity to get started on a supplemental portfolio of artwork for college applications. Students will have three or more opportunities to exhibit and showcase their artwork. For seniors with strong performance throughout their time in the arts program, a showcase of select projects made during their senior year may be part of the experience granted approval from the visual arts department faculty. This course is non-repeatable for credit.

Full-year course

Prerequisites: Intermediate ceramics and sculpture

### **A480 Advanced Ceramics & Sculpture II**

Students in Advanced Ceramics & Sculpture II learn to work and think like artists while creating independent projects that demonstrate conceptual depth as well as high levels of skill. Seniors are challenged to create a cohesive series of artwork, and they will also learn to write artist statements. Teachers work closely with students who request to learn how to prepare a portfolio for use in college applications or during future creative endeavors. Advanced ceramics & sculpture II students are recognized and celebrated in the community during Senior Exhibitions, a culminating experience that showcases artwork made during their senior year. In the final stages of the course, faculty members will share their experiences as professional artists, and discuss topics such as applying for exhibitions, and showing and selling artwork in galleries. Students will be recognized for their outstanding contribution to their creative work by leaving an artwork for the Lakeside School permanent art collection. This course is non-repeatable for credit.

Full-year course

Prerequisites: Advanced ceramics & sculpture I

# ENGLISH

The Lakeside English department's highest goals are to inspire in students a love of literature and to help them become strong writers and communicators. We are committed to developing students who are thoughtful, perceptive readers and skillful, versatile writers. By studying a broad range of ancient and modern works, including novels, poems, plays, films, and essays by authors from diverse backgrounds writing about a variety of topics and questions, students come to understand the historical development of literary genres and the multicultural richness of world literature. In the classroom, we help sharpen students' critical-thinking skills and encourage them to become engaged, incisive speakers and active, sensitive listeners. Our program also empowers students to become change agents within their local and global communities. All of our core courses (English 9, 10, and 11) feature an interdisciplinary or experiential second-semester project focused on activism, storytelling, advocacy, or changemaking.

The core English courses (English 9, English 10, and English 11) are all structured thematically around expanding ideas of selfhood (self as storyteller, self within the home, and self in society). English 9 and English 10 draw from a diverse set of texts, both American and international, exposing students to many genres of literature and modes of expression. A major focus in these introductory courses is on building foundational writing, discussion, and presentation skills.

Students study American literature in their junior year. They can choose one of two courses, English 11 (a two-semester sequence) or American Studies (a single yearlong course). All English 11 classes read the same core group of texts with individual teachers adding unique offerings to complement that core. In American Studies, which incorporates history with English, similar literary works are covered, but sometimes in a different chronological order.

In the fall semester of the senior year, students choose from electives focusing on a literary tradition or literary genre. In the spring semester of this final year, seniors choose from electives with experiential and/or creative components.

Senior elective offerings vary from year to year, with several courses rotating in and out on an every-other-year cycle. Students seeking further information about current and future senior elective offerings and other courses in the English curriculum should contact the English department head.

## Grade 9

### E100 English 9

There is power in stories. We are shaped by the stories we hear and the stories we tell. We begin the year in 9th-grade English by remembering stories told to us as children: fairy tales, picture-book stories, family histories. How do these stories shape us? What do they tell us about the world, its possibilities, limits, expectations, dangers? Which characters have power and which do not? Who is

absent altogether? How might these stories influence our thoughts, beliefs, and actions? The stories of coming of age and self-discovery we read together in 9th-grade English will provide mirrors and windows: mirrors through which students see their own experiences reflected and windows through which they can appreciate the realities of others. From the Mirabal sisters in the Dominican Republic, Romeo and Juliet in Verona, Marjane Satrapi in Iran, Jay Reguero in the Philippines, and Julie Lythcott-Haims in America, students will meet a diverse set of characters — both fictional and real — with whom they can empathize and relate. Their stories of culture, identity, rebellion, and resilience will challenge and inspire. Students will hone their analytical skills by critically reading texts, practicing the craft of writing, building skills in vocabulary and grammar, actively listening and participating in discussions, and contributing to a community of learning in the classroom. These skills will empower their self-development as changemakers and storytellers in society.

Full-year course

Prerequisites: None

## **Grade 10**

### **E200 English 10**

In this yearlong course, sophomores will examine how writers from diverse backgrounds explore ideas about home. What does it mean to feel at home in a particular place, culture, community, and body? How do factors such as geography, history, nationality, culture, language, race, religion, gender, sexuality, and socio-economic class create, complicate, and confound a sense of safety and belonging? How do people establish new homes and contribute to the evolving cultures of countries when they migrate? How do we respect and preserve the earth as our home? We strive to include a wide selection of literary texts in which students encounter worlds very different from their own even as they also see themselves reflected in the curriculum. Students will deepen and develop close-reading, critical thinking, and expressive skills through personal, analytical, creative, and expository writing, as well as through public speaking, collaborative assignments, and experiential projects. They will also participate in a day of experiential learning. Texts include Chen Chen's "When I Grow Up, I Want to be a List of Further Possibilities," Tsitsi Dangarembga's "Nervous Conditions," Edwidge Danticat's "The Dew Breaker," Kazuo Ishiguro's "Never Let Me Go," Franz Kafka's "The Metamorphosis," Jhumpa Lahiri's "Interpreter of Maladies," N. Scott Momaday's "Earth Keeper: Reflections on the American Land," Robin Wall Kimmerer's "The Democracy of Species," Wangari Maathai's "The World We Once Lived In," and additional poems, short fiction, and literary nonfiction.

Full-year course

Prerequisites: English 9

## **Grade 11**

Juniors may list either English 11 or American Studies as their first choice for junior English.



**E301 English 11 – Fall****E302 English 11 – Spring**

Both semesters of English 11 explore what it means to be an American. How does literature reflect and even create a complex intersection of social, historical, economic, and cultural forces that shape the United States? Opening the fall and closing the spring with Native American art and literature, we consider diverse American communities and experiences interrogating the meaning of “America” itself: What does it mean to claim an American Identity, and how have American writers interpreted their cultural contexts? Deconstructing canonical literary history, the course traces key moments, movements, and concepts: the primacy of place and purpose; the self in society (individualism and community); resistance to various forms of systemic oppression; and stories of immigration, resilience, hope and survival. In the fall semester, we cover a core group of literary texts — C. Pam Zhang’s “How Much of These Hills is Gold,” Natasha Trethewey’s “Native Guard,” and Zora Neale Hurston’s “Their Eyes Were Watching God.” In the spring semester, we read literature of the Harlem Renaissance — F. Scott Fitzgerald’s “The Great Gatsby,” Thi Bui’s “The Best We Could Do,” Daisy Hernandez’s “A Cup of Water Under My Bed” — as well as poetry, short fiction, and literary nonfiction by various writers. Students continue to deepen and develop close-reading, critical thinking, and expressive skills through personal, analytical, creative, and expository writing, as well as through discussion, class leadership, and collaborative assignments.

Semester year

Prerequisites: English 10 (for Fall) and English 11 – Fall (for Spring)

**E310 American Studies** This team-taught, full-year course offers an interdisciplinary approach to the themes, texts, and content of United States History (H300) and English 11 (E300 and E303). The essential belief that informs this course is that students’ understanding of, and appreciation for, American literature and history is enhanced by considering each in conversation with the other. Using the framework of “levers of change,” we will explore issues of equality, justice, and power, and consider how different, and often conflicting, ideas about America have shaped this nation. Developing an understanding of various disciplinary modes of thought and analysis is expected, as is active participation in discussions, projects, and presentations. Readings will include a wide range of historical documents and recent scholarship, as well as literary texts that include novels (e.g., “The Great Gatsby,” “How Much of These Hills is Gold”), poetry (e.g., Natasha Trethewey, Walt Whitman, Emily Dickinson, Langston Hughes), stories (e.g. Louise Erdrich, Herman Melville, Charlotte Perkins Gilman), and plays (e.g., “The Crucible,” “Disgraced”). Assignments will include discipline-specific writing, such as literary analysis, historical research, personal essays, and creative writing, as well as authentic performance tasks like mock trials; students will also be crafting several truly interdisciplinary research projects. Students will receive one grade that will be counted for both courses. (Note: Humanities classes at Lakeside are not honors/non-honors.)  
Full-year course for JUNIORS ONLY

Prerequisites: English 10 and world history II, or their equivalent

## **Grade 12**

The senior year in English offers a wide range of electives, which are more specialized in focus than courses in earlier years, yet which continue students' development as readers, writers, speakers, and listeners. Fall electives concentrate on literary periods, genres, and traditions, while spring electives lean toward more experiential and/or creative pursuits.

### **FIRST SEMESTER**

#### **E401 Studies in Literature: Victorians**

What is Keira Knightley fighting against as she storms around the wind-swept countryside in “Pride and Prejudice”? Answer: 19th-century moral and social codes. And that’s why the Victorian era in Britain gives us so many classic novels: They are fascinating stories of people running up against outdated constraints, and they help us understand the transformation of socio-cultural values and the challenges to conformity in any era and in any setting. In this class, we will consider how the classic British Victorian novel plays out tensions between tradition and what will soon emerge as modernity. The Victorian novel perfectly dramatizes these contradictory discourses in the realms of class, power, gender, and sexual norms, and it illuminates how we have become the society we are today. To that end, the current iteration of the course pairs a Victorian novel with a modern accompaniment. Authors may include Charlotte Brontë, Jean Rhys, Emily Brontë, and Min Jin Lee.

Semester course

Prerequisites: English 10

#### **E405 Studies in Literature: Modernism & the Harlem Renaissance**

The world — and human understanding of it — changed dramatically at the turn of the 20th century, calling into question many assumptions that had existed for hundreds of years. In Harlem and other parts of the United States, a literary and artistic renaissance celebrating Black identity and culture flourished. People began to reappraise the most fundamental of questions: Who am I? What is my relationship to the natural world? What is my relationship to other human beings? What do I believe in? Where is the moral center? What is art? What is certain? In this course, we will explore how the major upheavals of the age manifested themselves in literature through the poetry, prose, and drama of writers such as Gwendolyn Brooks, Paul Lawrence Dunbar, T.S. Eliot, Langston Hughes, James Joyce, Nella Larsen, Claude McKay, Alice Dunbar Nelson, William Faulkner, and Virginia Woolf.

Semester course

Prerequisites: English 10

### **E407 Studies in Literature: Postcolonial and Diaspora Literature**

What does it mean to belong? What happens when your country has been colonized or when you become part of a wider diaspora of immigrants scattered across the globe by imperial forces? How do you establish a sense of home, and how do you create a cohesive sense of personal and cultural identity? Postcolonial and diaspora literature examines the causes and consequences of colonization, resists reductive racist stereotypes, and defines personal and cultural experience at the center rather than on the margins of society. Voices from formerly colonized nations create new and dynamic literary, artistic, and cultural aesthetics, deconstructing, deepening, and redefining the literary canon in the process. In this course, students will read literature from around the world, exploring how postcolonial and diaspora writers provide a provocative counterpoint to the literature of empire. Writers may include Chinua Achebe, Michelle Cliff, Tsitsi Dangarembga, Edwidge Danticat, Gabriel García Márquez, Mohsin Hamid, Maxine Hong Kingston, Jamaica Kincaid, Jhumpa Lahiri, David Malouf, Michael Ondaatje, Ngugi Wa' Thiong'o, and Salman Rushdie, among others. Students will write for a variety of different purposes, including literary analysis, creative writing, theoretical research, and personal explorations of identity.

Semester course

Prerequisites: English 10

### **E415 Studies in Literature: Black & African American Literature**

What does it mean to be Black in America — today and in the past? Who and what decides? In this course, students will explore possible answers to these questions through reading, analyzing, writing about, and discussing a wide array of literature and other media. This course will value and discuss the multiplicity and richness of Black and African American experiences throughout American history. Students will be introduced to major Black thinkers and artists, possibly including Phillis Wheatley, Booker T. Washington, W. E. B. DuBois, Martin Luther King, Jr., James Baldwin, Malcolm X, Angela Davis, bell hooks, Jeremiah Wright, Barack Obama, Kendrick Lamar, Claudia Rankine, N. K. Jemisin, Ryan Coogler, and Brit Bennett, as they imagine what a racially just United States might look like and what paths (incremental, revolutionary, and everything in between) might get us there. Students will have the opportunity to explore these ideas and practice their writing in a variety of forms, including persuasive, analytical, and personal essays.

Semester course

Prerequisites: English 10

### **E419 Studies in Literature: Chaos Theory**

Nature is patterned but not 100% predictable. Chaos theory is the science of the unpredictable, a set of tools describing patterns of behavior not only in math and physics, but in living dynamic systems of all kinds, from lungs and brains to cities and traffic, from rivers and trees to flocks of birds and schools of fish. What does all of this have to do with great literature? A lot, it turns out. Human life itself is a dynamic system prone to unpredictability, and chaos theory helps understand how (a)

what appears chaotic is often rooted in a small set of rules, and (b) what appears orderly often cannot be precisely predicted. Any work of literature features unpredictable behavior, but works featuring different kinds of systems best highlight this element of our lives. This class will explore a variety of literary voices and perspectives through the lens of chaos phenomena, such as sensitive dependence, self-similarity, emergence, and fractals. Readings typically include Jorge Luis Borges's metaphysically dizzying fictions and a range of related short fiction (e.g., Clarice Lispector, Sarah Pinsker, Kim Fu); Ted Chiang's explorations of time, language, and cognition; Colson Whitehead's portrait of New York City; and Shakespeare's "Hamlet" in conjunction with Tom Stoppard's "Rosencrantz and Guildenstern Are Dead." We will seek patterns across separate disciplines and see how key chaos principles are manifested — and how they inform our common humanity. Students will write in different modes, run class activities, and work on projects combining literary and mathematical thinking. (Note: we will only be studying math principles at a fairly general level.)

Semester course

Prerequisites: English 10

### **E423 Studies in Literature: Gender Studies**

How are gender norms created, regulated, and reinforced? Students in this course will use diverse texts — sociology, literature, film, popular media, guest speakers, and classroom discussion — to investigate these questions, and, in doing so, will also consider how gender overlaps and interacts with other aspects of identity, such as race, class, sexual orientation, religion, and nationality. In addition to leading discussions, giving speeches, and conducting interviews and research, students will write personal narratives, fiction, and poetry to process their findings. Though focused primarily on the United States, this class will examine the way people across the world "do gender," leading us to a more nuanced understanding of the impact gender has both personally, in our day-to-day lives, and politically, in the global society in which we participate. In addition to the textbook "Gender through the Prism of Difference," possible literary texts may include works by Michael Cunningham, Jeffrey Eugenides, David Henry Hwang, Alice Walker, Alison Bechdel, Margaret Atwood, and Virginia Woolf, as well as a range of short stories, poems, and films.

Semester course

Prerequisites: English 10

### **E425 Studies in Literature: Literature of Migration**

We live in a world on the move. At the end of 2022, 281 million people worldwide were without a country, most forcibly displaced as a result of persecution, conflict, violence, human rights violations or events seriously disturbing public order. We also live in a world intent upon building barriers. In 1989, when the Berlin Wall fell, there were 11 fenced borders. In 2018, there were more than 70. This course explores the literary and cultural reaction to what is often referred to as the "migrant crisis." Our texts will include readings such as Mohsin Hamid's novel "Exit West," Jenny Erpenbeck's "Go, Went, Gone," and Luis Urrea's reporting in "The Devil's Highway"; and films like "Sin

Nombre,” Ai Weiwei’s “Human Flow,” or the short documentary “4.1 Miles.” The course also has an experiential, service-learning component in which students will research, write about, and work with a local community organization to investigate a topic relevant to issues around migration, including the war in Ukraine, refugee health, labor laws, and agricultural toxins.

Semester course

Prerequisites: English 10

### **E429 Studies in Literature: Identity, Voice, and Culture in Young Adult Literature**

What do “The Hunger Games,” “The Hate U Give,” and “To All the Boys I’ve Loved Before” have in common? Although you may recognize them as films, they actually all originated on the page as young adult literature, a captivating, and at times controversial classification of literature, which spans a wide range of subgenres. This course will focus on contemporary literary works written for and/or targeted towards adolescents. Each text will be examined through various critical lenses, helping students explore issues of privilege and power. Students will discuss how YA literature has influenced representations of adolescents in media and culture (film, television, advertisements, social media, and so forth), raising questions about its understanding and portrayal of teenagers. What role has YA literature played in shaping the psyche of adolescents? How does YA literature help its readers better understand and value themselves and others? Who reads YA literature, and what is its appeal? Additionally, the course will aim to provide students with an opportunity to dissect the constant scrutiny and criticism authors of YA literature encounter. Potential texts will represent a diverse range of styles, themes, characters, cultures, and contemporary lived experiences, including “Scythe,” “I Am Not Your Perfect Mexican Daughter,” and “The Field Guide to the North American Teenager.”

Semester course

Prerequisites: English 10

### **E431 Studies in Literature: Asian American Studies**

What does it mean to be Asian American — historically and today? What is Asian America? How have Asian Americans shaped the literature, history, and culture of the United States, of Washington state, of Seattle? In this course, we will explore Asian American experiences through many different genres of expression and from many different ancestries and time periods. We will use our various source materials to investigate, interrogate, analyze, and reflect upon Asian American cultures, identities, and diverse lived experiences as situated in the chronology of Asian American history. Texts will include a wide variety of genres, such as fiction, poetry, drama, memoirs, essays, TV shows, film, visual art, and contemporary responses to current events. Writers studied may include Fatimah Asghar, Carlos Bulosan, Chen Chen, Peter Ho Davies, Mira Jacobs, Lê thi diem thúy, Aimee Nezhukumatathil, John Okada, Solmaz Sharif, Monica Sok, Paul Tran, and many others.

Semester course

Prerequisites: English 10

## **SECOND SEMESTER**

### **E454 Literary Explorations: Global Health in a Pandemic World**

Global Health experts remain vigilant for emerging new infections like Nipah and Hendra viruses, as well as the building threat of antibiotic resistance. Due to climate change, disease vectors such as mosquitoes, are expanding their range. Chikungunya is now endemic in Florida, and epidemiologists fear yellow fever is on the way. The Global Health class will study these new disease threats, learning basic epidemiology, study design, and research methods for infectious disease. We will also explore the continuing scourges of malaria, TB, and HIV, which still claim tens of thousands of lives every year. This course is a multifaceted study of problems in global health, including the effects of climate change on health or how structural racism creates disparities in access to care. In addition to learning about the basic biology and epidemiology of these diseases, we will use illness as a lens through which to critically examine social issues such as poverty, gender inequality, social stigma, and race. Outside speakers, field trips, and hands-on learning are essential parts of the course. Potential readings include: "The Chimp and The River," by David Quammen, "Sizwe's Test," by Jonny Steinberg, "The Wisdom of Whores," by Elizabeth Pisani, and the essays of Paul Farmer, Laurie Garrett, and Sonia Shah, among others. Writing in this course involves students' personal reflections on their understanding of the workings of disease in society, write-ups of epidemiological and case studies, journal entries, grant proposals, and descriptive narratives of the dynamics of illness.

Semester course

Prerequisites: English 10 and biology

Note: This course is not yet approved by the NCAA. Students planning to play Division I or II collegiate sports should discuss with their college counselor the impact of this class on their NCAA eligibility. This course does not impact eligibility for students intending to play Division III.

### **E462 Literary Explorations: Fiction Writing**

Do you miss writing stories? Ever read one and thought, "Wait, I want to do that again!" Well, here's your chance to get some experience! In this course, students will study the craft of fiction in the stories of a variety of short fiction writers, including Julio Cortázar, Charles Johnson, Flannery O'Connor, Bharati Mukherjee, Raymond Carver, Gabriel García Márquez, and others. Great writers are, more often than not, enthusiastic readers whose fiction is inspired by the powerful prose of their literary predecessors and contemporaries. Although great writers write often and can sometimes produce in a single sitting a story surprising for its polish, success in writing more often requires revising drafts many times to achieve a story's greatest potential. Using the workshop model in which small groups and the whole class offer constructive critiques of peer manuscripts, students in this course will write and revise several drafts of their own original stories of widely

varying lengths and types, leading to the creation of a portfolio of creative writing due at the end of the course.

Semester course

Prerequisites: English 10

### **E466 Literary Explorations: Utopias/Dystopias**

We are all cyborgs, whether we like to admit it or not. Our daily lives are suffused with technology — algorithms, smartphones, devices of all kinds — so we must ask: How will this erode or enhance our humanity? How will we evolve as a society, and what should be our moral imperatives and responsibilities? What can science fiction — in literature and film — teach us about what we are and what we may become? What role do depictions of utopias and dystopias play in our collective imagination and in our lives? Robots, computers, AI bioengineering, and space exploration are booming fields of research already woven into our society. How will they impact us in the next decades and beyond? Should we let these systems evolve unchecked? If not, how should we think differently about them, or even intervene? This course looks at a range of works of speculative fiction — contemporary novels (e.g., by Margaret Atwood, Emily St. John Mandel) and short fiction (e.g., by Ted Chiang, Ursula Le Guin, N.K. Jemisin, Octavia Butler, Lauren Beukes, Alastair Reynolds) — that each, in its own way, deplores or explores the consequences of technological idealism. We will also review the history of utopianism and watch excerpts from several important SF films (e.g., “2001: A Space Odyssey,” “Blade Runner,” “Gattaca,” “Her,” “Ex Machina”). Students write in many different modes, run all-class activities on relevant trends and concepts, and do small creative projects.

Semester course

Prerequisites: English 10

### **E478 Literary Explorations: International Film Studies**

Have you ever completely lost yourself while watching a movie? This class explores the complex process of that immersive experience while using contemporary films across the world as vehicles for that inquiry. In addition to the mechanics of immersion, the class will consider films highlighting topics like gender identity, cultural assimilation, immigration, coming of age experiences, kinship and equality, systems of power; personal sacrifice, and satire. In addition, we explore the role of genre in filmmaking, marketing, and viewership, and frequently reflect on the personal cultural lenses we each bring to our analyses of these international films. Assignments include video essays, film reviews and analyses, and scholarly writing responding to major voices and trends within the wider world of film studies. Films studied may include but are not limited to: “La Haine” (France), “Atlantique” (Senegal), “A Separation” (Iran), “Tampopo” (Japan), “Portrait of a Lady on Fire” (France), “Todo Sobre Mi Madre” (Spain), “Lamb” (Ethiopia), “Wadjda” (Saudi Arabia), “Ascension” (China), and “Bicycle Thieves” (Italy).

Semester course

Prerequisites: English 10

Note: This course is not yet approved by the NCAA. Students planning to play Division I or II collegiate sports should discuss with their college counselor the impact of this class on their NCAA eligibility. This course does not impact eligibility for students intending to play Division III.

### **E486 Literary Explorations: The South**

Why are so many of America's greatest writers from the South? What is it about the region itself that has produced such amazing literature in all genres? Historian Edward Ayers posits that "the very story of the South is a story of unresolved identity, unsettled and restless, unsure and defensive." This course will let the South tell its own story, through the literature of some of its finest writers. From the Southern Gothic atmosphere of a Flannery O'Connor short story, the steamy tension of a Tennessee Williams play, and the colorful depiction of Yoknapatawpha County in a William Faulkner novel, we will come to a deeper appreciation of a region that is both haunting and beautiful. A study of culture — visual art, music, and food — will give us further sights and sounds of a region known for its hospitality and its swing. In short, this class offers the opportunity to learn about a place rich in tradition and culture, a place "where democracy and oppression, white and Black, slavery and freedom, have warred" (Edward Ayers, "What We Talk about When We Talk about the South"). Possible authors include Eudora Welty, Bobbie Ann Mason, Carson McCullers, Richard Wright, Charles Chesnutt, Natasha Trethewey, Toni Cade Bambara, Flannery O'Connor, Tennessee Williams, and William Faulkner.

Semester course

Prerequisites: English 10

### **E488 Literary Explorations: The Literature of the Natural World**

You've just returned from a hike in the Cascades, or a walk in a local park, or perhaps even a trip to a national park, and you want to tell someone about it, perhaps write — perhaps even *do* something. This impulse raises important questions: How will you best convey the beauty of the natural world, the awe you feel at observing ants, Douglas firs, and thunderclouds? And how does this experience spur you to take action, do research, get involved, or work for social change? This course looks at a variety of nature writers — from travelers and journalists to biologists and poets. We will investigate a wide range of topics, from the beauty of caverns, forests, and mountains to the effects of our climate crisis in different parts of the world; from the relationships between the outdoors and various cultures and identities to issues of social justice, such as environmental racism. Students will also get to write about their own adventures thanks to regular visits to local parks and other natural environments. Works studied may include J. Drew Lanham's "Home Place: Memoirs of a Colored Man's Love Affair With Nature," Robin Wall Kimmerer's "Braiding Sweetgrass," Arthur Sze's "Sightlines," Cal Flyn's "Islands of Abandonment," Annie Dillard's "Pilgrim at Tinker Creek," and Robert Macfarlane's "Underland."



Semester course

Prerequisites: English 10

### **E492 Literary Explorations: The Good Life in Philosophy and Literature**

These days, it seems pretty hard to find something that we all agree upon. Here's one, maybe: we all want to live a good life. But what would that even look like? Attempts to answer this question often spawn only more questions. If a good life is about being happy, what is happiness, and how do we know? If a good life is about finding meaning, how do we explain the apparent senselessness of some of the experiences we encounter in life? Is the good life the same for all people, regardless of identity and circumstance? Is the very articulation of these questions making some major assumptions about the human condition? From ancient virtue ethics to contemporary novels, we'll examine how thinkers, artists, and writers from an intentionally diverse set of traditions and genres have tackled the question: what is the good life? Some of the texts we'll look at tackle this question very directly. We'll examine some authors in the Western philosophical tradition (Aristotle and Augustine), but also explore other ways of thinking about the good life inspired by non-Western and indigenous writers like Confucius, David Treuer, and Zitkala-Ša. We'll also examine popular and romantic pieces by a diverse set of creators including Jenny Han, Lee Edelman, Kendrick Lamar, and social media influencers.

Semester course

Prerequisites: English 10

### **E494 Literary Explorations: Art and Literature**

It's hard to imagine Dante's *Inferno*, Blake's "Songs of Innocence and Experience," Bechdel's "Fun Home," or Rankine's "Citizen" without their famous maps, illustrations, and visual art. Here and elsewhere, art isn't just an accessory to literature: it is woven into it — hallmark feature of the works of the Pre-Raphaelites and a seamless fusion in graphic novels. Naturally, we can also find many novels, plays, and poems about artists and their art that are directly inspired by particular works of art (for example, Tracy Chevalier's novel inspired by Vermeer's painting "Girl with a Pearl Earring") or that have themselves inspired new art forms (for example, Ralph Ellison's "Invisible Man" inspiring Jeff Wall's "After 'Invisible Man' by Ralph Ellison, the Prologue (1999-2000)"). This course will take you on a parallel journey through the history of art and literature as we examine visual and literary texts from or inspired by the classical and medieval periods, the Renaissance, the Baroque, and onward into postmodernism. Students will look at traditions from around the world, will engage in frequent hands-on activities, and will finish with a final project such as creating a photo essay, curating, and staging an art show, or writing a graphic novel.

Semester course

Prerequisites: English 10

### **E496 Literary Explorations: Food and Culture**

Food is interwoven into the fabric of our lives. In popular culture, from competitive reality TV shows like “Iron Chef” and “Hell’s Kitchen,” to feature films like “Julie & Julia,” “Babette’s Feast,” and the documentary “Super-Size Me,” food is watched, cooked, fought over, and indulged. Food is a crucial part of our identities. From memoirs like “Kitchen Confidential” and “Notes of a Young Black Chef,” to recipes passed down through generations and meals with family and friends, what we eat can tell us a lot about who we are and where we come from (including our fast-food predictions). So called “Food Deserts” and access to healthy choices inform social justice issues around food equity as seen in “Black Food Matters.” Perhaps most critical is the role food productivity plays in the high-stakes consequences of climate change, reflected in non-fiction literature like “The Omnivore’s Dilemma,” “Cod,” and all the way back to Rachel Carson’s “Silent Spring.” This course will explore these various ways food is a force in our lives from a multidisciplinary perspective – literary analysis, historical context, botanical and ecological studies, sociology, and personal experience. The writing in the course will be both creative and analytical, from the expository essay to the restaurant review. By the end of the course, students will have gained deeper perspectives on some of the many ways food operates in our society, not only as cultural artifacts but also as social paradigms and political tools. Bon appétit! Skol! Buen provecho!

Semester course

Prerequisites: English 10

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## **GLOBAL ONLINE ACADEMY**

Lakeside School is a founding member of the Global Online Academy (GOA). Established in 2011, GOA offers a variety of challenging, interdisciplinary courses for students in member schools around the world.

Students participate in a truly global classroom, learning alongside peers with diverse backgrounds and experiences. The teachers for these courses are experienced, enthusiastic educators drawn from the member institutions. GOA courses are run entirely online and include both synchronous and asynchronous components. Students who thrive in their GOA classes enjoy learning independently and have strong organizational and time-management skills.

All GOA courses receive Lakeside credit and appear on students' transcripts. They may even replace a Lakeside graduation requirement if the courses are comparable. A GOA course is similar in workload and challenge to a standard Lakeside class, and thus counts towards the seven-course maximum in a student's load.

GOA classes are open to Lakeside students in grades 10 through 12, although the academic expectations and the maturity and independence required make them most suitable for juniors and seniors. Students may take a maximum of one GOA class per semester during the academic year. The fee for this class is included in Lakeside tuition, and families incur no additional costs when their student enrolls in a GOA course during the academic year. GOA classes are also available in the summer, however, summer courses are not included in tuition. If students are interested in taking a GOA class, they should sign up for their top three choices on their Lakeside course registration form in January.

Dropping a GOA course follows a somewhat similar policy to the one at Lakeside School, although the end of the course period is typically sooner than for our other courses (and determined by GOA). A course may be dropped before the GOA deadline (typically within the first week and a half of the semester) with no reflection on the student's transcript. If a student wants to drop a course after the designated GOA drop period, they will receive a W on their transcript indicating a withdrawal. The notation, determined by the teacher and the Upper School Administration, will appear on the transcript. Please note that the GOA-designated drop date is earlier than the final Lakeside School drop date, and that we must honor the earlier date for GOA courses.

## Semester Courses Currently Taught through GOA

Abnormal Psychology	How to Argue Well
Applying Philosophy to Global Issues	International Relations
Architecture	Intro to Artificial Intelligence
Arts Entrepreneurship	Intro to Blockchain and Cryptocurrency
Bioethics	Intro to Branding & Marketing
Business Problem Solving	Intro to Legal Thinking
Capitalism: Past, Present, & Future	Intro to Organic Chemistry I
Climate Change and Global Inequity	Intro to Organic Chemistry II
Comp Sci I: Computational Thinking	Intro to Psychology
Comp Sci II: Analyzing Data with Python	Investing I
Comp Sci II: Game Design and Development	Investing II
Comp Sci II: Java	Linear Algebra
Creative Nonfiction Writing	Macroeconomics
Cybersecurity	Medical Problem Solving I
Data Visualization	Medical Problem Solving II
Developmental Psychology	Microeconomics
Digital Photography	Neuropsychology
Entrepreneurship in a Global Context	Number Theory
Fiction Writing	Personal Finance
Filmmaking	Positive Psychology
Game Theory	Prisons and the Criminal Justice Systems
Gender & Society	Problem Solving with Engineering & Design
Genocide & Human Rights	Race & Society
Global Health	Religion & Society
Graphic Design	Social Psychology
Health and Fitness	

## Yearlong Courses Currently Taught through GOA

Arabic Language through Culture I	Japanese Language through Culture I
Arabic Language through Culture II	Japanese Language through Culture II
Arabic Language through Culture III	Japanese Language through Culture III
	Multivariable Calculus

For more information about the Global Online Academy, please visit: [www.globalonlineacademy.org](http://www.globalonlineacademy.org)

# HISTORY AND SOCIAL SCIENCES

History should be studied because it is an absolutely necessary enlargement of human experience, a way of getting out of the boundaries of one's own life and culture and of seeing more of what human experience has been. And it is the necessary, unique way of orienting the present moment, so that you know where you are and where we have come from and so that you don't fantasize about the past and make up myths to justify some immediate purpose — so you can make decisions based to some extent on what has gone before, on knowledge of actual experience.

– Bernard Bailyn

These sentiments reflect the philosophy and purpose of the teachers in the History and Social Sciences department at Lakeside School. We seek to nurture in students an excitement about the world's past, both nationally and globally, as well as the ability to understand present trends and issues and see themselves as active participants and agents of change. In order to build that excitement and engagement in the world, the department's focus is on teaching historical consciousness through case studies centered on the voices of the peoples we study in an effort "...to understand, develop, and teach histories that recognize people's humanity" (LaGarrett J. King). We teach the historical content through lenses such as gender and sexuality; race and ethnicity; belief and religion; class and labor; power and political ideology. At the same time, history classes at Lakeside are designed to help students learn and practice skills around thinking critically, analyzing a variety of sources, developing ideas collaboratively and writing and speaking with insight and clarity.

## REQUIRED COURSES (IN THIS SEQUENCE)

- World History I: Themes in World History (H100) OR World History I: Big History (H110)
- World History II: The Modern World (H200)
- United States History (H300) OR American Studies (H310)

Electives provide students opportunities to explore their own interests across an array of offerings in the social sciences and humanities, including economics, psychology, and political science. Some of these electives are designed to provide expanded opportunities in the social sciences. Others are meant to provide rigorous and challenging elaborations of the history core for students with a deeper interest in the humanities.

There are a couple of options for the required course sequence. Students may take either H100 or H110 to fulfill the initial course in the two-year world history sequence requirement. Students may take either H300 or H310 to fulfill the final requirement in American history. For modern world history, the only choice this year is H200.

### **H100 World History I: Themes in World History**

Where do our beliefs come from? Who gets what, and how do we decide? How have humans organized themselves, and what are the consequences of that organization? Students will begin this course by reflecting on their own political beliefs and how these shape their experiences in the world. From there, we will use geographically diverse case studies to explore how the world's people have tried to build just societies. Through these case studies, students will consider constructions of gender and sexuality, creation of the other, systems of belief, and systems of power. Throughout, the skills focus of the first year of the history core is writing for the social sciences. At the same time, students will be focused on assessing sources, developing and refining a position based on evidence, and holding student-led discussions around the course's major themes.

Full-year course

Prerequisites: None

### **H110 World History I: Big History**

Where do our beliefs come from? Who gets what, and how do we decide? How have humans organized themselves, and what are the consequences of that organization? Students will begin this course by reflecting on their own political beliefs and how these shape their experiences in the world. From there, this course studies the past from the origins of the universe to the present day and beyond. We will ask how the universe formed in the Big Bang, how stars and planets were created, how our earth changed, how life appeared on earth, and eventually how our own species evolved and spread around the world. Our studies will encompass the present-day impact of humans on the planet, and project the implications of these patterns into the future. Students will explore how both historians and scientists engage in the study of our world and our place within it. Using cutting-edge readings, as well as specially designed online modules, the class encourages students to utilize critical thinking and historical research as they explore what factors have shaped our past and inform our present. Historical and scientific data are interwoven throughout the course to provide a grand narrative of the development and growth of human civilization.

Full-year course

Prerequisites: None

### **H200 World History II: The Modern World**

How do people navigate societies in the modern world? How can we understand their choices by applying different historical lenses? World History II: The Modern World turns students' focus to the decisions they face in the 21st century and the ways in which historical peoples made choices in similarly dynamic times. By centering the voices of the people we study from around the world, students will encounter challenging and relatable case studies across cultures, communities, and time. Students will engage in historical simulations, presentations, and formal writing tasks to explore systems of politics and power, class and labor, gender and sexuality, race and ethnicity, and belief and religion. Throughout, this inquiry will build upon the skills of H100 and H110 and prepare

students for H300 and H310 by introducing and focusing on the research process as it applies to the social sciences, building on and complicating the lenses for analysis that were introduced in those earlier courses.

Full-year course

Prerequisites: Any world history I

### **H300 United States History**

H300 is a year-long exploration of how change is made in the context of United States history. Students will move through chronological case studies on the following levers of change: rebellion, law, movement-building, public policy-making, migration, arts and culture, scholarship, and diplomacy and military action. Students will examine historical change through multiple lenses, including race, gender, sexuality, class, empire, and religion. They will take a hands-on approach to understanding and applying levers of change in order to become effective change agents. Among other course experiences, students will engage in moot court to understand how interpretation of the law can bring about change and will examine some dimension of the change-making process in a major research paper, bringing forward the research and writing skills developed in the first two years of the history core. The questions that will guide our study are: How is change made? How do culture and identity shape approaches to making change? In exploring these questions, students will ask themselves: how can I most effectively use different levers to create change?

Full-year course

Prerequisites: World history II

### **H310 American Studies**

(Requires simultaneous enrollment with E310 — receives English and history credit.)

This team-taught course offers an interdisciplinary approach to the themes, texts, and content of United States History (H300) and English 11/Fall and English 11/Spring (E300 and E303). The essential belief that informs this course is that students' understanding of, and appreciation for, American literature and history is enhanced by considering each in conversation with the other. Using the framework of "levers of change," we will explore issues of equality, justice and power, and consider how different, and often conflicting ideas about American have shaped this nation. Developing an understanding of various disciplinary modes of thought and analysis is expected, as is active participation in discussions, projects, and presentations. Assignments will include discipline-specific writing, such as literary analysis, historical research, personal essays, and creative writing, as well as authentic performance tasks like mock trials; students will also be crafting several truly interdisciplinary research projects. Students will receive one grade that will be counted for both courses.

Full-year course for juniors only

Prerequisites: World history II and English 10 or their equivalent

## **YEARLONG ELECTIVE**

### **H420 Economics**

Economics is the study of decision making by individuals, organizations and societies when they face tradeoffs. This course combines micro- and macroeconomics into one course to allow students greater opportunity to dig into questions of their own interest. Students will learn economic models that work to explain why people trade, when markets work and when they fail, the role of government in the economy, the sources of economic growth, recessions, financial markets, and economic inequality. By the end of the course, students will be able to analyze current and past global economic developments, and will understand the current debates that continue to shape economic thought today. Typical projects include evaluating the effects of minimum wage and immigration policies on labor markets, modeling risk and return of investment portfolios, and evaluating trade policies using a macroeconomic model of open economies.

Full-year course

Prerequisites: World history II

## **FIRST SEMESTER ELECTIVES**

### **H401 Genocide in the Modern World**

The phenomenon of genocide remains one that the world struggles to prevent and resolve, while also presenting a unique set of moral and diplomatic challenges. In this course we will examine Nazi Germany and the Holocaust, Rwanda, and Armenia, as well as the experiences of indigenous peoples in California at the time of the Gold Rush. Students will identify patterns in the lead-up to genocide and the factors that contribute to the outbreak of scapegoating, hatred, and extreme violence. Using readings, film, novels, and personal testimonies, we will examine the nature of evil and goodness and prejudice and oppression, as well as the politics of exclusion. Throughout the course students will review the actions of perpetrators, bystanders, and leaders, in each case asking the question, "Why was genocide possible?"

Semester course

Prerequisites: World history II

### **H403 Bioethics (cross-listed with Science)**

With the pace of scientific and medical advances, the world is increasingly confronted with questions that would have been unimaginable decades ago. Should parents be allowed to choose the sex of their unborn children? Should people be permitted to sell their organs? Should teenagers be allowed to refuse life-saving medical care? Bioethics is an interdisciplinary field in which philosophers, doctors, lawyers, judges, activists, and scientists tackle ethical dilemmas like these. By the end of this class, you will be familiar with key topics in contemporary bioethics and you will learn how to articulate an informed position on the issues we discuss. By learning to approach morally ambiguous situations in a structured way, you will also become more aware of your own values and biases. (Counts as either a science or history credit.)

Semester course

Prerequisites: Biology and world history II



### **H413 Social and Business Entrepreneurship**

Harvard Business School professor Howard Stevenson defined entrepreneurship as “the pursuit of opportunity without regard to resources currently controlled.” Whether the mission is Facebook’s “giving people the power to share” or Kiva’s “alleviating poverty,” entrepreneurship is a process through which individuals with big ideas implement lasting change in the world. Students will explore this field through guest speakers, case studies, lectures, and student presentations. Case studies, drawn from a variety of profit and nonprofit enterprises, will emphasize global opportunities and engagement. Lectures will focus on the theory and practice of implementing big ideas for social change. Students, working in teams, will develop and present a business plan for a venture that meets the theme of the course — i.e., a plan to implement a big idea of their own.

Semester course

Prerequisites: World history II

### **H415 Understanding the Modern Middle East**

This course is an opportunity for students to gain the cultural proficiency and the historical depth necessary to understand the complexities of this much-maligned region. Students will engage in a series of critical discussions around media literacy and issues of gender and development in countries or regions as culturally and politically different as Iraq, Iran, Israel, and Palestine. Area-specific case studies will focus on some of the current issues facing the region and will also vary depending on the news of the day. Students will read broadly, across disciplines; in addition to the texts, they will engage with news sources, literature, and elements of pop culture. A multi-school simulation in which students play stakeholders in the Arab-Israeli conflict will add another rich layer to the course. This is a writing- and reading-intensive course. Assessments include formal papers and projects, as well as shorter writings and presentations.

Semester course

Prerequisites: World history II

### **H425 Queer United States**

What does it mean to be “queer”? How has this term gone from slur to a celebrated label for identity in less than a century? What are the roots and context of contemporary cultural and political battles over 2SLGBTQIAA+ rights? This course will examine the social, theoretical, and political experience of queerness in American history. Gender and sexuality will be a focus, but the course will explore what it means to be “queer” in a broad sense, including intersections with other anti-oppression movements. We will begin by exploring indigenous gender systems in the Americas, and then move through American history with a focus on the queer experience, spending significant time in the 20th century and finishing with the HIV/AIDS epidemic and discussing modern social and political issues. Coursework will explore historical and contemporary sources of multiple mediums (text, images, videos, and films) and students will engage in coursework traditional to a history classroom (discussion, writing, and project-based learning).

Semester course

Prerequisites: World history II

### **H427 Government, Politics, and Policymaking**

Politics has been described as the who gets what, and how much. In this hands-on course, students will learn more about our policy-making system, and how politics shapes our lives. Students will participate in an election simulation as members of candidate teams, media, interest group leaders, or political party leaders navigating a campaign, from the primary phase through election day. In our Congress simulation, they will draft and debate legislation, and prepare to defend their voting record to constituents back home. Students will additionally put together a political philosophy (such as excerpts from the Federalist papers), as well as selections from contemporary political writers (such as Ezra Klein's "Why We're Polarized"). Students will gain a stronger sense of their own political identities, as well as a deeper understanding of the structural forces at work within our political system, and how those forces shape our sense of what is possible. This year's course will also coincide with and attend the events of the 2024 presidential election!

Semester course

Prerequisites: World history II

### **H441 Projects in History: Methodology and Research**

Have you been looking for an opportunity to take a deep dive into any historical subject you choose? Would you like to take a closer look at how historians "do" history or hone your own research skills? Then this is a course for you! Using the texts "The Houses of History" and "The Craft of Research," this course will give students with a passion for history and the social sciences an opportunity to take an in-depth look at the methods of research and historiography. Students will not only learn about the various approaches to history (e.g., empiricist history, ethnohistory, gender history, postcolonial history, postmodern history, etc.), but will also apply these methods as they research a theme entirely of their choosing. Over the course of the semester, students will produce pieces of their final research project, which they will present at the end of the semester. This will be a valuable foundation course for juniors who would like to hone their historiography skills before they begin the U.S. history paper and for seniors who are motivated to take an in-depth look at a topic or theme that they are curious about or are interested in studying or majoring in history or the social sciences in college.

Semester course

Prerequisites; World history II

## **SECOND SEMESTER ELECTIVES**

### **H452 Religious Studies: The World of Belief and Disbelief**

Is there life after death? Is there meaning to life? How should we understand the world in which we live? What truths do various faith traditions have to offer us? This class will engage with these big

questions and provide opportunities to visit sacred places and speak directly with visiting religious scholars while exploring five important world religions: Hinduism, Buddhism, Judaism, Christianity, and Islam. We will examine these faiths as traditions of wisdom and look closely at their history, core beliefs, and rituals. Along with the experiential facets to the course, students will read both primary and secondary material and write about, talk about, and express creatively their own personal journey as they shake hands with these traditions.

Semester course

Prerequisites: World history II

#### **H456 Freedom, Crime, and the Law**

Should a driver go to jail because she refuses to take a blood-alcohol test? Should Supreme Court Justices serve for life? Should a school be able to censor your speech when you aren't even on campus? In this course, students will seek to answer these questions and others by debating the literal and moral foundations of some of the most important amendments in the Bill of Rights, including the First, Fourth, Fifth, and Sixth Amendments. We will grapple with the impact of various Supreme Court decisions on the power of these Amendments, and reconsider the structure and power of the Court itself. We will experience the Court's process through a simulation of a mock appellate hearing of a recent case. In the second half of the course, students will engage in a mock trial, giving them an understanding of the legal profession and a more nuanced understanding of the justice system. A desire to become a lawyer is absolutely not a prerequisite for this class; only a desire to understand how the law affects the lives of everyday Americans, including you!

Semester course

Prerequisites: World history II

#### **H462 Geopolitics and Game Theory: Analyzing Power (cross-listed with Mathematics)**

How can game theory be used to understand world events and decision-making? In this course, students will apply a variety of mathematical tools and game theory models to analyze geopolitical decision-making. Students will study episodes of conflict and compromise, delving deep into source materials and devising analytical models with which to discern causes and consequences of the choices that leaders make under uncertainty. Assignments and projects will address historical contexts and events, game theory principles, and the development of strategies for finding rational solutions to complicated real-world problems. Students will also gain an understanding of the history of game theory's use in policymaking in situations like the American War in Vietnam/Vietnam War (the first term is used in Vietnam, the second is the more common term in the U.S.). Scenarios examined may include the formation of the United Nations; the Bandung nonalignment conference of 1955; the Cuban Missile Crisis; the North American Free Trade Agreement (NAFTA); and the South Africa's Truth and Reconciliation Commission. (Counts as either a history or mathematics credit.)

Semester course

Prerequisites: World history II and algebra II

### **H468 Psychology**

Why do people join cults? Can you train your brain to need less sleep? When it comes to dating, do opposites attract? In this course, we examine questions like these through the lens of psychological science. We will explore key concepts in biological development, social and clinical psychology, and we'll focus on analyzing research studies. By the end of the course, students will be able to think critically about research and to apply psychological concepts to the real world.

Semester course

Prerequisites: World history I

### **H474 Seattle Culture and History**

How much do you really know about the city where you live? Seattle has long been a city of communities, composed of different peoples with varying perspectives on the region, each contributing to the story of this place. Just as the demographics of this port city have shifted, so, too, has its character. Over time Seattle has undergone multiple reinventions, from a nexus of indigenous interaction to boom town to company town to a center for technology. Seattle's people have been variously interned, conquered, excluded, elevated, segregated, integrated, impoverished, emboldened, and enriched. Through it all, Seattle has grown more complex and layered, with the past sometimes honored and sometimes paved over.

This class will expose students not only to the history of Seattle, but also to the practice of being local historians, wading into the world around them to better understand the place where we live. Additionally, students will further develop skills of close reading, learning from artifacts, historical analysis, content creation, and curation.

Semester course

Prerequisites: World history I

### **H476 Comparative Government and Politics**

The governmental and political systems of seven modern states — the United States, the United Kingdom, Russia, China, Nigeria, Mexico, and Iran — anchor this comparative approach to understanding how power is acquired and employed around the globe. These case studies provide insight into institutions and processes in countries that range from advanced democracies to authoritarian regimes. The direction of study is also responsive to student interest and current events. Projects include debates and press conferences as well as designing government institutions for specific scenarios. This course can help interested students prepare for the Advanced Placement comparative government and politics exam.

Semester course

Prerequisites: World history II

#### **H478 Leadership in the Modern Era (cross-listed with Outdoor Program)**

In this course students will explore leadership through an outdoor program perspective, and will participate in a two-week outdoor trip in April and a four-day outdoor trip in May. This class will teach students different leadership styles, following historical and current examples, specifically within the outdoor realm. The course will also cover the components of becoming an outdoor trip leader, including risk management, group dynamics, natural history, trip logistics, route planning and navigation, and hard skill development. Students will have the opportunity to become certified in wilderness first aid as part of this course. Outdoor/experiential trip component: This course includes a two-week outdoor backpacking trip to Utah over spring break and the week before or after; camping in the wilderness each night. The culminating experience of this course will allow the students to test their leadership skills as senior leaders on the four-day 7th grade outdoor trips in late May.

Time commitment and cost: Students in the course must participate in all the Seattle-based components of the class and the outdoor trip experiences. The Utah trip will be two weeks, including spring break and the week after. (Exact dates TBD). An additional course fee of approximately \$850 will apply to cover the costs of travel. Financial aid is available. The May trip will be the 7th-grade outdoor trip, which usually takes place Tuesday–Friday following May Day each spring. As with any academic course with an experiential component, students will be responsible for the general concepts covered in their other courses while they are away and will work with their teachers to determine essential work they will be accountable for while on the trip. Teachers will work with students in a supportive capacity to help them get caught up when they return from the outdoor trips.

Semester course

Prerequisites: Must have previously completed at least one US outdoor trip; Seniors only.

#### **H484 Protest and Popular Music**

In 1941, American folk singer Woody Guthrie scrawled “This Machine Kills Fascists” on the body of his guitar, Guthrie’s way of asserting the political power of song. Following from Guthrie’s famous slogan, this course explores the nexus of popular music, politics, and society in historical perspective. Music has been a powerful weapon for civil and economic rights, decolonization, feminism, LGBTQ+ liberation, and many other causes. The primary texts for this course are the songs themselves, which span decades, genres, and continents. We will work backwards from the music, reading secondary and primary sources and viewing documentary films in order to get a broader sense of the contexts from which the music emerged. While the course will offer a broader survey of protest and popular music, more sustained attention will be given to: folk music and the American

Left, the music of the American Civil Rights Movement, reggae, Afrobeat and decolonization movements, the nueva canción movement in South America, music and the anti-apartheid movement in South Africa, music and the Cold War, the politics of punk, and the politics of hip-hop.

Semester course

Prerequisites: World history II

#### **H486 Latinas/os/x in American Life and Culture**

Latinas/os (or Latinxs) are now the largest ethnic minority group in the United States. Combined, they have been credited with swaying marketing trends, popular culture, as well as political elections. Yet, most professions are scrambling to find individuals with the cultural competencies to respectfully engage and understand Latinx communities. This course offers an interdisciplinary and practical approach to the study of Mexican American (Chicana/o or Chicanx), Puerto Rican, Cuban American, Dominican American, Central American-American, and other U.S. Latin American communities in the United States from the 17th century to the present. Students will understand not only the interconnections among these diverse communities, but also the differences that sometimes divide them. Our objectives for this class will center on building critical interpretative skills through a variety of fields such as history, sociology, anthropology, literature, gender studies, and political science. By the end of the semester, students should be able to ask and answer interesting, important questions about the experiences and representations of Latina/os in the United States.

Semester course

Prerequisites: World history II

# HUMAN DEVELOPMENT AND HEALTH

The aim of the Lakeside Human Development and Health department is to provide students in the Middle and Upper Schools with the knowledge and skills they need to know themselves deeply, to interact effectively and compassionately with others, to cultivate behaviors that promote health and well-being for themselves and others, and to make decisions that are aligned with their values.

Our department focuses on teaching seven key skills in grades 5-12: self-awareness, awareness of others, seeking accurate information, effective communication, fluency in topics of identity, decision-making, and community building.

Students are required to take one semester of Human Development 9 in the fall semester of their 9th grade year. Students are required to complete six sexual violence prevention workshops in 10th grade, five sexual violence prevention workshops in 11th grade, and five sexual violence prevention workshops in 12th grade. The goal of the sexual violence prevention workshops series is to help students develop the knowledge and skills needed to prevent sexual violence in their communities now and in the future. Students who are concerned that attending the sexual violence prevention workshops will negatively impact their health or well-being can seek an alternative arrangement or a formal waiver by speaking with the Upper School counselors.

## **D101 9th Grade Human Development**

This introductory course is designed to empower students to know themselves deeply and to make decisions that center health and safety. We use discussion and reflection to explore various aspects of well-being, including identity and mental, physical, and social health. This course is designed to help students make the transition into high school smoothly and set a strong foundation of well-being for their high school experience. Our curriculum focuses on the following key units: resilience, identity, strong minds and bodies, connection, thinking and choosing for yourself, and health justice.

Fall Semester course

Prerequisites: None

## **10th Grade Sexual Violence Prevention Workshops**

The 10th grade sexual violence prevention workshops series focuses on topics of healthy vs. unhealthy relationships, verbal and non-verbal consent, sexual violence terminology, physical literacy, and sexualized media. Students complete their workshops in their advisory groups.

## **11th Grade Sexual Violence Prevention Workshops**

The 11th grade sexual violence prevention workshops series focuses on topics of values, consent, relationship scripts and expectations, sexual violence policy and laws, boundary-setting, and how identity intersects with prevention of sexual violence. Students sign up for workshop sessions that fit into their free periods.

### **12th Grade Sexual Violence Prevention Workshops**

The 12th grade sexual violence prevention workshops series focuses on topics of navigating nuances of consent, sexual citizenship, providing support to victim-survivors, substances and consent, and combatting rape culture. Students sign up for workshops sessions that fit into their free periods.



# LANGUAGES

The Upper School languages program offers three modern languages (Chinese, French, and Spanish) and one classical language (Latin). In our modern language program we prioritize oral proficiency and functional use of the target language as we seek to develop listening, speaking, reading, and writing skills. Language learning by nature requires students to be comfortable with unstructured problem-solving, thereby developing their resilience as learners. We pay particular attention to the competencies of cognitive flexibility and communication and listening in the early years. In the more advanced classes, significant attention is paid to developing introspection and emotional intelligence through the study of literature from cultures outside the United States. Throughout the program, activities will reinforce and create awareness for students around strengthening their global mindset. A central goal is to expose students to cultural views of diverse societies in an effort to enhance global awareness and understanding along their journey of lifelong learning. In addition, we aim to develop a mindset of equity and inclusion. To this end, the department uses Integrated Performance Assessment as our benchmarking assessment tool in all languages.

To fulfill the graduation requirement, students must complete at least two sequential years in a single language at Lakeside Upper School — one of which must be level III or higher. With departmental and administration permission, students may meet the requirement by completing level II of two languages.

To maintain a complete sequence of courses through level V, the top two levels may be combined into a single course (for example, French IV/V or Spanish V/VI) in order to reach the required number of students necessary to staff the course. The curriculum for these combined courses rotates from year to year so that students can enroll for consecutive years and encounter new challenges at every level. Student transcripts will show level IV or level V (as appropriate) rather than having a combined (IV/V) course title.

## Chinese

### L140 Chinese I

This course is an introduction to standard Chinese (Mandarin Chinese). Students learn the Pinyin Romanization system and use acquired oral language skills in a variety of activities and games. While our focus is primarily on oral proficiency, students learn to read and write basic Chinese characters and to recognize these in context. At the end of this level, students will be at an ACTFL Beginning High level of oral proficiency and will have acquired the following language skills: asking and answering questions, narrating events, describing likes and dislikes, making short oral presentations in Chinese, and engaging in short reading and writing activities. These skills are employed within the framework of familiar contexts such as family, leisure activities, home, and school life. We will view relevant movies that give insight into Chinese family life and society in both rural and urban communities.

Full-year course

Prerequisites: None

### **L240 Chinese II**

This course is a continuation of Chinese I and focuses on building students' command of oral communicative structures in more sophisticated contexts. In the class, we will work on building oral fluency with the goal of conducting the class entirely in Chinese by midyear. Students will become more proficient in both handwritten as well as word-processed Chinese writing. Major projects may include making a vlog video showing a typical day of students' school life, and/or comparison on cities. Movies are typically viewed with English subtitles with content and cultural discussions conducted mostly in Chinese.

Full-year course

Prerequisites: B- or better in Chinese I, or successful completion of Chinese level C or D at Lakeside Middle School, or by department placement.

### **L340 Chinese III**

The focus in Chinese III continues to be on increasing oral proficiency and fluency, along with both a review of major Chinese grammatical patterns and more intensified practice of Chinese characters to bring students to an intermediate level of proficiency. Students write longer narrative essays and are introduced to expository essay writing in Chinese. Class discussion and presentations focus on Chinese culture and customs related to daily life, and on traveling in China. One of the projects is "Where Would You Like to Live?" which involves an in-depth research of a major city in China and comparing it with a major city in the U.S. We will also view films and selected TV programs and discuss contemporary life in China.

Full-year course

Prerequisites: B- or better in Chinese II or by department placement

### **L440 Chinese IV**

Students in this course will work to build functional expressive skills using textbook and supplemental readings from news reports and other publications. Thematic units include travel, technology, education and Chinese geography. We will view films related to topics we cover, discuss issues important to Chinese society, and explore cultural differences between China and the West. Our goals are to increase students' range of vocabulary; gradually approach more advanced listening and speaking skills; develop the skills and stamina to read longer essays and write longer personal narratives and informational narratives; and have discussions using level-appropriate vocabulary, accurate grammar, and with higher-level syntactical cohesion. Students will also engage in role play and make presentations in class.

Full-year course

Prerequisites: B- or better in Chinese III

### **L540/640 Chinese V/VI**

This course centers on learning about social issues in China using the textbook “Integrated Chinese Volume 4” and “Reading into a New China” with supplemental readings from news reports online and other publications. Thematic units focus on a wide range of issues current in China, including economic and social changes, life and wellness, gender and equality, environmental problems, Chinese history, and the divide between traditional and modern culture. Our goals are to increase students’ range of vocabulary and structures, to continue to progress toward advanced listening and speaking skills, and to develop the skills required to read more complex essays in formal language. Students are guided to write longer essays in different genres and engage in debates, presentations, and role play in class. They will also perform interviews of Chinese speakers at Lakeside and in the wider Seattle community and make documentaries based on their interviews and research. Over the course of the year, students will also view the Chinese TV serial drama, “A Love So Beautiful,” to increase their listening comprehension skills and give them an in-depth look into the lives of high school and college students in China.

Full-year course

Prerequisites: B- or better in Chinese IV

### **L570 Chinese V-GSL China**

This course centers on learning about key social issues in China. The GSL travel component offers students a first-hand opportunity to learn about Chinese culture while contributing to a locally-determined service project.

In the classroom, students will focus on a wide range of current issues in China, including the educational system, environmental challenges, family structure, and gender roles. Comparing the divide between traditional and modern culture, students will continue to increase their range of vocabulary and grammatical structures. Students will develop the skills required to read more complex essays and be guided to write longer essays in different genres through debates and presentations.

During the GSL trip, students will travel to China and live with homestay families. They will experience different aspects of rural Chinese culture. They will engage in service projects that support an area of need determined by the community. The students will also conduct interviews with local residents and local administrators on the topics of our course focus and explore the unique culture of the region we visit. They will record their experience of the trip by producing a documentary upon their return to Seattle as the culminating project for the class.

Full-year course with a three week GSL trip in April 2025 (starting one week before spring break and ending one week afterward spring break).

Prerequisites: B- or better in Chinese IV

Details and logistics:

Students in the course must participate in all the Seattle-based components of the class and the GSL travel experience. The trip to China will be three weeks, including spring break, one week before break, and one week after the break. An additional course fee equivalent to the cost of a GSL trip will apply to cover the costs of travel. Financial aid is available for this fee. A student can count up to 20 hours of global service learning hours toward Lakeside's graduation requirement of 80 hours of service.

The GSL program reserves the right to change the travel destination due to unforeseen issues in the original site location. Students who enroll in this course will need to complete a GSL application form in the spring. More information on the trip and the class is available on the global programs webpage.

## **French**

### **L110 French I**

Introduction to French language and culture. This course is designed for students beginning a first foreign language as well as students who want to add another foreign language to their repertoire. Working with a textbook that includes significant opportunities for guided practice and recent authentic materials, including vlogs from teens in six francophone countries, students learn skills and vocabulary needed to begin to communicate effectively in French and understand the culture of the French-speaking world. Oral proficiency is our primary goal, so teachers and students use only French in the classroom. Among the skills acquired: asking and answering questions; describing and assessing people, places, and objects; narrating in present, future and past time; expressing opinions; and giving instructions to others. These functions are performed in familiar contexts such as talking about the family, home and school life, and leisure activities or going to a store, restaurant, party, etc.

Full-year course

Prerequisites: None

### **L210 French II**

Using materials developed by the instructor, students continue to build on the functions described in French I with a greater level of fluency, adding variety of structure and vocabulary, and covering a wider range of topics. Added functions: talking about the future; hypothesizing; and expressing opinions, emotions, doubt, and necessity. Classes are conducted entirely in French. Students read and discuss short authentic pieces such as poems, stories, and news items and view a feature-length film to broaden their understanding of Francophone cultures.

Full-year course

Prerequisites: B- or better in French I, or successful completion of French level C or D at Lakeside Middle School, or placement by the department.

### **L310 French III**

What does it mean to come of age in the French-speaking world? This course builds on skills taught in French II and emphasizes greater oral and written proficiency in French as students explore what it is like to grow up and come of age in France and other countries in the Francophone world. Students expand their vocabulary by engaging in conversations, including role playing and problem-solving. Though much of their writing is creative, students will also explore various aspects of French and Francophone culture, from literature to music, from climate change to pop culture, from politics to film, and will produce both oral and written reports. Students view at least one French film (a recent example is “La Famille Bélier”) and read several works of fiction, which in previous years have included “Le Petit Prince”; “Le temps des miracles,” a novel about refugees fleeing to France; and the coming-of-age stories “Persepolis” and “M Ibrahim et les fleurs du Coran.”

Full-year course

Prerequisites: B- or better in French II

### **L410 French IV**

The two main goals of this class are for students to improve their accuracy and style in speaking and writing and to increase their awareness of cultural and other current issues in the Francophone world. The course utilizes a selection of materials such as literature, art, music, film, journalism, and audio- and video language segments that present topics pertinent to the social, political, and historical realities of the francophone world. Students use their French in a variety of activities, which include class discussions, small group conversations, monologues, interviews, role plays, oral reports, written essays, and multimedia presentations. An example of a recent special project was to interview a native speaker about their childhood experiences in a francophone country. Examples of readings from recent years include excerpts from Faïza Guène’s novel, “Kiffe kiffe demain” (about the life of a Moroccan Family in the Parisian suburbs), Celestine Hitiura Vaite’s novel, “L’Arbre à pain” (French Polynesia), and Jean-Paul Sartre’s play, “Huis clos” (France).

Full-year course

Prerequisites: B or better in French III

### **L510 French V**

The culmination of our French program, this course challenges students to broaden their cultural competency and to communicate with more accuracy, at a more refined level, and with a greater lexical repertoire. Using a variety of authentic materials such as plays, short stories, poetry, films, and articles from the current press or the internet, the class explores topics of historical and cultural interest. Student productions include leading a discussion, acting out a scene, relating the literature

to cultural elements of its era or our own, and creating a multimedia presentation. Recent classes have studied Joseph Joffo's "Un sac de billes" (autobiography of a young Jewish boy in France during World War II), poetry from the Negritude movement, the play "Les Champignons de Pari" about nuclear testing in French Polynesia, and films such as "Entre les murs." In the second half of the spring, students are involved in larger projects where their use of French is integrated into broader contexts. Past projects include organizing workshops at a local French elementary school and writing and performing a play in front of an audience.

Full-year course

Prerequisites: B or better in French IV

## **Latin**

### **L130 Latin I**

In Latin I students are introduced to the language and culture of the Romans. Emphasis is placed on Latin syntax grammar, although significant time is also devoted to Classical history, philosophy, mythology and etymology. Using the Cambridge Latin Course, students will read Latin from the first day of class. Students will also work with oral and written Latin and will translate and study a wide variety of authors from both the Roman Republic and Empire. The class is conducted in English and Latin with readings and assignments in English and Latin.

Full-year course

Prerequisites: None

### **L230 Latin II**

Students will continue studying the fundamentals of Latin grammar using the Cambridge Latin course while building reading proficiency and speed. Students will further their knowledge of Classical history, philosophy, mythology and etymology, with focuses on Roman religion, military structure, and imperial organization. At the end of the year, the students will be ready for the transition to authentic, un-adapted Latin poetry and prose that occurs in Latin III. The class is conducted in English and Latin with readings and assignments in English and Latin.

Full-year course

Prerequisites: B- or better in Latin I, or successful completion of Latin level C or D at Lakeside Middle School, or placement by the department.

### **L330 Latin III**

In the first semester of Latin III, students will continue studying the fundamentals of Latin grammar using the Cambridge Latin course while building reading proficiency and speed. Students will further their knowledge of classical history, philosophy, mythology, and etymology, with the focus on Roman Imperial politics, education, and marriage. In the second semester, students will read a variety of authentic Latin texts, including works by Catullus, Cicero, Vergil, Horace, Livy, Ovid, Pliny, and

Petronius. The class is conducted in English and Latin with readings and assignments in English and Latin.

Full-year course

Prerequisites: B- or better in Latin II

### **L430/530 Latin IV/IV**

This class features a rotating curriculum of Roman authors to allow students to retake it multiple times. Past authors include Vergil, Horace, Catullus, Ovid, Cicero, and Petronius. We will study these texts both in the original Latin and in English translation. While the focus of this class will continue to be on the translation of authentic classical Latin, significant attention will also be given to the interpretation and criticism of Latin I. At this level, students will also begin to read and respond to modern classical scholarship, including journal articles, commentaries, and monographs. The class is conducted in English and Latin with readings and assignments in English and Latin.

Full-year course

Prerequisites: B or better in Latin III or IV

## **Spanish**

### **L150 Spanish I**

This is an introductory course to Spanish language and culture that focuses on the self. This class employs a communicative methodology to introduce students to the Spanish language. The class is highly interactive and taught entirely in the target language. Grammar and vocabulary are taught in the context of the personal experience of the students. In the first year of beginning Spanish, students learn the following communicative tasks: talking about themselves, others, and their friends and family; requesting and giving information; expressing likes, dislikes, and preferences; describing and comparing cities and places; making recommendations and giving advice. Concepts around cultural competence are introduced at this level. Students also work with authentic cultural materials, such as art, and short literary texts.

Full-year course

Prerequisites: None

### **L250 Spanish II**

This class continues with the communicative, task-based methodology used in Spanish I and focuses on “the self and other.” It is a highly interactive class, taught entirely in the target language. Students learn the following communicative tasks: describing their own and others’ emotional states; narrating past events; talking about health and giving advice and recommendations; expressing sensations, feelings, difficulties, and value judgements; stating likes and dislikes; describing people’s personalities; planning future activities; giving orders to others; and debating issues and justifying opinions with arguments. Projects may include writing and illustrating an original children’s book in Spanish,

creating an autobiography, and designing brochures about health, urban activities, and topics related to political history in Spanish speaking cultures. At the end of the year, students read the book “Niñas y Niños” by Aingeru Mayor and create their own identity book. Students also work with authentic cultural materials such as art, poetry, short literary texts, and at least one film.

Full-year course

Prerequisites: B- or better in Spanish I, or successful completion of Spanish level C or D at Lakeside Middle School, or placement by the department.

### **L350 Spanish III**

The overarching theme of the course is defining what it means to be a global citizen. This course challenges students to employ the skills they have built in Spanish I and II by introducing them to several higher-order topics. Some of these may include cultural practices and social and political realities of the Spanish-speaking world, as well as more global issues such as human rights, racism against indigenous populations, political freedom, and challenges facing the environment.

Grammatical study continues throughout Spanish III, focusing on refining and expanding the more challenging grammatical topics. Students also read a short novel at the end of the year and view at least two films.

Full-year course

Prerequisites: B- or better in Spanish II

### **L450 Spanish IV**

The overarching theme of the course is migration and how it relates to the world related to Latin America. In this course, students continue to develop accuracy and style in speaking and writing while studying migratory patterns within the Spanish-speaking world. We begin by discussing the concept of migration. Continuing with the migration flow to Latin America in the 20th and 21st centuries. Through newspaper articles, radio reports, films, and novels, students gain an understanding of the social, political, and economic realities of migrants. We also examine various issues pertinent to the Hispanic community in the United States such as bilingual education, immigration, the working conditions and rights of migrant workers, and the role of Latinos in American politics, economy, and culture. Each unit culminates with a creative project or essay. Regular journal entries lead to a writing portfolio, which tracks the students' goals and progress. Students also interview a Spanish-speaking immigrant, edit the recording, write a reflection, and then share with the class through a formal presentation. In the fall, students may also be required to attend two screenings of the Seattle Latino Film Festival.

Full-year course

Prerequisites: B or better in Spanish III



**L550/650 Spanish V/VI**

As the culmination of our Spanish program, this course continues to challenge students to communicate with more accuracy, at a more refined level, and with a greater lexical repertoire. At this level, students are expected to hypothesize, express opinions, debate, and formulate original thoughts in a less structured, more free-flowing manner. The course includes analysis of novels, short fiction, poetry, film, critical articles, and historical texts. Specific content will vary from year to year but will include material from Latin American and Peninsular literary traditions. In the fall, students are also required to attend two screenings of the Seattle Latino Film Festival, one screening at Lakeside and one outside of Lakeside. This course will end with a project-based learning capstone project. Examples from past years include writing and acting short plays and creating a short film, or creating a piece of art work and a written or oral explanation of the piece that explains its ties to the course.

Full-year course

Prerequisites: B or better in Spanish IV

**GUIDE TO INDEPENDENT STUDY (IS) PROJECTS IN THE DEPARTMENT**

While we have a wide range of offerings in our language programs, there may be a few high-school students who exhaust our offerings in a particular language and may be capable of undertaking independent study under the guidance of a Lakeside languages department teacher. Interested students must submit a proposal to the department by the end of the second week of school. The course planning section of this document has explicit instructions about the proposal and the proposal form.

# **MATHEMATICS AND COMPUTER SCIENCE**

Our goal as a department is to challenge and inspire all students to reach their mathematical potential. We offer a wide range of courses and utilize a variety of pedagogical modes to meet the specific needs of our students. Most Lakeside students choose to take our accelerated level courses, where offered, and are comfortable with the faster pace and level of challenge. Lakeside also offers honors and standard courses in mathematics. The honors courses offer additional challenge to students who show special interest and aptitude for learning mathematics. In an honors math section very little class time is spent going over foundational material. Students must be able to master concepts quickly, learn from their mistakes, and proactively seek help if they are having difficulty. This allows most class time to be spent on more advanced topics explored in greater depth. In our standard geometry II with programming and precalculus courses, significant class time is spent reviewing key concepts, and topics are frequently explored from multiple perspectives with structured repetition. In all courses, emphasis is placed on collaboration, problem-solving, and mathematical communication. Additionally, all levels of courses at Lakeside provide a firm foundation in mathematics and will give students the background to succeed in advanced AP-level courses as upperclassmen and college-level mathematics in the future.

## **COURSE SELECTION**

Students with questions about course selections may see any member of the department for advice. Students interested in taking either an honors or accelerated level course should seek departmental approval (required departmental signature) by consulting with their current Lakeside math teacher to decide if the pace and focus of the course is appropriate. For incoming students, the department considers each student's test scores and academic background to decide an appropriate starting course (algebra I, algebra II, geometry II, etc.) and which version of that course is the best fit for that student. Incoming students may take a placement exam if they feel the department's initial placement is not an appropriate fit for them. Students or families with questions about the placement process should contact the mathematics department head for additional information.

## **TECHNOLOGY IN MATHEMATICS COURSES**

All mathematics courses utilize technology to support student understanding. Students will use their laptops in all courses to access specific mathematics software, word processing, spreadsheets, and web-based materials. A good graphing calculator is a wise choice for high school mathematics. It is necessary for some math courses and required on standardized tests. The math department currently recommends the TI-84 family of graphing calculators as the best all-around choice. Students wishing to use another type of calculator should discuss the advantages and disadvantages with their current math teacher. All geometry II courses teach computer programming as a fundamental tool of mathematical analysis. These courses are the typical gateway to our more advanced computer science electives and allow subsequent math courses to utilize coding as a problem-solving tool.

### **M110 Algebra I**

This course develops algebraic skills through multiple perspectives: analytically, graphically, and numerically. There is a focus on analyzing functions, particularly linear and quadratic functions, in a variety of contexts. Core skills are built for later math classes, including work with exponents, fractional expressions, basic right triangle trigonometry, and complex numbers. An emphasis is placed on algebraic problem-solving skills, conceptual understanding of mathematical situations, graphical analysis of functions, and general problem-solving strategies. Students in this class will gain facility with various technologies, such as extensive use of the graphing calculator and Excel spreadsheets.

Full-year course

Prerequisites: None

### **M210 Algebra II**

The course focuses on the analysis of functions and their applications while introducing students to a variety of topics in discrete mathematics. After exploring the algebraic, graphical, and numerical properties of general functions, specific types of functions will be examined from these perspectives. The course will examine each of the following families of functions: linear, quadratic, exponential, logarithmic, rational, and trigonometric. Additional topics in discrete mathematics such as statistics, matrices, combinatorics, and probability will give students the tools to analyze interesting, highly relevant problems. Both computers and graphing calculators will be used throughout the course. Students will also learn dynamic spreadsheets to further their understanding of the mathematical concepts.

Full-year course

Prerequisites: Algebra I or placement by the department

### **M300 Geometry II with Programming**

This course focuses on the competencies of reasoning and sense making. The central goal is for students to understand every concept, procedure, and equation in an intuitive way. Traditional geometry content is used as a framework wherein students deeply connect mathematical procedures and processes to their spatial intuition. Computer science concepts are used to reinforce geometric thinking while helping develop logical, structured reasoning skills. Some of the traditional geometry topics covered in this course include coordinate geometry, Euclidean geometry, trigonometry, and areas and volumes in two and three dimensions. It is expected that students have familiarity with many of these topics from previous coursework. This class extends upon those ideas. Computer Science topics include expressions, variables, conditional statements, and loops. No previous coding experience is required.

Full-year course

Prerequisites: Algebra II

### **M310 Accelerated Geometry II with Programming**

The course focuses on the competencies of reason and sense making. The central goal is for students to understand every concept, procedure, and equation in an intuitive way. Traditional geometry content is used as a framework wherein students deeply connect mathematical procedures and processes to their spatial intuition. Computer science concepts are used to reinforce geometric thinking while helping develop logical, structured reasoning skills. Some of the traditional geometry topics covered in this course include coordinate geometry, Euclidean geometry, trigonometry, and areas and volumes in two and three dimensions. It is expected that students have familiarity with many of these topics from previous coursework. This class extends upon those ideas. Computer Science topics include expressions, variables, conditional statements, and loops. No previous coding experience is required. This course distinguishes itself from M300 by including additional, select topics and requiring students to demonstrate more complex reasoning on assessments and extension projects. The time to cover additional content is created by moving at a faster pace and allowing fewer opportunities for students to revise assignments and retake tests and quizzes.

Full-year course

Prerequisites: Algebra II

### **M320 Honors Geometry II with Programming**

This class covers the content of our M310 course at significantly faster pace while diving deeper into the complexity of each topic. This enables students to explore additional topics such as vector analysis and introductory linear algebra concepts. Computer Science topics include expressions, variables, conditional statements, loops and functions. No previous coding experience is required through the programming introduction is rigorous, enriching, and challenging and provides a very solid foundation for our elective computer science courses.

Full-year course

Prerequisites: Excellent work in algebra II or placement by the department

### **M400 Precalculus**

The focus of precalculus is on the concept of function and the use of functions as mathematical models. The content is similar to that of M410, though more time is spent developing and mastering core concepts. Topics necessary for success in either a calculus or a statistics course (including conic sections, regression techniques, trigonometry, and limits) will be studied. Students should anticipate some review of material from previous courses as a bridge toward more advanced understanding. A wide variety of pedagogical techniques will be employed to meet the needs of a diverse group of mathematics learners. Topics in computer programming including variables, expressions, scripts, conditionals, loops, and functions will be reviewed and used regularly to explore mathematical content.

Full-year course

Prerequisites: Any M300 level yearlong math course

### **M410 Accelerated Precalculus**

This problem-based inquiry course focuses on the advanced study of a wide range of mathematical topics, including polynomial, exponential, logarithmic, power, and trigonometric functions; conic sections; complex arithmetic; probability and statistics; sequences and series — finite and infinite; limits; and rates of change. Additional topics such as parametric representation of functions, matrices, and vectors may be introduced as time allows. The course materials and assessments are designed to promote and emphasize: communication of mathematical ideas, persistence in solving challenging problems, self-reliance and resilience, resourcefulness, and collaboration. Students will also be expected to use appropriate technology while problem-solving, including (but not limited to) Excel, graphing software, and graphing calculators. Topics in computer programming including variables, expressions, scripts, conditionals, loops, and functions will be reviewed and used to explore mathematical content.

Full-year course

Prerequisites: Excellent work in M300 or successful completion of M310 or M320.

### **M420 Honors Precalculus**

The focus of this course is a detailed exploration of the elementary functions covered in our M410 course and simultaneous development and application of differential calculus. In-depth understanding of both the algebraic and differential properties of linear, quadratic, polynomial, rational, radical, exponential, logarithmic, and trigonometric functions is developed through a combination of conceptual, graphical, algebraic, and computational reasoning. Additional mathematical topics include sequences and series, counting and probability, and complex numbers. Emphasis is placed on review and extension of arithmetic skills, graphical analysis of functions, modeling, mathematical communication, and the use of mathematical computing software such as Excel and Python. Topics in computer programming including variables, expressions, scripts, conditionals, loops, functions, and arrays will be reviewed and used to explore mathematical content.

Full-year course

Prerequisites: Excellent work in M310 or successful completion of M320

### **M500 Accelerated Calculus AB**

This course is an introduction to differential and integral calculus, equivalent to a robust semester of college-level calculus, for students with no previous exposure to calculus. This course emphasizes an intuitive, geometric understanding of calculus concepts and utilizes varied applications and problem-solving techniques from numerical, graphical, and algebraic perspectives. Topics include limits and continuity, the derivative and applications, the integral and applications, the Fundamental Theorem of

Calculus, and differential equations with slope fields. This course does not specifically prepare students for the AP calculus AB exam, though with some additional study students could feel confident with content of the exam.

Full-year course

Prerequisites: Excellent work in precalculus or successful completion of accelerated precalculus

### **M510 Honors Calculus AB**

This course is an introduction to differential and integral calculus for students with no previous calculus exposure. This course emphasizes an intuitive, geometric understanding of calculus concepts and utilizes varied applications and problem-solving techniques from numerical, graphical, and algebraic perspectives. Topics include limits and continuity, the derivative and applications, the integral and applications, the Fundamental Theorem of Calculus, differential equations with slope fields. Time permitted we may also study advanced calculus topics including series and applications, and the calculus of parametric, and polar equations. This course distinguishes itself from M500 by its pacing which allows for both additional topics and more theoretical explorations of the topics covered in common. This course prepares students for success on the AP Calculus AB exam in May.

Full-year course

Prerequisites: Excellent work in accelerated precalculus or successful completion of honors precalculus

### **M520 Honors Calculus BC**

This course covers differential and integral calculus from an advanced perspective for students with previous exposure to differential calculus. Material covered is equivalent to two semesters of college-level calculus plus additional topics of a significantly more advanced or theoretical nature. This course builds on an intuitive, geometric understanding of calculus by exploring theory and proof. Topics include the formal limit definition of the derivative and integral, the derivative and applications, the integral and applications, advanced integration techniques, the Fundamental Theorem of Calculus, differential equations including coupled systems and phase plane analysis, series and applications, and the calculus of parametric, polar, and vector-valued equations. This course prepares students for success on the AP Calculus BC exam in May.

Full-year course

Prerequisites: Successful completion of honors precalculus

### **M530 Accelerated Statistics and Probability**

This course is designed to provide students with the equivalent of a standard college-level introductory statistics course. Students will be introduced to the major statistical concepts (descriptive and inferential) and tools for collecting, analyzing, and drawing reasonable conclusions from data. Students will be evaluated on homework, tests, projects, and a major end-of-year project.

This course uses modern methods of data analysis and students will make extensive use of the data-handling capabilities of spreadsheets and programming languages (such as Python or Matlab/Octave). This course prepares students for success on the AP Statistics exam in May.

Full-year course

Prerequisites: Successful completion of any precalculus course or departmental permission

### **M620 Honors Multivariable Calculus**

This is a standard, college-level multivariable calculus course which incorporates relevant topics in linear algebra for students having completed a full year of differential and integral calculus. Topics studied include the geometry of Euclidean space, differentiation, optimization, vector-valued functions, double and triple integrals, change of variables formula, and the geometry of curves and surfaces. Additionally, the spring term will focus on the major vector calculus theorems (Green's, Stokes's, and Gauss's) and their physical applications.

Full-year course

Prerequisites: Excellent work in honors calculus BC and a qualifying score on the cumulative calculus exam (or, alternately, an Advanced Placement BC score of 4 or 5).

### **M630 Honors Calculus-Based Statistics and Probability**

This course covers all the topics in M530 at a significantly faster and more theoretical level. The spirit of the course will remain centered on building intuition around statistical methods through the use of real-world data and student-driven investigations. This course distinguishes itself from M530 by its use of calculus-based methods in handling concepts related to continuous distributions, in the complexity of probability theory explored, and in the amount and sophistication of coding involved. This course prepares students for success on the AP Statistics exam in May.

Full-year course

Prerequisites: Excellent performance in M500 or successful completion of either M510 or M520, or departmental permission.

## **MATH SEMESTER ELECTIVES**

### **H462 Geopolitics and Game Theory: Analyzing Power (cross-listed with History)**

How can game theory be used to understand world events and decision-making? In this course students will apply a variety of mathematical tools and game theory models to analyze geopolitical decision-making. Students will study episodes of conflict and compromise, delving deep into source materials and devising analytical models with which to discern causes and consequences of the choices that leaders make under uncertainty. Assignments and projects will address historical contexts and events, game theory principles, and the development of strategies for finding rational solutions to complicated real-world problems. Students will also gain an understanding of the history of game theory's use in policymaking in situations like the American War in Vietnam/Vietnam War (the first term is used in Vietnam, the second is the more common term in the U.S.). Scenarios

examined may include the formation of the United Nations; the Bandung nonalignment conference of 1955; the Cuban Missile Crisis; the North American Free Trade Agreement (NAFTA); and the South Africa's Truth and Reconciliation Commission. (Counts as either a history or mathematics credit.)

Spring Semester course

Prerequisites: World history II and algebra II

### **M492 Data Science**

The ability to work with data — to process it, extract value from it, visualize it, and communicate about it — is a tremendously important skill in today's world. In this course we will focus on identifying relevant questions and accessing data from a multitude of real data sources. We will use Python to examine the data, draw conclusions, and communicate our findings in appropriate ways. This course also introduces students to basic statistical reasoning and data visualization and offers opportunities to explore data science questions in a variety of contexts such as the physical sciences, economics, history, and politics. Students will generate much of the mathematical inquiry and will be responsible for designing and implementing a final project exploring data in a field of their choosing.

Spring Semester course

Prerequisites: Any geometry II with programming course

### **M601 Linear Algebra**

This is a standard, college-level study of the fundamental topics in linear algebra: systems of equations, matrices, vector spaces, linear transformations, orthogonality, inner products, determinants, and eigenvectors. Students will be expected to lead discussion, write proofs, and participate in mathematical inquiry. There will also be opportunities for implementing algorithms, exploring conjectures, and studying additional topics, which might include quadratic forms and differential equations.

Fall Semester course

Prerequisites: Honors multivariable calculus or permission of the department

## **Computer Science and Engineering within the Mathematics Department**

The majority of Lakeside math classes currently include computational thinking as part of the curriculum by using programmable calculators, spreadsheets, and introductory programming. While courses in computer science do not satisfy the three-year mathematics graduation requirement, the department strongly suggests that students consider one of the following elective courses designed to enrich the math sequence.



Computer science is used in nearly every discipline nowadays — from physics to international cybersecurity to medicine to architecture — so the core skills taught in these classes are useful to all students. Where our math courses teach students how to use computing to solve math problems, our computer science electives focus on how to use computing for a variety of real-world applications. Students learn the tools and processes necessary to build the types of apps and websites they use every day.

### **M552 Cybersecurity and Cryptography**

This course provides students with an understanding of the foundational principles of cybersecurity and cryptography. Through theoretical learning, practical application, and discussion of current security events, students will explore the importance of cybersecurity, key concepts, historical context, and ethical hacking. Students will have some choice with project topics and extension opportunities which will utilize a range of prior knowledge and experiences with computing. Topics may include: asymmetric and symmetric cryptography, common encryption algorithms, types of cyberattacks and vulnerabilities, risk assessment, and the implications of quantum computing. Hands-on labs will occur in a cyber range, a virtual sandboxed computer where students are able to simulate cybersecurity scenarios in a safe, protected online environment. By the end of the course, students will be equipped with the skills and mindset to navigate the digital world safely and ethically.

Spring Semester course

Prerequisites: None

### **M561 Intermediate Computer Science I**

This fast-paced fall semester course introduces students to computer programming through the Java language. The course begins by studying elementary algorithms, data types, flow of control, user input, file input/output, recursion and some graphical applications using procedural programming techniques. Problem analysis, planning, coding, and debugging will be emphasized. Each project builds on the last, so that by the end of the course, students are able to effectively design and code large, complex projects. This course when combined with intermediate computer science II prepares students for success on the AP Computer Science exam in May.

Fall Semester course

Prerequisites: Excellent work in accelerated geometry II or completion of honors geometry II or departmental permission.

### **M562 Intermediate Computer Science II**

This spring semester course is a continuation of intermediate computer science I covering object-oriented programming and inheritance in Java, more advanced data structures (lists, stacks, queues, maps), and efficiency and complexity of algorithms such as searching and sorting. Problem analysis, planning, coding, and debugging will be emphasized for each project. This course prepares students

for success on the AP Computer Science exam in May. Students also design and complete a three- to five-week independent project after the AP exam, culminating in a presentation to the class at the end of the term.

Spring Semester course

Prerequisites: B or better in Intermediate Computer Science I or departmental permission

### **M571 Advanced Computer Science: Software Engineering I**

This fall semester course continues the sequence of computer science for students interested in further exposure to advanced topics in computer science. This course introduces students to new programming languages, platforms, and architectures. It also helps students build the skills that are required for longer-term software projects, including project management, independent learning, and responsible risk-taking. By the end of the course, students are able to demonstrate their learning on a large, creative, independent project.

Fall Semester course

Prerequisites: B or better in intermediate computer science II or departmental permission

### **M572 Advanced Computer Science: Software Engineering II**

Students in this project-based learning course will utilize and expand upon the software engineering skills and techniques learned in software engineering I. They will design and implement semester-long projects that address complex problems using current technologies. Past project topics have included genomics, video game development, graphics, machine learning/AI, robotics, audio processing, and more.

These projects will include the following components: designing and planning the project, independent learning of new technology to support the development of the project, implementing the project within the time and resource constraints of the classroom setting, understanding what walkthrough testing entails, and presenting the results to others. Students will also be expected to lead the class in informed discussions about current events and issues in computer science related to how computer science impacts society and how society drives computer science. Software engineering management techniques (such as Agile) and technologies (like version control software such as Git) will be also introduced and utilized.

Spring Semester course; this course can be taken for credit more than once

Prerequisites: B or better in Software Engineering I or departmental permission

### **M581 Advanced Computer Science: Applications of Data Structure**

This course introduces students to the most common data structures used in computer science, and the applications thereof. Students will explore the answers to questions such as: how do Maps apps find the shortest path from one place to another? How does “undo” and “redo” functionality work? How do social media apps allow you to search through their billions of users in under one

second? Using their prior knowledge of object-oriented programming, students will learn to write the code for the algorithms and data structures that make real-world applications work.

Fall Semester course

Prerequisites: B or better in intermediate computer science II or departmental permission

## PHYSICAL EDUCATION

Lakeside's physical education program is a comprehensive curriculum focusing on well-being that supports each student's overall health. Movement, fitness, joy in exercise, team play, and injury prevention are key components of the curriculum. A long-term goal of the program is to help students find a passion for fitness that will follow them all through their lives.

All students in the Upper School take 9th Grade Physical Education, a one-semester course in the spring of 9th grade. After freshman year, all students must take two semester long electives at the 200-level before the end of their junior year. There are three electives to choose from: Games and Movement, Strength and Conditioning, and Yoga Fusion. Students can try to sign up for two different electives in the same year (one fall and one spring), but scheduling this arrangement is often difficult. Students can take the same course twice for their two credits. We encourage students to choose a PE course that suits their needs and interests in a time frame that works well in their schedule. For most students, taking their two semester PE electives during sophomore year makes the most sense for their overall 9-12 curricular plan.

### **P102 9th Grade Physical Education**

This introductory course gives our students an opportunity to move, play, and learn. Through games and skill-building, students improve hand-eye coordination; understand how posture and movement improves speed and agility; strengthen their bodies so that injuries are reduced; learn how to lead and follow as members of teams; and find joy in playing games and supporting peers as they strive to attain goals.

Spring Semester course

Prerequisites: None

### **P201/202 Games and Movement (fall and/or spring semester)**

This class incorporates movement activity through games. Each game-activity will involve a three-week unit in which students are introduced to the rules and strategies, drill to develop skill sets, and develop teamwork strategies, until they are able to fully play and enjoy each game.

Game activities include: Ultimate Frisbee, flag football, pickleball, floor hockey, basketball, cricket, team handball, badminton, and soccer.

Semester course

Prerequisites: 9th grade physical education

### **P221/222 Strength and Conditioning (fall and/or spring semester)**

This class has a focus on developing core strength and stability, improving athletic postures, strength, balance, power, and recovery from exercise. We employ the medicine ball, jump rope, dumbbells, foam rollers, body weight resistance, Olympic and power training skills and methods as the tools and fundamentals for instruction. Emphasis is placed on the execution of skillful technique and progressive intensity. The intent is that the training program makes sense for both the overall and immediate development objectives of the student. Evaluations take into account students' attendance and punctuality, effort, and working with a positive attitude and approach to class and other students.

Semester course

Prerequisites: 9th grade physical education

### **P231/232 Yoga Fusion (fall and/or spring semester)**

Looking for ways to connect with your body, strengthen your muscles, improve your flexibility, and feel more grounded? In this class, students will learn the foundations of a yoga practice, the poses and breathing techniques to increase energy, focus, and inner calm. Students will be taught different ways to make poses more or less challenging depending on their need in that moment. The fusion aspect of this class allows students the opportunity for personal workouts and/or friendly team games. This PE elective works well for athletes who would like guided time to stretch their muscles and improve their flexibility. All levels of yoga experience are welcomed in this class.

Semester course

Prerequisites: 9th grade physical education

### **S452 Introduction to Sports Medicine (cross-listed with Science)**

This course is designed for students who have an interest in working with physically active individuals in the medical field. It introduces the student to the field of sports medicine, including the careers of athletic training, physical therapy and orthopedics. This class introduces the role of the athlete trainer in providing sports injury management, taping, and basic injury evaluation and rehabilitation principles.

Topics include:

- Sports medicine careers.
- Basic anatomy and biomechanics of the human body.
- Flexibility and strength training methods in preventing injuries.
- The healing process of a musculoskeletal injury.
- Therapeutic modalities.
- Pharmacological considerations in rehabilitation.
- Head injuries and effect in sports.

Classes vary between lecture, laboratory and clinical application work in a sports medicine facility where students may be able to use the skills and techniques used in the athletic training profession. This course counts as either a science or a PE credit, but it does NOT fulfill the 200-level PE graduation requirement.

Spring Semester course

Prerequisites: Biology and 9th grade physical education

## SCIENCES

The Lakeside science department seeks to instill lasting enthusiasm for science through an exploration of the natural world. We strive to develop in students a deep understanding of scientific history, process, and content in the life and physical sciences. Our course offerings include our core graduation requirements and a broad range of electives designed to foster student interest in and curiosity about the natural world.

### CORE COURSES AND ELECTIVES

We consider introductory biology, physics, and chemistry to be our three “core” courses. We will offer these courses every year. In addition, the department also offers a range of electives which allows students to pursue a diverse range of more specialized topics. The electives offered may vary from year to year.

### HONORS COURSES

Lakeside offers standard and honors versions of both physics and chemistry. Honors science classes are rigorous, yearlong introductions to the discipline designed to be challenging experiences for students with a deep interest and background in science and mathematics. While the honors version of each course covers much of the same content as the standard version, it moves at a substantially accelerated pace and probes each topic in more depth. The problem sets and examinations tend to be more challenging and more mathematically sophisticated. While simultaneous enrollment in an honors math class is not required, the ability to do honors-level math is expected. Students interested in signing up for honors courses and advanced electives need to meet the course prerequisites and obtain permission from the department with a teacher signature.

Notes:

- We strongly recommend that students who plan to take both physics and chemistry take physics first. Students taking chemistry without having taken physics first may do so only in 11th- or 12th-grade year.
- The prerequisites listed below are the minimum recommended requirements for each course. In special circumstances, these prerequisites may be waived by the department on an individual basis.

### YEARLONG COURSES

#### S100 Biology

Students enter the Lakeside Upper School with a wide variety of backgrounds in biology from middle school. This course provides all students the opportunity to deepen their understanding of core concepts while also developing skills and mindsets that prepare them for subsequent courses in the science department. Students will learn how to collect, analyze, and interpret information, as well as how to effectively communicate scientific concepts. Student-focused discussions, exploratory activities, and laboratory exercises are designed to enhance scientific literacy. During the first

semester, students study natural and sexual selection, Mendelian and population genetics, as well as the genetics of evolution. The second semester focuses on molecular biology, gene expression, and cellular structure and function, and ecology. Evolution serves as a unifying theme throughout the course.

Full-year course

Prerequisites: None

### **S200 Physics**

This project-oriented course is an introduction to the physical world through hands-on and theoretical investigations. Students will be challenged to derive physical meaning from patterns in the data they collect and analyze. Through this, they will make connections to the wide range of topics they learn and how they relate to the world around them. Students will investigate ideas surrounding motion, force, waves and vibrations, energy, electromagnetism, and circuits. Students will also learn authentic professional skills such as technical communication (reading, writing, speaking, listening, and leading), proportional reasoning, computational thinking, time management, and how to collaborate successfully in a group.

Full-year course

Prerequisites: Biology and algebra II or honors geometry II

### **S220 Honors Physics**

This rigorous lab course is offered as an intensive introduction to physics for students with a strong interest in science along with good insight, ability, and confidence in mathematics. Topics are essentially the same as those in the physics course. In comparison to physics, the core topics are covered in greater depth, requiring more sophisticated problem-solving.

Full-year course

Prerequisites: Biology and algebra II or honors geometry II

### **S300 Chemistry**

This introductory lab-based course emphasizes a strong conceptual understanding of chemistry, effective laboratory techniques, quantitative problem-solving, and critical thinking through project-based investigation. Some of the major topics of the course include, but are not limited to: atomic theory, molecular structure, chemical reactions, stoichiometry, equilibrium, kinetics, acids, and bases. Students will be tasked with using qualitative and quantitative data gathered during experiments to independently explore the above-mentioned topics and their relationship to everyday substances, innovation, and addressing global challenges. Laboratory work, independent research, and experimental design are major emphases and provide opportunities for students to demonstrate their understanding in a variety of ways.



Full-year course

Prerequisites: Physics OR 11th-grade standing and any geometry

### **S320 Honors Chemistry**

This is a very challenging lab-based course. Honors chemistry emphasizes a strong conceptual understanding of chemistry, effective laboratory techniques, quantitative problem-solving, and critical thinking. The first semester focuses on measurements and physical properties, atomic structure, chemical bonding and reactions, stoichiometry, and kinetics. The second semester explores atomic theory, molecular structure and interactions, acids and bases, and electrochemistry. Laboratory work and group projects related to these topics is a major emphasis of the course. The main topics are much the same as S300, but they are covered in more depth and at a faster pace. The content is more mathematically demanding, and students are expected to work more independently.

Full-year course

Prerequisites: Any physics and any geometry

### **S510 Advanced Biology: Molecular and Cellular Biology**

This yearlong lab course tackles a broad range of topics in modern biology, with emphasis on the molecular basis of biology. Topics include molecular biology, genetic engineering, cell biology, genetics and molecular genetics, regulation of gene expression, and more. Laboratory explorations provide a hands-on introduction to the modern research techniques used in these subjects. Much of the lab work will revolve around the model organism *C. elegans*, a small roundworm utilized by research labs around the world to explore fundamental questions in biology. While not an AP course, the topics covered align with a significant portion of the AP curriculum and with some additional studying outside of class, many students choose to take the AP Biology exam.

Full-year course

Prerequisites: Biology and any chemistry. Can be taken concurrently with honors chemistry with departmental approval.

### **S520 Advanced Biology: Physiology**

This yearlong course examines the structure and function of major systems within the human body, driven by a series of core questions about how bodies work. The survey of topics will include the musculoskeletal system (“How do we get stronger/faster?”), the cardiovascular system (How do oxygen/carbon dioxide move through our bodies?”), the nervous system (“How do we learn?”), and the immune system (“What happens when we get sick?”). Time will also be provided during the year to examine topics of specific interest to the students. All topics will be examined at the organismal, cellular, and biochemical level, and students will learn to identify connections across scales and systems. The expectations of the course include a basic understanding of chemistry and the ability to conduct detailed reading of scientific literature and texts. Laboratory exercises will include the dissection of animal specimens.

Full-year course

Prerequisites: Biology and any chemistry. Can be taken concurrently with honors chemistry with departmental approval.

#### **S540 Advanced Chemistry: Neurochemistry**

This yearlong laboratory class will apply advanced topics in chemistry to the functioning of the nervous system. First semester, students will study chemicals in the brain, membrane dynamics, synaptic transmission, and effector mechanisms using chemical concepts including organic structure, electrochemistry, and enzyme kinetics. Second semester, students will apply their understanding at the synaptic level to sensory systems and behavioral neurochemistry, connecting this study to psychopharmacology and chemical synthesis. Lab investigations will include constructing electrolytic cells, measuring the catalytic efficiency of acetylcholinesterase, synthesizing aspirin, and characterizing their own sensory system responses. Beyond labs, students will engage in class discussions and case studies, read and present primary research articles, and prepare a literature review on a topic of their choice in the second semester.

Full-year course

Prerequisites: Biology and any chemistry

#### **S550 Advanced Calculus-Based Physics**

This yearlong laboratory and computational course will apply advanced topics in physics to motion of three-dimensional objects in three-dimensional space. First semester, students will study rotational motion, oscillations, and waves through a sequence of experiments, simulations, and application of calculus-based mathematical models. Second semester, students will use a programming language called Python to numerically calculate properties of systems of interacting rigid objects. Examples include damped oscillations of physical pendulums or orbits of satellites in the sun-earth-moon system. Beyond labs and programming, students will complete a project of their choice in the second semester. In addition, this course will draw connections between in-class experiments and cutting-edge research carried out by physicists from diverse backgrounds.

Full-year course

Prerequisites: Completion of any physics and at least co-registration in any calculus BC.

#### **S570 Advanced Ecological Studies: GSL French Polynesia**

This course incorporates the GSL experience into a yearlong science course. Through classroom learning and investigative research, field and cultural experiences, and service learning, this course will use ecosystems of the French Polynesian islands as a case study to explore the intersection and interaction between biology, conservation, sustainability, and economics; it will also include a three-week GSL trip to the region. A primary focus of the course will be the investigation of fundamental concepts of ecosystem structure and dynamics, followed by an examination of human impacts on ecosystems, including climate change, and the extended range of implications these have on

ecosystem services. Resource management and conservation case studies will be used to understand the economic impacts these efforts can have on local and national economies.

During spring semester, students will travel to French Polynesia to engage in ongoing ecological studies aimed at establishing an understanding of the structure of the local ecosystem, as well as human impacts on it. Students will stay in homestays and will participate in significant service projects in the local village. A culminating project for the course will tie together the students' experiences and communicate them to the Lakeside community.

Full-year course

Prerequisites: Biology and any chemistry. Can be taken concurrently with honors chemistry with departmental approval.

Details and logistics: Students in the course must participate in all the Seattle-based components of the class and the GSL experience. The trip to French Polynesia will be three weeks, including spring break and the weeks before and after the break. An additional course fee equivalent to the cost of a GSL trip will apply to cover the costs of travel. Financial aid for travel is available. Service activities will include snorkeling. Prior to departure, students and group leaders will be required to take a swim test and will have snorkeling lessons as part of the class. Students interested in the course but not confident in their swimming ability can still enroll; when course assignments are received in June, those students should contact the GSL office to get help arranging swim lessons during the summer. Students can count up to 20 GSL hours toward Lakeside's graduation requirement of 80 service-learning hours. If COVID-19 prevents the possibility of international travel, appropriate locally-focused alternatives will be developed for the course. Students will be responsible for the general concepts covered in other courses while they are away. They will not be responsible for every assignment and assessment that was due while they were gone. Teachers will determine which assignments are essential, with an eye toward limiting the work that needs to be made up for successful completion of the course. Teachers will work with students in a supportive capacity in helping them get caught up when they return from the GSL trip. The GSL program reserves the right to change the travel destination due to unforeseen issues in the original site location. Students who enroll in this course will need to complete a GSL application form in the spring.

### **S580 Advanced Physics: Modern Physics & Electronics**

This course focuses on two topics: electronics and modern physics.

We're surrounded by electronic devices that contain capacitors, transistors, microchips, and more. Ever wonder how these electronic components work or what they're used for? Through hands-on labs and activities, we will investigate, design, and build circuits with these various components as well as with Arduinos (small, programmable circuit boards).

What happens when you approach the speed of light? Is light a wave or particle? These are just two questions we will consider in our study of modern physics, a branch of physics that includes

relativity and quantum mechanics and takes a close look at phenomena at high speeds, over small distances, or at very low temperatures. We will explore these topics using simulations to develop models of how light and matter behave. Our explorations will ask us to consider physical phenomena from multiple perspectives and question the validity and limitations of human observations.

Full-year course

Prerequisites: Any physics

## **SEMESTER COURSES**

### **H403 Bioethics (cross-listed with History)**

With the pace of scientific and medical advances, the world is increasingly confronted with questions that would have been unimaginable decades ago. Should parents be allowed to choose the sex of their unborn children? Should people be permitted to sell their organs? Should teenagers be allowed to refuse life-saving medical care? Bioethics is an interdisciplinary field in which philosophers, doctors, lawyers, judges, activists, and scientists tackle ethical dilemmas like these. By the end of this class, you will be familiar with key topics in contemporary bioethics and you will learn how to articulate an informed position on the issues we discuss. By learning to approach morally ambiguous situations in a structured way, you will also become more aware of your own values and biases. (Counts as either a science or history credit.)

Fall Semester course

Prerequisites: Biology and world history II

### **S452 Introduction to Sports Medicine (cross-listed with Physical Education)**

This course is designed for students who have an interest in working with physically active individuals in the medical field. It introduces the student to the field of sports medicine, including the careers of athletic training, physical therapy, and orthopedics. This class introduces the role of the athlete trainer in providing sports injury management, taping, and basic injury evaluation and rehabilitation principles.

Topics include:

- Sports medicine careers.
- Basic anatomy and biomechanics of the human body.
- Flexibility and strength training methods in preventing injuries.
- The healing process of a musculoskeletal injury.
- Therapeutic modalities.
- Pharmacological considerations in rehabilitation.
- Head injuries and effect in sports.

Classes vary between lecture, laboratory and clinical application work in a sports medicine facility where students may be able to use the skills and techniques used in the athletic training profession.

This course counts as either a science or a PE credit, but it does NOT fulfill the 200-level PE graduation requirement.

Fall Semester course

Prerequisites: Biology

### **S458 Environmental Science: The Blue Planet**

Did you know that 71% of the planet is covered in water but only 3% of that water is freshwater? And of that 3%, humans have access to less than 0.01%. This course will study environmental science by focusing on water — as a molecule, as a solvent, as an ecosystem, as a natural resource, and as a Sustainable Development Goal — moving from a molecular to a global view. Focusing on lab work, we will investigate the properties of water which make our planet unique. In the field, the class will explore local aquatic systems with respect to their water quality, biodiversity, and management. There will also be the opportunity to earn service-learning hours through work with local non-profits. As a class, students will examine different domestic and global management practices of water and the implications of these policies or actions. Case studies may include the Flint, Mich., water crisis, the disappearance of the Aral Sea, and the zero-day water crisis in Cape Town, South Africa. Student work will include independent and group projects as well as presentations, debates, and lab work.

Spring Semester course

Prerequisites: Biology

## SUMMER SCHOOL PROGRAMS

Students entering grades 9–12 can take one or more classes in the summer through Summer at Lakeside. Financial aid is available for all qualifying students. Students who receive financial aid during the school year will receive the same percentage of aid during the summer school if they register before April 30, 2024. No additional form needs to be filled out to receive this aid. For students who do not receive school-year aid, there is a separate form that will need to be submitted for consideration for summer financial aid.

### REGISTRATION PROCESS

Current Lakeside Upper School students will indicate their interest in credit-earning Summer School courses as part of the regular course sign-up period at the end of January. A follow-up email will be sent to parents & guardians in early February to pay for the course and complete the registration process. (Financial aid will be applied at that point.) Registration for these courses is open to Lakeside families, The Downtown School students, and children of alumni beginning Monday, Feb. 5, 2024. Registration opens to the public beginning Monday, Feb. 12, 2024.

#### **Summer School courses offerings fall into two categories:**

1. Lakeside credit: Students can take classes that earn Lakeside credit. These courses are offered for several reasons. Some students enroll in a summer class to free up time in their schedules for the following academic year. Others enroll in classes because they want access to more classes in that area as they proceed through the Upper School. And some enroll in these classes because they are interested in the course and are not able to work that course into their school-year schedules. Students sign up for these credit-bearing courses during the regular course sign-up period.
2. Skills-based and college-preparation courses: While they do not earn course credit, these skill-building courses may help prepare students for coursework during the academic year, assist with the college application process, or fulfill service learning graduation requirements. Examples of such courses are the service learning experience class, 9th/10th grade writing, the college application essay, Lakeside Summer Research Institute, and personal finance. These classes are not listed below in the curriculum guide but will be posted on our Summer School website in early December:  
<https://www.lakesideschool.org/summer/high-school-courses>

Students considering taking credit-bearing classes in the summer must consult with their advisors and their teachers. As with any decision regarding coursework, it is important for the student to have a clear understanding of how a summer course fits into the four-year plan while at Lakeside.

## SUMMER 2024 COURSE OFFERINGS

Please note: Only credit-earning courses are listed below. For a complete list of Summer School offerings, please visit our website [www.lakesideschool.org/summer](http://www.lakesideschool.org/summer).

### Arts

#### **K110 Intro to Photography**

6/24 – 8/2

9 a.m. – 1:30 p.m.

This class is designed to expose students to the creative and technical aspects of photography while establishing a foundation in the visual arts. Students work with digital cameras and will gain a solid grounding in camera controls and image adjustment while learning to appreciate the role that composition, design, color, and light play in the visual arts. Students will have opportunities to exhibit and showcase their photographs and learn to use digital tools to share their artwork. Cameras are available for student use, though some students may prefer to use their own cameras.

This is a graded course earning one year of credit.

Prerequisites: None

### History

#### **K310 Themes in World History**

6/24 – 8/2

9 a.m. – 1:30 p.m.

Where do our beliefs come from? Who gets what, and how do we decide? How have humans organized themselves, and what are the consequences of that organization? Students will begin this course by reflecting on their own political beliefs and how these shape their experience in the world. From there, we will use geographically diverse case studies to explore how the world's people have tried to build just societies. Through these case studies, students will consider constructions of gender and sexuality, creation of the other, systems of belief, and systems of power. Throughout, the skills focus of the first year of the history core is writing for the social sciences. At the same time, students will be focused on assessing sources, developing and refining a position based on evidence, and holding student-led discussions around the course's major themes.

This is a graded course earning one year of credit.

Prerequisites: None

#### **K330 United States History**

6/24 – 8/2

9 a.m. – 1:30 p.m.

This course is a six-week exploration of how change is made in the context of United States history. Students will move through chronological case studies on the following levers of change: rebellion, law, movement-building, public policy-making, migration, arts and culture, scholarship, and diplomacy and military action. Students will examine historical change through multiple lenses, including race, gender, sexuality, class, empire, and religion. They will take a hands-on approach to understanding and applying levers of change in order to become effective change agents. Among other course experiences, students will engage in moot court to understand how interpretation of the law can bring about change and will examine some dimension of the change-making process in a major research paper, bringing forward the research and writing skills developed in the first two years of the history core. The questions that will guide our study are: How is change made? How do culture and identity shape approaches to making change? In exploring these questions, students will ask themselves: how can I most effectively use different levers to create change?

This is a graded course earning one year of credit.

Prerequisites: World history II (Lakeside students) or at least one year of high school history

## Languages

### **K410 Advanced Spanish Immersion: GSL Costa Rica**

6/10 – 7/19

This five-week course combines fully immersive Spanish language experience in Costa Rica with a GSL program focused on environmental issues as they impact indigenous communities. Students will strengthen their Spanish proficiency by conducting introductory ethnographic research, living in homestays, engaging in service learning projects, and making meaningful connections within a community.

The first week of this class will be spent at Lakeside researching the culture, environment, and history of Costa Rica and learning introductory ethnographic research methodology. Students will also study other indigenous communities in Central and South America that are facing similar challenges related to climate change and other environmental issues. The other four weeks of the course — the GSL component — will be spent in a rural indigenous community in the rainforest on the Caribbean side of the country, about 3-4 hours from San Jose. Students will live with a homestay family, completing service learning projects, conducting ethnographic research related to their class, and actively engaging in the life of the community. During the last week of the trip, students will produce and present their final projects, a deliverable product to be shared with the host community. These final projects may take the form of film, music, dance, text, or website, as well as written reflection on the research process itself. The academic components of this course include readings, written weekly reflections, project planning, data gathering, and the completion of a final project.

This is a graded course earning one semester of credit.



Pre-requisite(s): Spanish III or Spanish 2 by department placement

## **Math and Computer Science**

### **K510 Algebra II**

6/24 – 8/2

9 a.m. – 1:30 p.m.

The course focuses on the analysis of functions and their applications while introducing students to a variety of topics in discrete mathematics. After exploring the algebraic, graphical, and numerical properties of general functions, specific types of functions will be examined from these perspectives. The course will examine each of the following families of functions: linear, quadratic, exponential, logarithmic, rational and trigonometric. Additional topics in discrete mathematics such as statistics, matrices, combinatorics, and probability will give students the tools to analyze interesting, highly relevant problems. Both computers and graphing calculators will be used throughout the course. Students will also learn dynamic spreadsheets to further their understanding of the mathematical concepts.

This is a graded course earning one year of credit.

Prerequisite: Algebra I or by department placement

### **K530 Precalculus**

6/24 – 8/2

9 a.m. – 1:30 p.m.

The focus of precalculus is on the concept of function and the use of functions as mathematical models. Topics necessary for success in either a calculus or a statistics course (including conic sections, regression techniques, trigonometry and limits) will be studied. Students should anticipate some review of material from previous courses as a bridge toward more advanced understanding. Topics in computer programming including variables, expressions, scripts, and conditional loops and functions will be reviewed and used regularly to explore mathematical content.

This is a graded course earning one year of credit.

Prerequisite: Any geometry or by department placement

### **K550 Accelerated Calculus AB**

6/24 – 8/2

9 a.m. – 1:30 p.m.

This course is an introduction to differential and integral calculus, equivalent to a robust semester of college-level calculus, for students with no previous exposure to calculus. This course emphasizes an

intuitive, geometric understanding of calculus concepts and utilizes varied applications and problem-solving techniques from numerical, graphical, and algebraic perspectives. Topics include limits and continuity, the derivative and applications, the integral and applications, the Fundamental Theorem of Calculus, and differential equations with slope fields. This course prepares students for success on the AP Calculus AB exam in May.

This is a graded course earning one year credit.

Prerequisite: Precalculus

### **K581 Intro to Computer Science (Online)**

7/15 - 7/14

9 a.m. – 1 p.m.

This course is open to all students with little or no programming experience who want to go beyond just using computer applications. Computer science I is an introduction to how computers work and how to write software. Technical expertise or prior programming experience is not required, only an open mind and a willingness to experiment, explore, and have some serious fun. Students will learn some basics of programming in the Python language by writing a series of programs defined by their instructor. They will then have the opportunity to follow their own interests and pursue more complex projects that may require them to learn new, more advanced programming techniques. Quizzes will be used to check understanding of basic programming concepts, but the majority of the grade will be determined by successful completion of teacher- and student-defined projects. This course is designed as an introductory experience for students who are curious about computers and programming, but who have limited or no formal training.

This is a graded course earning one semester of credit.

Prerequisites: None

### **K585 Intermediate Computer Science I**

6/24 – 7/12

9 a.m. – 1:30 p.m.

This fast-paced course introduces students to computer programming through the Java language. The course begins by studying elementary algorithms, data types, flow of control, user input, file input/output, recursion and some graphical applications using procedural programming techniques. Problem analysis, planning, coding, and debugging will be emphasized for each project. This course will also teach principles and techniques of software engineering (software life cycle, programming practices, etc.). Students with a programming background in Java or another language can refine their skills by choosing to complete more complex projects. This course when combined with intermediate computer science II prepares students for success on the AP Computer Science exam in May.

This is a graded course earning one semester of credit.

Prerequisite: Successful completion of introduction to computer science or by department placement

### **K586 Intermediate Computer Science II**

7/15 – 8/2

9 a.m. – 1:30 p.m.

This course is a continuation of intermediate computer science I covering object-oriented programming and inheritance in Java, more advanced data structures (lists, stacks, queues, trees), and the efficiency and complexity algorithms (particularly searching, sorting). Problem analysis, planning, coding, and debugging will be emphasized for each project. This course prepares students for success on the AP Computer Science exam in May. Students also design and complete an independent project, culminating in a presentation to the class at the end of the course.

This is a graded course earning one semester of credit.

Prerequisite: Successful completion of intermediate computer science I or by department placement.

## **Science**

### **K610 Biology**

6/24 – 8/2

Island Wood Trip: 7/8 – 7/12

9 a.m. – 1:30 p.m.

As Lakeside's introductory science course, biology provides students an initial opportunity to become familiar with science as a way of thinking. Students will learn to collect, analyze, and interpret information, as well as how to effectively communicate scientific concepts. Student-focused discussions, exploratory activities, and laboratory exercises are designed to enhance scientific literacy. The class will introduce students to a broad range of biological concepts, including ecology, gene expression and cell structure/function, with a particular emphasis on the core concepts of evolution and genetics. Students will also spend one week at Island Wood Environmental Learning Center on Bainbridge Island immersed in their studies and doing field research.

This is a graded course earning one year of credit.

Prerequisites: None

### **K620 Physics**

6/24 – 8/2

9 a.m. – 1:30 p.m.

This lab course is an introduction to the physical world through hands-on and theoretical investigations. Students will be challenged to derive physical meaning from patterns in the data they collect and analyze. Students will investigate ideas surrounding motion, force, momentum, energy, circuits, magnetism, and various topics in modern physics. Students will also learn authentic professional skills such as technical communication (reading, writing, speaking, listening), proportional reasoning, computational thinking, time management, and how to collaborate successfully in a group.

This is a graded course earning one year of credit.

Prerequisites: Biology and algebra II or any geometry

# **CO-CURRICULUM**

## **GLOBAL SERVICE LEARNING PROGRAM**

Lakeside's Global Service Learning (GSL) program provides students a unique and extraordinary opportunity to live and work in areas of the world that they may not otherwise experience until much later in life. Students spend four weeks immersed in a country in the developing world, living with host families and working with local communities on service learning projects. In previous summers, programs have been offered in Asia, Central/South America, North and East Africa and the South Pacific.

The program is open to students enrolled at Lakeside in the freshman, sophomore, or junior classes. All projects are generously subsidized and students who receive financial aid will be awarded aid toward the trips commensurate with their financial-aid status.

As part of the program, students learn about global issues — global health, poverty, philanthropy, development economics, education — as they pertain to their specific site, through 30 hours of curriculum sessions immediately preceding the overseas trip and hands-on experience in-country. Once students have participated in the post-trip GSL day and/or submitted a written reflection evaluation, the GSL experience is listed on the student transcript. Please direct any questions to the associate director of global programs.

In previous years, three yearlong academic courses included GSL experiences in history, languages, and science. We have also offered a summer school Spanish language class with a GSL immersion experience abroad in a Spanish-speaking country.

Details on summer trips and projects are announced each previous fall via email, a family information evening presentation, and the Lakeside website. Locations are subject to change.

## **SERVICE LEARNING**

Service learning is a powerful and important part of students' education at Lakeside Upper School. The program enables students to respond to real needs in the community while expanding their understanding of the places and communities in which they live and learn, deepening compassion, developing a sense of social justice, and engaging in meaningful self-reflection.

Lakeside's service learning program enables students to engage in service learning in both the on-campus Lakeside community and in the larger community outside of Lakeside. An array of opportunities, including numerous service concentrations and geographical locations in the greater Seattle area, allow students to cultivate relationships with a variety of organizations while intentionally going outside of their comfort zones to meet new people, try new things, learn from community leaders, practice humility and empathy, and reflect on what they've learned.

## **GETTING STARTED**

Students will receive an orientation to Lakeside's Upper School service learning program in the fall of their first year. Once students have completed their orientation, including a one-on-one meeting with the service learning coordinator, they are eligible to begin volunteering through Lakeside's service learning program. In the orientation meeting, the coordinator will help identify interests, goals, and passions that align with service opportunities available within a collection of organizations that align with the program's learning goals. Once the school year begins, students can also find ideas by browsing the list of organizations on the service learning Canvas page.

## **GRADUATION REQUIREMENTS**

Service is one of Lakeside's key mindsets for all graduates. As such, every student's engagement with the Service Learning Program is seen as critical to their education at Lakeside and preparation for life after they graduate. Each student is required to complete a minimum of 80 hours of volunteering within the program's parameters, eight structured reflections to deepen learning, and a culminating senior capstone project to fulfill the program's graduation requirement. Students are required to submit reflections within the same school they volunteer in order to count the hours toward the service learning requirement.

Volunteer hours can be a combination of service off and on campus, with a minimum of 60 hours completed with off campus organizations. For those who enter Lakeside in 10th, 11th, or 12th grade, the requirement is 20 hours for each year of attendance and up to the one-fourth of the required hours may be earned on campus. There is no limit to the overall number of hours a student may serve.

The number of hours a student has both volunteered and reflected on will be noted on their grades and comments, which is updated four times a year. This is meant to be a checkpoint for each student, advisor, and family to be aware of the number of hours currently on record for the student, and as a reminder for outstanding reflections to be completed as necessary.

All 9th grade students will be added to a service learning Canvas page specific to their graduating class in preparation for their work on the 9th Grade Service Day in October. After that day, students will use Canvas to document their volunteer hours and submit their reflections. New 10th, 11th and 12th graders will be added to their classes' service learning Canvas pages at the same time they are added to their fall course pages.

Written reflection is a critical element of the service learning program, because this is where much of the learning occurs. Through recording experiences, thoughts, feelings, and new insights, students can make connections between their experiences engaging service learning, their own life experiences, and their learning inside the classroom. Written reflections are also the foundation for the capstone project, which is the culminating reflection that students must complete during their

senior year once they have completed all their required hours and shorter reflections. Completion of the capstone project fulfills students' service learning graduation requirement and is also designed to provide students with the opportunity to reflect over the full scope of their service experiences at the upper school, identify their own values related to service to others, and embody an emerging service mindset beyond simply a graduation requirement.

### **OPTIONAL ON-CAMPUS SERVICE LEARNING HOURS**

Students are notified regularly of on-campus service opportunities and urgent needs through the service learning Canvas page. On-campus service opportunities include peer tutoring, coaching athletics at the Middle School, US admissions tour guiding, facilitating Middle School affinity groups, assisting with summer athletic camps, and working within other established school programs.

### **OFF-CAMPUS SERVICE LEARNING HOURS**

Lakeside encourages students to seek organizations and activities that deepen their level of awareness, expose them to new challenges, encourage them to ask questions and be open to having their minds changed, and show them a way to make a meaningful difference beyond what they previously knew. Our programs are designed to stretch students, instill humility, and inspire sincere, active engagement with the complexity of social issues affecting our local community.

Service opportunities in the community might include volunteering in a health or social service organization, tutoring young children, planting trees to actively engage in environmental stewardship, volunteering at a food bank, working on a farm that grows free produce, or providing office or warehouse support to specific organizations.

### **GUIDELINES**

Upper School students will volunteer within a pre-selected collection of organizations that specifically work to address issues of inequality within our local community and offer youth volunteer opportunities for direct, on-site engagement with their work. All off-campus service learning must be done within these organizations and programs, but each spring there will be an opportunity for students to suggest additional organizations that meet these criteria for consideration the next school year. Students can find the list of selected organizations on the service learning Canvas page once the service learning program has launched for their class year – for 10th–12th graders, at the beginning of the school year, and for 9th graders, after the 9th Grade Service Day.

Please contact the 5-12 Service Learning Coordinator at [servicelearning@lakesideschool.org](mailto:servicelearning@lakesideschool.org) for more information.

## OUTDOOR PROGRAM

Lakeside requires that all students who spend two or more years at the Upper School complete an Outdoor Program course of one week or longer before graduation. This requirement was established because of the school's belief that the goals of the Outdoor Program are important to all students and that they are not adequately covered elsewhere in the school's curriculum.

The most important of these goals are that students work cooperatively with a group of peers in a challenging, 24-hours-a-day setting for an extended period; learn about the natural, non-human world through firsthand experience; test personal limits in a backcountry setting; and accept responsibility for and experience immediate, natural consequences of one's actions.

The Outdoor Program offers more than 18 one-week or longer courses per year, taking place during midwinter break, spring break, and summer break. Eight to ten students and two or three adults go on each course. Applications for midwinter break and spring break trips open in the fall, generally late September-October. Applications for summer trips open in February and March. Applications will be emailed out to all students, as well as announced in the schoolwide newsletter "The Bull," at assemblies, and on the Outdoor Programs Canvas page.

Detailed information, course descriptions, dates, sign-up information, and more can be found on the Outdoor Program's Canvas page at: <https://lakesideschool.instructure.com/courses/3853>.

**NOTE:** Lakeside is committed to ensuring that Outdoor Program trips remain accessible and affordable. The trips that require bus travel from Seattle involve no additional charge to families and are included in the cost of tuition. The courses that involve airplane travel and hotel stays do involve an additional charge. Financial aid applies to trip costs. The program is committed to running fully enrolled courses; there is a \$200 cancellation fee associated with student dropping off a roster within three weeks of the trip start date.

### **H478 Leadership in the Modern Era**

In this course students will explore leadership through an outdoor program perspective, and will participate in a two-week outdoor trip in April and a four-day outdoor trip in May. This class will teach students different leadership styles, following historical and current examples, specifically within the outdoor realm. The course will also cover the components of becoming an outdoor trip leader, including risk management, group dynamics, natural history, trip logistics, route planning and navigation, and hard skill development. Students will have the opportunity to become certified in wilderness first aid as part of this course. Outdoor/experiential trip component: This course includes a two-week outdoor backpacking trip to Utah over spring break and the week before or after; camping in the wilderness each night. The culminating experience of this course will allow the students to test their leadership skills as senior leaders on the four-day 7th-grade outdoor trips in late May.



Time commitment and cost: Students in the course must participate in all the Seattle-based components of the class and the outdoor trip experiences. The Utah trip will be two weeks, including spring break and the week after. (Exact dates TBD). An additional course fee of approximately \$895 will apply to cover the costs of travel. Financial aid is available. The May trip will be the 7th-grade outdoor trip, which usually takes place Tuesday–Friday following May Day each spring. As with any academic course with an experiential component, students will be responsible for the general concepts covered in their other courses while they are away and will work with their teachers to determine essential work they will be accountable for while on the trip. Teachers will work with students in a supportive capacity to help them get caught up when they return from the outdoor trips.

Spring Semester course

Prerequisites: Must have previously completed at least one US Outdoor trip; Seniors Only

# LIBRARY

The Upper School library's mission is to empower students to be critical thinkers, lifelong learners, and global citizens who recognize that learning is an ongoing social responsibility, and who not only ethically use — but also contribute to — the information landscape.

The Upper School library is committed to supporting the academic and personal growth of our students by encouraging their development as lifelong learners, nurturing a joyful relationship with reading, and supporting their information and research needs both in and beyond the classroom. The librarians work in collaboration with classroom teachers to build information literacy skills, nurture students' resilience in the face of challenging research dilemmas, and teach them skills and resources that will empower them to problem-solve with confidence and flexibility.

The Upper School library firmly believes reading is the core of personal and academic competency, and strives to support the community's information needs by maintaining a professionally curated, diverse, and responsive collection of print and digital resources. The librarians offer individualized research and reader's advisory support for students, meeting them where they are, and tailoring information, guidance, and recommendations to each student's needs and interests.

The Upper School library itself is a hub of growth and learning. The library team seeks to create a safe and welcoming space for all students to engage in independent study and reading, collaboration, and the integration of knowledge. We strive to effectively support a variety of student needs, learning modes, and work styles with up-to-date and flexible learning spaces.

## UPPER SCHOOL LIBRARY HOURS

7:45 a.m. – 6 p.m. Monday – Thursday

7:45 a.m. – 4 p.m. Friday

# **STUDENT SUPPORT**

The student support team in the Upper School meets twice weekly to discuss and design individual responses for students needing academic, social, or emotional support. Most often, these responses include advisors in a significant way. The team consists of the three counselors, director of family and student support services, family support liaison, two learning resources coordinators, school nurse, head athletic trainer, associate director of admissions and financial aid, grades 5-12 human development department head, and an Upper School assistant director. Advisors can refer a student by talking to any member of the team; that person will ascertain whether they should work with the student in their specific capacity or whether the situation needs a more coordinated and comprehensive approach. In addition, students can self-refer, and other students, teachers, parents, and guardians can also make referrals to the team in general or to a member of the team in particular.

## **COUNSELING**

Our Upper School counselors meet with students, and consult with faculty, staff, and parents/guardians to provide a comprehensive, strengths-based counseling program for all students. Confidential services for students include counseling support for typical developmental concerns and more profound emotional disruptions, including crisis counseling. When a significant level of individualized care is needed, a referral to a community provider is facilitated with continuity of care available to students while on campus. In addition, our counselors provide various types of outreach and relevant psychological-education programs. Please see the family handbook for more information about the Upper School counseling center and confidentiality.

## **FAMILY SUPPORT**

Lakeside's family support program works to ensure that all Lakeside families have professionals on-site to support them as they navigate their Lakeside experiences. Families will have questions and concerns throughout the year, and the program works to problem-solve. The program provides advocacy, resources, and community referrals for all families that are faced with any obstacles or hardships that emerge. The director of family and student support and family support liaison help educate the Lakeside community about the spectrum of challenges facing our families.

## **LEARNING RESOURCES**

The Upper School learning resources program provides services designed to support student learning, academic growth, and success. The learning resource coordinators oversee the Upper School learning resources center, provide short-term skills instruction to students, and offer support for students with disabilities that affect learning. Please see the family handbook for more information about the center and the best resources and practices for help outside class.

## **SCHOOL NURSE**

The nurse aids those who experience medical issues that limit school participation. The nurse is part of adapting medical advice into customized school health plans. Through evaluation, treatment, and receiving guidance from a student's individual physician, the nurse supports students managing conditions like allergies, asthma, seizures, diabetes, and other health needs. Collaborating with families, teachers and healthcare providers, the nurse helps communicate and define necessary adjustments.

## **ATHLETIC TRAINER**

Our certified athletic trainer works with students who are facing physical challenges that impede their ability to participate in sports or other elements of the school program. The athletic trainer is on campus during the school day to provide support and care for sick or injured students. Care can consist of assessment, immediate treatment, ongoing rehabilitation, outside referrals, and assistance managing school life while ill or injured. Our certified athletic trainer manages student care when a student sustains a concussion. Part of this management consists of communication with parents and guardians and faculty to help provide academic modification in the short term while the student is experiencing cognitive and physical symptoms.

## **ADDITIONAL SERVICES FOR STUDENTS WITH DOCUMENTED DISABILITIES**

Students who want more information on these services or believe that they may be eligible for accommodations and want to access these should contact the learning resources coordinators, counselors, or school nurse.

## **ASSOCIATE DIRECTOR OF ADMISSIONS AND FINANCIAL AID PROGRAMS DIRECTOR**

Our financial aid programs director evaluates all financial-aid requests for enrolled and admitted students and allocates tuition and non-tuition financial aid to enrolled students, which may include, but is not limited to, costs related to transportation, food, and technology. The associate director of admissions and financial aid director works with the student support team to monitor various fees and collaborates with the business office to monitor student accounts.

## **GRADES 5-12 HUMAN DEVELOPMENT**

Our 5-12 human development department head oversees health and wellness curricula and programming at all grade levels and is a resource on well-being for students, faculty and staff, and parents and guardians. The human development department head serves as a resource for the prevention of health and wellness concerns for the student support team.

## **ASSISTANT DIRECTORS**

Our assistant directors are a general resource for any sort of student issue. The assistant directors oversee matters of student conduct, including judicial committee on disciplinary situations and are the lead administrators overseeing scheduling, course changes, curriculum, attendance, advising, student leadership, and student life.

## **TESTING CENTER AND TUTORING**

The Upper School testing center and tutoring coordinator maintains a testing center that students can use to access approved testing accommodations, make-up class assessments, or scheduled work time. The coordinator also oversees the peer tutoring program and outside tutoring referral database.

# INTERSCHOLASTIC ATHLETICS

(THREE SEASONS: FALL, WINTER, AND SPRING)

Fall	Winter	Spring
Fall Crew (Boys)	Basketball (Boys)	Baseball (Boys)
Fall Crew (Girls)	Basketball (Girls)	Spring Crew (Boys)
Cross-country (Boys)	Swim and Dive (Boys)	Spring Crew (Girls)
Cross-country (Girls)	Wrestling (Boys)	Lacrosse (Boys)
Football (Boys and Girls)	Wrestling (Girls)	Lacrosse (Girls)
Golf (Boys)		Soccer (Boys)
Golf (Girls)		Tennis (Boys)
Soccer (Girls)		Tennis (Girls)
Volleyball (Girls)		Track and Field (Boys)
Swim and Dive (Girls)		Track and Field (Girls)
Ultimate (Boys)		Ultimate (Girls)

Note: All sports in all seasons require a Monday-Friday commitment, with some requiring Saturday practices or competitions as well.

Fall season turnout dates: Football – Wednesday, Aug. 21, 2024; all others – Monday, Aug. 26\*

Winter season turnout date: Monday, Nov. 18, 2024

Spring season turnout date: Monday, March 3, 2025

\*Crew start dates may vary slightly from these dates. Crew program heads will communicate start dates with rowers and their families.

## SIGN-UP INSTRUCTIONS

On the sign-up sheet, all student-athletes should indicate interscholastic athletic activities they intend to participate in each semester/season throughout the year. Students should select, at most, one sport per season. This will mean more than one activity per semester. For example: First semester: cross-country (fall), wrestling (winter). Second semester: track and field (spring). The only way to be on team rosters and therefore receive preseason communications and summer practice information from coaches is to sign up for a sport during course sign-up process.

# STUDENT CLUBS AND ACTIVITIES

We expect that Lakeside students will graduate and contribute positively to the world. Students can practice having that kind of influence and leadership in our community by taking advantage of the abundant clubs and programs available at our school. These opportunities also allow students to meet each other and engage in activities that are meaningful to them. Lakeside's extracurricular options fall into three categories: programs for credit, affinity and alliance groups, and student clubs.

## Programs for Credit

Programs for credit are offered annually by the Upper School. They contribute significantly to the mission of the school in tangible ways. The programs listed below are yearlong programs scheduled during the school day. Interested students should request these during course sign-ups. Students who enroll receive comments and credit or no credit based on their performance.

### I110 Student Government

Student Government consists of 16 elected representatives, four from each grade. They meet once a week and work on issues ranging from club approval, funding, and oversight to school policy recommendations. Elections for 10th, 11th, and 12th grades are during spring semester for the following school year. Elections for 9th grade occur at the beginning of the school year so newly admitted students can participate.

Full-year activity

Meetings per week: One 70-minute period

### I120 Tatler

Tatler is Lakeside School's student-run newspaper. Its mission is to chronicle student life at Lakeside by providing a forum for students (and occasionally faculty and staff) to contribute content and share opinions on events shaping our community. Students produce a printed edition of the paper each month during the school year, and regularly publish and update content on the paper's website. Editorially, Tatler strives to be fair, accurate, and essential, while artistically it strives to be clear, compelling, and memorable. No prior newspaper experience is required to apply to work on the Tatler staff as a writer, designer, or photographer. Students who have gained experience and skills in the class are eligible for editorial and design leadership positions. Applications for the class are considered during the spring for the following school year, and NOTE: enrollment is competitive. Students typically enroll for both semesters of an academic year, and repeat enrollment is encouraged. Class limit: 34 students.

Full-year activity

Meetings per week: One 50-minute period

**I130 Numidian**

The purpose of this program is to create the Numidian, the Lakeside Upper School yearbook, which is published each spring. Working as a team, students will go through the steps of publication from brainstorming design ideas to creating final copy and will be responsible for all aspects of the yearbook production. Under the leadership of student editors, the yearbook staff will use a web-based program to complete their assigned spreads within set publication deadlines. Numidian meets only once a week, so participants should expect to spend additional time outside of meeting time working on the production, taking photos, and conducting interviews. Experience with photography is helpful but not required. Students may enroll for subsequent years and may apply for editor positions as they gain additional skills and experience.

Full-year activity

Meetings per week: One 50-minute period

**I140 Student/Faculty Judicial Committee**

This committee works with an Upper School assistant director to make recommendations for resolution when a student has violated the Statement of Community Expectations. The purpose of the committee is to provide opportunities for learning, accountability, growth, and repair. The committee consists of two student representatives from each grade and two faculty members. Tenth- through 12th-grade representatives are selected each spring and 9th-grade representatives are selected each fall. Each representative serves a one-year term and can reapply for the position for multiple years. For more information, please see the family handbook or an Upper School assistant director.

Full-year activity

Meetings per week: As necessary

**I150 ASSEMBLY COMMITTEE**

Under the guidance of the Upper School assistant directors and faculty advisors, students in this group organize and execute the Upper School's weekly assemblies. The committee delivers a mix of informative and enjoyable programming that includes participation, presentations, and performances from individuals and groups both within and beyond the school. The overarching goal of the committee's work is to use these assemblies to strengthen our sense of schoolwide community while giving individual committee members input and practice on how to develop a weekly program.

Full-year activity

Meetings per week: One 50-minute period



## **Affinity & Alliance Groups**

The affinity & alliance groups listed below meet during regularly scheduled activity periods and are not for credit. These activities are approved by the Upper School administration and contribute significantly to the school's mission and the life of the school community.

### **BSU**

The Black Student Union (BSU) is an affinity group composed primarily of, but not limited to, students of Black and African American heritage in the Upper School. BSU seeks to create a fun and supportive atmosphere, meeting on a regular basis to discuss issues of race and culture in terms of how they affect both Black and African American students in particular and Lakeside students as a whole.

### **CIDA**

Chronic Illness and Disability Affinity (CIDA) provides a welcoming community space for all students on the disability spectrum, where members can engage in meaningful discussion about ability and illness, bond and connect with other students experiencing disability or chronic illness, and feel supported during times of need. Students in this group strive to deliver visibility, support, and joy to their peers who may struggle to find empathy and love elsewhere on campus.

### **GLOW**

Gay, Lesbian, or Whatever (GLOW) is a gay-straight alliance (GSA) student organization. People who are interested in learning about and discussing LGBTQ (lesbian, gay, bisexual, transgender, and questioning) issues are welcome to attend GLOW on a one-time or regular basis. GLOW's mission is twofold: to support students and faculty who identify as LGBTQ with a safe space to discuss issues of sexual identity and coming out, and to be an activist organization for LGBTQ issues both on campus and in the wider community.

### **Interfaith & Spirituality Affinity Group**

This group was formed to provide a space for students from all faiths and spiritualities to discuss and share similarities and differences, to deepen their understanding of world religions, and to cultivate peace and compassion in the Lakeside community.

### **ISA**

Indigenous Student Alliance (ISA) is a place for Native and Indigenous identifying students at Lakeside to share common experiences. It was founded to promote greater awareness of Indigenous perspectives and amplify Native voices on campus through sharing aspects of Native history, politics, language, art, food, and more.

### **JSU**

The Jewish Student Union (JSU) is an affinity group that seeks to build community among Jewish Lakeside students. This group is open to anyone who identifies as Jewish in any way (secular, cultural, ethnic, religious, etc.) or who wants to learn more about their Jewish heritage. JSU's

activities include holiday celebrations, identity exploration, learning about topics of shared interest, and discussions about experiences that are specific to the Jewish community.

### **LARS**

Lakeside Anti-Racist Students (LARS) is a group of students whose goal is to unpack the complex systems of race and racial bias that govern our school and our general societal environment. LARS is committed to the inclusion of all in this group. The white people in the group must recognize that it is not the burden of BIPOC members of our community to educate their white peers on topics like microaggressions and racial biases that occur within the Lakeside community. LARS aims to guide our members towards unlearning their unconscious biases and becoming anti-racist advocates, as well as striving together to develop skills as activists/organizers for more equitable schools and communities.

### **LAPS**

Lakeside Asian Pacific Students (LAPS) represents one of the largest racial/ethnic groups on the Lakeside campus. This affinity club is organized by students of Asian Pacific descent and others interested in Asian American issues. LAPS aims to provide a supportive network for Asian American students, as well as to raise general awareness about Asian American identity and culture.

### **LATISPA**

LATISPA is an affinity group for Latinx and Hispanic students to hang out, talk about their experiences, and learn about one another's cultures. LATISPA uses structured and unstructured meetings along with bigger events to cultivate a strong Latinx/Hispanic community that is safe, inclusive, and socially active.

### **MIXED**

This affinity group was developed to address the unique dilemmas and experiences of students of mixed cultural and/or racial heritage. The acronym stands for Multicultural Initiators Experiencing and Encouraging Diversity. The mission of MIXED is "to create a sense of multicultural affinity within the Lakeside community. We are a discussion-based group designed to open up dialogue about the various aspects of both the multiracial and greater multicultural experience. We also strive to educate the Lakeside community about the issues specific to the multicultural experience." Students of all backgrounds are invited to participate in MIXED.

### **SAAG**

The students of the South Asian Affinity Group (SAAG) seek to raise awareness of South Asian culture at Lakeside and to create a supportive environment for South Asian students to share their culture and experiences.

### **SAC**

The goal of the Student Awareness Council (SAC) is to increase awareness, conversation, and practice about socio-political issues. Students engage in open dialogue about identity (race, class, and

gender) and work to unravel existing tensions on campus and build new friendships through meetings, workshops, and off-campus retreats.

## **Student Clubs**

Clubs are student-initiated and student-driven each year. Options vary according to the interest and leadership of members of the student body. To start an official club, students must put together a thoughtful proposal (including purpose of the club, meeting times, anticipated participation, and faculty/staff advisor) that is submitted to student government. Student government decides which clubs are approved each year. Official clubs can use Lakeside resources, including rooms, mailboxes, and email. Official clubs are allowed to request funding from student government. Examples of approved student clubs are listed below.

**AcaFellas and Bellas** are a cappella groups that perform for the greater school community in a variety of functions and venues. The groups draw their members from all grade levels, rehearse at least once a week, and sometimes perform off campus.

### **Chess Team**

Participants practice during activity periods, free periods, and in evening sessions with highly ranked chess masters. Lakeside's chess players compete in the Metro Chess League; individuals can also compete at the state individual championships.

**Entrepreneurship** is a long-standing club at Lakeside. Members gather to learn the basics of business management and operations through identifying opportunities, conducting market research, designing a business plan, and selling a product or service. Entrepreneurship allows students to test their ideas and interests in real world scenarios. The club aims to challenge members' initiative, adaptability, and relationship skills required for entrepreneurial success.

### **Imago**

Published under the Tatler umbrella, this is the school's literary magazine. Students may contribute poetry, prose, fiction, photography, and artwork for publication, and have the opportunity to join the journal's editorial board. In past years, Imago has been both a printed and digital-only journal, published on an occasional basis. The current iteration of the journal publishes printed volumes two or three times a year.

**Quiz Bowl** is a group of students who participate as a team in local, statewide, and regional competitions, testing quick recall of general knowledge in all areas — literature, science, math, history, the arts, etc. There is, among the group, a commitment to studying various topics in preparation for meets. The students involved are the leaders; they organize practices as well as

competitions. Local meets are at various area high schools and serve as preparation for the regional and state tournaments.

**Robotics** is a club that fosters enthusiasm for designing and programming robots. The group welcomes students of all skills and abilities. The club uses multiple coding programs, strategies, and techniques throughout the school year to advance and fortify members' knowledge. The club may participate in mock competitions or tournaments against other teams, depending on the year.

**Science Olympiad** is a club devoted to increasing student interest and recognizing student accomplishments in science. The club's primary focus is preparation for tournaments at the regional and state level where students compete in individual and team events. Events generally fall into two categories: building events and knowledge events. Building events require students to construct devices ahead of time such as bridges and trebuchets for use in the competition. Knowledge events require students to display a thorough understanding of a topic through games, experiments, and other activities. The club meets periodically throughout the year to prepare for the regional tournament, generally held in early April, in which all members participate in a full day of competition.

**Some other clubs include:**

- AI Club
- Art Club
- Astronomy Club
- Badminton Club
- Big Climb
- Biology Club
- Bird Club
- Book Club
- Computer Science Club
- Cooking Club
- Creative Writing Club
- Crochet Club
- Debate Club
- Diplomacy Club
- Dungeons and Dragons
- Ethics Bowl
- Game Dev Club
- Global Dance Club
- Green Club
- Hackathon Club
- Health Equity Club
- Lakeside Jazz Club
- Lakeside Medical Society
- Lula Mentors Program
- Math Club
- Media Club
- Mental Health Advocacy Committee
- Minecraft Survival Multiplayer
- Model United Nations
- Music Production Club
- Outdoor Service Club
- Physics Club
- Ping Pong Club

Red Cross Club  
Rocketry Club  
Science Bowl Club  
Secondhand Club  
Students in Service (SIS)  
Water 1st International