



# Upper School Course Catalog

[Course Catalog Link](#)



LAKES INTERNATIONAL  
LANGUAGE ACADEMY



Check out our  
course offerings!

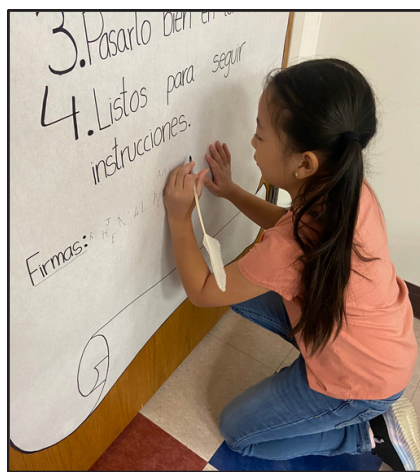


THINK FOR MYSELF • THINK ABOUT OTHERS • THINK BEYOND TODAY

# OPEN DOORS TO A WORLD OF OPPORTUNITY THROUGH LANGUAGE IMMERSION

With two decades of experience, we understand that the perfect time to embark on a language journey begins as early as possible. Language educators unanimously agree that immersion instruction is the most effective way for students to achieve bilingual speaking proficiency, and biliterate reading and writing skills. Our research-backed approach seamlessly integrates language learning with core subjects, allowing skills to flourish naturally. All instructional content meets not only Minnesota academic standards, but the requirements of the International Baccalaureate as well.

Witness your child thrive in an environment where learning is an adventure!



## PRESCHOOL

## GRADES K-5

## GRADES 6-12

### LANGUAGE ACQUISITION ACROSS THE CONTINUUM

- Fun, interactive learning in Spanish and Mandarin Chinese while also speaking, reading, and writing in English.
- Activities designed to spark a natural love of language while building confidence as communicators.
- Kinder Prep is a great jumpstart to our full immersion program.
- Kindergarteners choose from either Mandarin Chinese or Spanish as their target language.
- Instruction delivered in the target language all day, every day in kindergarten and first grade.
- English instruction is introduced in second grade, however, the majority of the instructional day occurs in the target language.
- Resources provided to families to support learning at home.
- No previous second language experience is needed to enroll – students may choose from Spanish, Mandarin Chinese, or French.
- Immersion students can continue immersion studies in their target language or choose another language.
- High school students have the opportunity to earn up to four semesters of college credit through the Minnesota Department of Education Bilingual Seals Program.

***"My immersion experience included living with international teachers, doing an exchange program in Spain, and so many great classroom language opportunities. It helped make me more open-minded, and feel more connected to other cultures and the world around me, while also giving me lifelong language skills that will benefit my future in many ways!"***

**- Emily May, Class of '21**



# SPOTLIGHT ON ACHIEVEMENT

MyLILA.org

## UPPER SCHOOL'S U.S NEWS & WORLD REPORTS RANKING AMONG MINNESOTA PUBLIC HIGH SCHOOLS

Upper School ranked 10th among high schools and 6th among charter schools. Rankings include data on nearly 25,000 public high schools in 50 states and the District of Columbia. Schools are ranked on six factors based on their performance on state assessments and how well they prepare students for college.

Source: [www.usnews.com/education/best-high-schools/rankings-overview](http://www.usnews.com/education/best-high-schools/rankings-overview)

TOP  
10



95.6%



GRADUATION  
RATE

Source: 2023 Minnesota  
Report Card data

## UPPER SCHOOL'S NICHE RANKING AMONG MINNESOTA PUBLIC HIGH SCHOOLS

\*Niche ranks schools on a combination of achievement data, extra-curricular activities, diversity, quality of administration, and parent and student reviews.

Source: [www.niche.com](http://www.niche.com)

39



## NUMBER OF BILINGUAL SEALS & CERTIFICATES EARNED BY 55 GRADUATING SENIORS

Source: Lakes International Language Academy

32



58%

## PERCENTAGE OF GRADUATES EARNING A PLATINUM OR GOLD SEAL, OR WORLD LANGUAGE CERTIFICATE

Sixteen graduates earned the platinum seal. It is the highest bilingual honor bestowed by the State of MN. Institutions within the MN State College and University system award four free semesters of credit in second language.

Sources: Lakes International Language Academy; Minnesota Bilingual Seals Program

## PERCENTAGE OF GRADUATES COMPLETING IB DIPLOMA PROGRAMME and/or PSEO COURSEWORK

Forty-four graduates completed one or more DP classes, and thirteen earned the full IB Diploma. Fifteen graduates completed PSEO coursework, and three earned their AAS degree.

Source: Lakes International Language Academy

100%



235

## NUMBER OF IB DIPLOMA PROGRAMME COURSES COMPLETED BY 44 DP STUDENTS

Source: Lakes International Language Academy

## POST-SECONDARY SCHOLARSHIPS AWARDED

Sources: Student/Parent Self-Report; Community Scholarship Foundation;  
Other Community Organizations; Post-Secondary Institutions

\$2.1  
MILLION



CLASS OF 2024

### OUR MISSION:

To prepare tomorrow's critical thinkers and global citizens through language acquisition and inquiry-driven study.














# WHAT IS AN IB EDUCATION?



Thinkers  
Inquirers Reflective  
Communicators  
Risk-Takers Balanced  
Caring Knowledgeable  
Principled Open-Minded

An International Baccalaureate (IB) education is a globally recognized educational framework designed to foster well-rounded young people who are well prepared for a rapidly changing world. Key characteristics of IB:

-  **Holistic Education.** IB focuses on educating the whole person, nurturing intellectual, personal, social, and emotional growth.
-  **International Perspective.** IB promotes international-mindedness and intercultural understanding, encouraging students to appreciate and respect different cultures, languages, and viewpoints.
-  **Inquiry-Based Learning.** IB places an emphasis on inquiry-based learning where students are encouraged to ask questions, investigate, think critically, and explore topics in-depth. This approach sparks curiosity and a love for learning.
-  **Transdisciplinary Curriculum:** IB subjects are interconnected and taught together, allowing students to make connections between different areas of knowledge.
-  **Language Development.** IB requires students to study one or more language, promoting bilingualism or multilingualism, and nurturing a deep sense of global interconnectedness.
-  **Creativity & Innovation.** IB values creativity and innovation, encouraging students to think creatively and apply their knowledge to real-world situations.
-  **Community & Service.** IB promotes community engagement and service learning. Students are inspired to take action and make a positive difference in their community and the world.
-  **Academic Excellence.** IB is academically challenging, offering a rigorous curriculum with an emphasis on research, critical thinking, and independent learning skills.
-  **Personal Development.** IB encourages the development of personal qualities such as adaptability, empathy, and social responsibility.
-  **Preparation for College & Career.** IB prepares students for success in higher education and future careers. An IB education is highly regarded by universities and employers worldwide.
-  **Assessment.** IB assessment includes a variety of methods such as observations, portfolios, projects, presentations, exams, and essays. This emphasizes understanding, application, and reflection, rather than rote memorization and standardized test scores.





# IB learner profile

**The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.**

**As IB learners we strive to be:**

## INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

## KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

## THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

## COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

## PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

## OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

## CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

## RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

## BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

## REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

**The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.**



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# Overview of MYP Criteria

	Criterion A	Criterion B	Criterion C	Criterion D
Language and Literature	Analyzing	Organizing	Producing Text	Using Language
Language Acquisition	Listening	Reading	Speaking	Writing
Individuals and Societies	Knowing and Understanding	Investigating	Communicating	Thinking Critically
Science	Knowing and Understanding	Inquiring and Designing	Processing and Evaluating	Reflecting on the Impacts of Science
Math	Knowing and Understanding	Investigating Patterns	Communicating	Applying Mathematics in Real-life Contexts
Arts	Investigating	Developing	Creating/Performing	Evaluating
P.E./Health	Knowing and Understanding	Planning for Performance	Applying and Performing	Reflecting and Improving Performance
Design	Inquiring and Analyzing	Developing Ideas	Creating the Solution	Evaluating
ATL	Planning	Applying Skills	Communicating	Reflecting
Interdisciplinary	Evaluating	Synthesizing	Reflecting	
Personal Project	Planning	Applying Skills	Reflecting	

The MYP approach to assessment is based on four criteria for each subject area. **The four criteria in each of the MYP courses are weighted equally and are used to determine the final grade at the end of each semester.** Teachers design curriculum and assessment based on MYP guidelines, these assessment criteria, and the MN state standards. Special Education courses are also criterion assessed, but use alternative criteria.



## Upper School MYP Grades 6-10 Assessment Guide

FORMATIVE AND SUMMATIVE ASSESSMENT

Formative assessments are used in the instructional part of each unit to inform students and teachers about the students’ understanding. Formative assessments are considered practice and help us to understand how the student is progressing in each criterion. **Quality and completion of formative assessments influence the student’s overall numerical grade.**

Summative assessments are given at the end of a learning period to allow students to demonstrate what they know. **Summative assessments are the primary measure used to determine the student’s overall numerical grade.**

LATE WORK

Student work helps inform, enhance, and improve the teaching and learning process. Late work impedes the learning process. For all grades, any late formatives must be turned in before the summative to receive credit. For **grades 6-8**, late summative assignments must be submitted within **2 weeks** of the due date to receive credit. For **grades 9-12**, late summative assignments must be submitted within **1 week** of the due date to receive credit. Late work submitted **AFTER** the late work time limit will earn teacher feedback, but will remain a zero in the grade book.

RETAKES

If the assessment is turned in on time, **only one retake is allowed**. Formative work retakes must be submitted prior to submitting the Unit’s Final Summative Assessment. For all grades, **late summatives cannot be retaken**. For **grades 6-8**, retakes of summatives submitted by the deadline are allowed within **2 weeks** of when the summative grade is posted in IC. For **grades 9-12**, retakes of summatives submitted by the deadline are allowed within **1 week** of when the summative grade is posted in IC. In order to retake a summative assessment, students must make a plan with the teacher.

INTERVENTIONS

Teachers, students, and families will work together to solve challenges and support student success. Possible interventions to support students include working with teachers after school, family communication or meetings, referral to Dragon Hour, referral to the MTSS committee, meeting with the Dean of Students, and partnering with the Leadership team. Communication is key, please reach out to teachers if you have a question or concern. Academic dishonesty will be addressed according to the Academic Integrity Policy.

RECORDING AND REPORTING OF GRADES

The student’s overall achievement level in the course is determined by evaluating evidence from each of the subject area’s criteria at the end of each semester. We use our online gradebook, Infinite Campus, to report the IB achievement levels, progress grades, and the final grades. Parents and students will be updated mid-semester (Terms 1 & 3) on the student’s progress towards the final semester grade in each course. Reports are available on Infinite Campus approximately one week after each quarter term ends. The official grade for the course is determined and reported at the end of the school year.

IB uses rubrics to communicate student’s achievement of the criteria on assessments and rubrics for individual course assessments can be found on Infinite Campus. All rubrics are on a 0-8 international scale. These are converted to a (1-7) scale for term and final grades - see below. Grades earned in high school credit bearing courses are posted on a student’s official transcript. High school credit bearing classes successfully completed in grades 6-8, specifically language acquisition courses, will be included on the high school transcript with a Pass and will not affect the high school GPA. Other high school credit bearing classes will be posted on the student’s transcript and included in the student’s cumulative grade point average.

IB Levels of Achievement to GPA

LILA Levels of Achievement (IB)	Unweighted GPA	Related Terms
1	0.0	Very limited quality, many significant misunderstandings, rarely demonstrates critical or creative thinking
2	1.25	Limited quality, significant gaps, Infrequent critical/creative thinking
3	2.0	Some, acceptable, basic understanding of many concepts
4	2.75	Good, adequate, basic understanding of most concepts
5	3.5	Thoughtful, generally high quality, secure understanding
6	3.75	Substantial, sufficient, competent, high quality, independent
7	4.0	Justification, sophisticated, extensive, frequently innovative



# Understanding DP Grading

## IB DP GRADES and LILA (SCHOOL) GRADES

All LILA Diploma Programme courses involve both IB DP grades and LILA (school) grades. Students are assessed using DP rubrics, DP grade descriptors, and state standards.

### IB Diploma Programme Grades

Internal assessments (IA): Completed according to IB DP procedures. Scored by LILA teachers with IB rubrics, then moderated by official, trained IB examiners. These IB grades do not go into the LILA grade book and are not calculated into a student's GPA.

External assessments (EA): Completed according to IB DP procedures. Scored by official, trained IB examiners. These IB grades do not go into the LILA grade book and are not calculated into a student's GPA.

*Students enrolled in a DP course are either Diploma Candidates or Course Candidates. All students will complete DP internal and external assessments for IB credit, unless an alternate plan has been approved by the principal.*

### LILA (school) Grades

- Earned by all students enrolled in courses at LILA; go toward progress reports as well as final grade, and GPA on a student's LILA transcript:
- Formatives (see explanation in this document)
- Summatives (see explanation in this document)

## RECORDING AND REPORTING OF GRADES

The student's LILA school-level grade is determined by evaluating evidence from the students' formative and summative work across the year. Parents and students will be updated quarterly on the student's progress in the course. Reports are available on Infinite Campus approximately one week after each quarter ends. The official grade for the course is determined and reported at the end of the school year, and leads to the MN High School diploma.

## ACADEMIC INTEGRITY

Academic dishonesty will be addressed according to the LILA Upper School Academic Integrity Policy, as well as IB guidance for this issue.



# Upper School IB Diploma Programme (DP) Assessment Guide

## FORMATIVE AND SUMMATIVE ASSESSMENT IN THE DP

Formative assessments are used in the instructional part of each unit to inform students and teachers about the students’ understanding; these assessments are considered practice and help us see how the student is progressing toward course objectives. Teachers of these courses will create formative rubrics that use standardized IB language for the DP subject groups as well as task-specific descriptors of the assessment. Formatives in DP courses will be assessed and reported on Infinite Campus on a DP 1-7 scale. **Quality and completion of formative assessments influence the student’s overall numerical grade.**

Summative assessments are given at the end of a learning period to allow students to demonstrate what they know. As in MYP courses, summatives are given at the end of a learning period to allow students to demonstrate what they know. **Summative assessments are the primary measure used to determine the student’s overall numerical grade**, which is also used to calculate a student’s GPA for LILA (school) grades. Like formatives, summatives are necessary to prepare students for IB DP assessments and to build skills.

Teachers of DP courses will align their summative assessments as closely as possible with IB DP assessment criteria, in whole and/or in part. Rubrics for DP assessments (internal and external assessments) vary greatly in terms of criteria, total marks/points, etc. from course to course. Teachers will convert their LILA summative grades from the score on a completed rubric to a grade on the DP 1-7 scale for reporting purposes on Infinite Campus. IB grade boundaries and global exam statistics are key factors in how these percentage ranges are decided. See the conversion table on the facing page.

### LATE WORK

Student work helps inform, enhance, and improve the teaching and learning process. Late work impedes the learning process. Any late formatives must be turned in before the summative to receive credit. For **grades 9-12**, late summative assignments must be submitted within **1 week** of the due date to receive credit. Late work submitted AFTER the late work time limit will earn teacher feedback, but will remain a zero in the grade book.

### RETAKES

Formative work retakes must be submitted prior to submitting the Unit’s Final Summative Assessment. If the assignment is turned in on time, **only one retake is allowed**. For all grades, **late summatives cannot be retaken**. For **grades 9-12**, retakes of summatives submitted by the deadline are allowed within **1 week** of when the grade is posted in IC. Make a plan with the teacher to retake.

## IB Grade to Percentage Conversion

IB DP Grading Scale	0	1	2	3	4	5	6	7
LILA DP Summative Grade (%)	0	1-15	16-30	31-40	41-60	61-70	71-80	81-100

## IB Levels of Achievement to GPA

LILA Levels of Achievement (IB)	Unweighted GPA	Related Terms
1	0.0	Very limited quality, many significant misunderstandings, rarely demonstrates critical or creative thinking
2	1.25	Limited quality, significant gaps, Infrequent critical/creative thinking
3	2.0	Some, acceptable, basic understanding of many concepts
4	2.75	Good, adequate, basic understanding of most concepts
5	3.5	Thoughtful, generally high quality, secure understanding
6	3.75	Substantial, sufficient, competent, high quality, independent
7	4.0	Justification, sophisticated, extensive, frequently innovative



# Arts, Activities, & Athletics

## EVERY STUDENT INVOLVED

At LILA, we strongly encourage learning beyond the bell. Complementing our rigorous academic programs is a growing array of opportunities to explore sports, the arts, clubs, and more. Participation in co-curricular activities is linked to increased academic achievement. These programs also expand a students' social network, build confidence, and foster leadership, teamwork, and time-management skills.

### UPPER SCHOOL:

EQUITY CLUB  
GARDEN CLUB  
LILAVision  
NATIONAL HONOR SOCIETY  
NATIONAL JUNIOR  
HONOR SOCIETY  
STUDENT COUNCIL  
ANIME CLUB  
JOURNALISM CLUB  
FIBER FRIDAYS  
SPANISH CLUB  
FOOTBALL\*  
SOCCER  
CLAY TARGETS  
VOLLEYBALL  
ARCHERY CLUB  
ARCHERY TEAM

*\*Co-op sports*

SWIMMING  
CROSS COUNTRY\*  
BASKETBALL  
TRACK & FIELD\*  
BASEBALL\*  
GOLF CLUB  
GOLF TEAM  
SKI CLUB  
ALPINE SKI TEAM  
SOFTBALL\*  
DUNGEONS & DRAGONS  
CREATIVE WRITING CLUB  
BEHIND THE SCENES  
TIME DRAGON ONE ACT PLAY  
TIME DRAGON SPRING PLAY  
TIME DRAGON THEATRICALS MUSICAL  
YMCA YOUTH in GOVERNMENT  
GENDERS & SEXUALITIES ALLIANCE

LEARN MORE



### LOWER SCHOOL:

ARCHERY CLUB  
ARCHERY TEAM  
GIRLS BASKETBALL  
CROSS COUNTRY  
TRACK & FIELD  
IGNITE - ART STUDIO  
IGNITE - UKULELE  
FLAS COMMUNITY EDUCATION

SKI CLUB  
KARATE  
DAISY GIRL SCOUTS  
GIRL SCOUTS  
ONE ACT MUSICAL  
LANGUAGE CAMPS

LEARN MORE







# Get Involved!

## THIS IS **YOUR** SCHOOL COMMUNITY

Families who valued a global education for their children initiated LILA. They volunteered countless hours researching best practices, establishing policies for state and national compliance, navigating international hiring regulations, and so much more. LILA had a Parent-Teacher Organization before it even had a building!

You, too, can ensure a bright future for LILA's students by getting involved! Our board of directors is comprised of parents and teachers with one community representative, all elected by parents and staff. You'll also find many opportunities to use your time, talents and treasures. Make a donation. Volunteer in a classroom. Host a Language Ambassador. Join the Foundation, PTO, Advocates, or Booster Club.

This is the school you chose, and it's the place where YOU belong. Welcome to LILA!



To fully realize our vision, LILA must be able to attract and retain quality staff, and provide opportunities for students and staff to learn and teach here and abroad. These are the reasons core a group of parents and staff formed the LILA Foundation in 2008. To that end, the Foundation's mission is to establish and maintain an endowment through fundraising activities and donor cultivation. Learn more at [www.mylila.org/get-involved/foundation](http://www.mylila.org/get-involved/foundation).

Contact: [foundation@MyLILA.org](mailto:foundation@MyLILA.org)



The goal of Parent-Teacher Organization (PTO) is to enrich the educational experience for students and staff through community-building activities, and fundraising for needed programs, equipment, and supplies. Every parent of a student at Kinder Center and Lower School is welcome to become a member. Joining the PTO gives parents an opportunity to meet other parents as well!

Contact: [PTO@MyLILA.org](mailto:PTO@MyLILA.org)



The goal of the Advocates is to educate and inform stakeholders about charter school funding inequities, and advocate for change at the state legislature - and it's easier than you might think! The team, comprised of parents, grandparents, staff, and students, are champions of school choice. There are numerous ways to get involved and there is NO fundraising. Learn more at [mylila.org/get-involved/advocates](http://mylila.org/get-involved/advocates).

Contact: [advocates@MyLILA.org](mailto:advocates@MyLILA.org)



The Booster Club plays a key role in the initiation, growth and development of Upper School Arts, Activities, and Athletics programs, ensuring a coordinated approach to fundraising, structure, consistency, accountability, continuity, and success. They provide enthusiastic support of the Upper School community, teams, and organizations. Members serve as an ambassador for their individual sport or activity.

Contact: [LILABoosterClub@MyLILA.org](mailto:LILABoosterClub@MyLILA.org)



Language Ambassadors are a vital part of LILA's language immersion program. They are interns from Spanish- and Chinese-speaking countries who assist teachers in the classroom, and provide language and culture models for our students. Host families serve as a LA's substitute family for half the school year. They provide room and board, and are encouraged to involve ambassadors in social, cultural or family events. Learn more at [mylila.org/get-involved/host-a-language-ambassador](http://mylila.org/get-involved/host-a-language-ambassador).

Contact: [ls.frontdesk@MyLILA.org](mailto:ls.frontdesk@MyLILA.org)