HYLA SCHOOL

Curriculum Guide

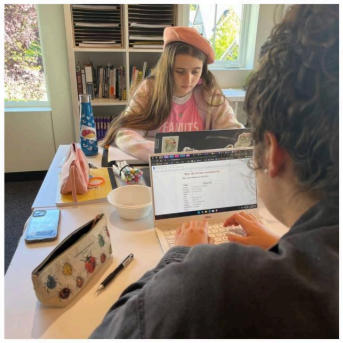
GRADES 9-12

2025-2026









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ENGLISH

Grade 9/10
CLASH OF CULTURES: LITERARY ANALYSIS OF CULTURAL FRICTION

Overview

In this class, students will expand upon their knowledge of character and personal ethics through a study of cultural relationships and power dynamics. Students will engage texts emphasizing marginalized and underrepresented voices as a vehicle for participation in both longstanding and emerging conversations relating to the "cultural friction" of colonization, immigration, oppression, identity, inequality, and social power imbalances at large. Course content is accompanied by targeted reinforcement and further development of crucial critical thinking and analysis skills, scaffolding student learning toward scholarly, college-level nuance and sophistication.

In this course, students continue their journey toward proficiency in academic argumentative writing and will be introduced to more advanced strategies including innovative approaches to hooks, anticipating counterarguments, and deploying rebuttals. As with all Hyla English courses, academic writing is accompanied by various other forms (narrative, poetry, expository, journalism, etc.) in which students will further develop and familiarize themselves with their own writerly voice's style and strengths. Writing instruction pays special attention to each project's rhetorical situation, audience needs, and communicative strategies across the spectrum between casual and formal language. Writing in this course prioritizes deeper engagement with the writing process, including more targeted, analysis-driven workshopping and conferencing.

The theme and subject matter of this course invite a number of interdisciplinary and experiential learning opportunities. Alongside a deep dive into cultural studies, students will explore concepts relating to human psychology, sociology, critical theory, and philosophy. Student work will dovetail with other courses such as Drama and History. Experiential learning opportunities may include visits to The Museum of History and Industry, the Bill & Melinda Gates Foundation Visitor Center, and The Seattle Rep Theater.

Personal Skills

- Empathy
- Organization
- Self-Advocacy
- Timeline Management
- Class Participation
- Performance
- Collaboration
- Independence
- Mutual Respect
- Risk-taking
- Perspective-taking

Academic Skills

- Close Reading of Literary Texts
- Critical/Analytical Thinking
- Critical Argument Development, Composition, and Revision
- Traditional and Digital Research Tools
- Revision and Proofreading
- Mechanical and Conventional Proficiency (punctuation/spelling)
- Rhetorical Analysis
- Writing for specific audiences and purposes
- Speaking and listening
- Utilizing MLA format and style

Units of Study

1. Developing a Culture of Reading and Writing: Summer Reading synthesis and launching independent reader's notebooks and writer's notebooks.
    a. Utilizing the Reading and Writing Workshop models from Teachers College at Columbia University
    a. Continuous independent work throughout the school year wherein students develop ongoing creative writing projects such as short fiction, novels, poetry, personal narratives, journalism, etc.
2. Open-minded Inquiry: Reading & analyzing non-fiction to build a rhetorical argument
3. The Function and Workings of Culture: selected texts (short stories or novel)
4. Exploring Systemic Culture Clashes
    a. Text choices include F. Scott Fitzgerald's The Great Gatsby, Nella Larsen's Passing, Shelley's Frankenstein, The Portrait of Dorian Gray by Oscar Wilde, Shakespeare's The Tempest, Transcendent Kingdom by Yaa Gyasi, and others
2. Whose Story Gets Told? World Lit and/or Banned Book Literature Circles with The Truth About Stories by Thomas King as mentor text
    a. Influential Person Interview and Article
    a. Text choices include The God of Small Things, One Hundred Years of Solitude, Persepolis, Maus, The Kite Runner, Half of a Yellow Sun, The Handmaid's Tale, The Book Thief, The Absolutely True Diary of a Part-Time Indian, Born A Crime, All You Can Ever Know, The Bluest Eye, and others
1. More Than the Sum of Our Parts: publishing and performing

Sample Projects

- Dive Right In: Presentation of your argument on a well-researched topic
- Infographic Posters
- Character cube literature creative project
- Family Story Graphic Novella

- Book Talk and Gallery Walk
- Multi draft essays: argumentative and literary analysis
- Creative writing: short story, narrative, poetry for submission to publications
- Public poetry performance
- Socratic seminar, town hall meeting
- Scene acting

Assessment

- Rubrics for formative and summative writing projects
- Quizzolas for reading comprehension and key ideas & details
- Reading journals
- Revision work through peer reviews and responses to peer and teacher feedback

DEIB Integration

The act of reading deeply to understand multiple perspectives, situations, and arguments requires an open-minded approach to difference. This is inherently an act that furthers social justice and cultivates inclusivity and belonging, especially when diverse texts and voices are brought into the room to expand the identities and perspectives that make up the classroom. English class is a place to practice cultural competency and allyship, which is done intentionally through discussion and analysis. Specifically, this course addresses DEIB issues through open-minded inquiry, stereotype and assumption analysis, building cultural competency, studying the history and context of cross-cultural American experiences as told through memoir texts and primary sources, examining intersectionality, sexism, ableism, race and racism, exploring various national histories and cultures and the frictions within as relates to world literature, and addressing identity, intersectionality, and activism in our own creative writing.

Grades 11/12
Critical Theory, Argument, and Intersectionality in Fiction

Overview

In this class, students will build on their knowledge of culture, identity, and society through a study of critical theory, contemporary literature, journalism, and intersectionality and power dynamics so that students may actively engage with the complexities and underlying messages of nuanced fictional and nonfictional texts. Course content is accompanied by targeted reinforcement and further development of crucial critical thinking and analysis skills, sharpening student learning to have scholarly, college-level nuance and sophistication.

In this course, students continue their journey toward mastery of academic argumentative writing and strengthen more advanced strategies including complex theoretical analysis, sophisticated and elegant sequencing, and dynamic synthesis of experts. Primed for college applications, students will have an option to craft a powerful college essay through a personal narrative workshop. As with all Hyla English courses, academic writing is accompanied by

various other forms (narrative, poetry, expository, journalism, etc.) in which students will further develop and familiarize themselves with their own writerly voice's style and strengths. Writing instruction pays special attention to each project's rhetorical situation, audience needs, and communicative strategies across the spectrum between casual and formal language. Writing in this course prioritizes deeper engagement with the writing process, including more targeted, analysis-driven workshopping and conferencing.

The theme and subject matter of this course invite a number of interdisciplinary and experiential learning opportunities. Alongside a deep dive into critical theory, students will explore concepts relating to human psychology, sociology, and philosophy. Student work will dovetail with other courses such as Drama and History. Experiential learning opportunities may include visits to The Seattle Rep Theater, Bainbridge Island Museum of Art, the Bill & Melinda Gates Foundation Visitor Center, and others.

Personal Skills:

- Empathy
- Organization
- Self-Advocacy
- Timeline Management
- Class Participation
- Collaboration
- Independence
- Mutual Respect
- Risk-taking
- Perspective-taking

Academic Skills:

- Close Reading of Literary Texts
- Critical/Analytical Thinking
- Critical Argument Development, Composition, and Revision
- Traditional and Digital Research Tools
- Revision and Proofreading
- Mechanical and Conventional Proficiency (punctuation/spelling)
- Rhetorical Analysis
- Writing for specific audiences and purposes
- Utilizing MLA format and style

Units of Study:

1. Developing a Culture of Reading and Writing: Summer Reading synthesis and launching independent reader's notebooks and writer's notebooks.
    a. Utilizing the Reading and Writing Workshop models from Teachers College at Columbia University

    b. Continuous independent work throughout the school year wherein students develop ongoing creative writing projects such as short fiction, novels, poetry, personal narratives, journalism, etc.
2. Personal Narrative + College Essay Project
3. Exploring Critical Theories, Revealing Deeper Meaning
4. The Deeper Dive Independent Project: rhetorical writing and reading for information
5. AfroFuturism: Intersectionality and Activism through Octavia Butler's The Parable of the Sower and Nnedi Orkorafor's Binti
6. The Future is Now: Science Fiction Creative Writing Workshop

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HISTORY

Grades 9/10
HISTORY 200: Modern to Contemporary World History

Overview

In this course, students will examine significant developments in world history with a focus on the past century. Through a combination of case studies, thematic readings, primary source collections, art, and videos we will examine the sinews of political ideology, economic interests, imperial history, and geopolitics that have created power differentials enabling some countries to exert influence well-beyond their borders. The first semester will focus on the causes, consequences, and lived experiences of global conflicts such as WWI and WWII and the formation of international organizations to promote peace and stability. The second semester will explore how countries and societies around the world experienced the Cold War and Decolonization. Students will produce a research-driven project on an inquiry of their choosing and will communicate their new learning (and showcase their research skills) with a broader audience. The final quarter of the course will explore the effects of globalization since the 1990s to today. By focusing our studies on the past 100 years, this course prioritizes depth over breadth of coverage. There will be a number of opportunities for students to pursue their own interests and topics within the framework of this course.

Skills

A social science toolkit is multifaceted and skill development is iterative - therefore, many skills are focused on in every History course. A primary focus of our many learning activities will be on selecting evidence and analyzing historical details for their relevance and significance to central themes. Students will demonstrate their understanding of historical moments and developments in multiple ways: from delivering persuasive speeches in a simulation, writing responses to a prompt using a specific selection of texts (DBQ), written reflections - both formative and summative - crafting magazine articles based on individual inquiries (advanced pathways). Students will also develop their research skills from generating inquiry questions, to evaluating the credibility of online sources, navigating library databases, and using MLA citations.

Topics

- Ideologies that contributed to global conflict (militarism, imperialism, industrialization, nationalism)
- Global efforts to promote peace and stability

Skills

- Historical thinking (chronology, causation, corroboration, and analysis)
- Note-taking
- Reading purposefully

- Economics and political systems (Great Depression, rise of populist movements)
- Decolonization & Independence stories
- Cold War: flashpoints and case studies
- Globalization: human rights & genocide
- Globalization: economics
- Communication – verbal, visual, written
- Evidence selection and incorporation
- Research skills

Units of Study

- Unit 1: Human Rights- September
- Unit 2: Causes & Consequences of World War I –September
- Unit 3: Global Economic Calamity & WWII – October to November
- Unit 4: Cold War & Decolonization – January to February
- Unit 5: Thesis Writing Project – March
- Unit 6: Globalization and human rights – May
- Unit 7: Globalization and economics – June

Sample Projects & Learning Opportunities

- WWI Peace Process Simulation
- Creating Infographics about WWII
- Debating who started the Cold War
- Group presentations on Cold War events
- Comparisons of case studies: US intervention in Guatemala and Cuba
- Unit quizzes and tests
- Researching and writing a long-form, thesis driven project (with check-in deliverables such as an elevator pitch and a Movie Trailer poster of topic & thesis)
- Share out: examine the impact globalization has had on a topic that matters to you

Grades 11/12
H400: U.S. Civics and Comparative Government & Politics

Overview

The second half of the 20th century saw a jump in the number of democracies and yet headlines today report widespread global threats to democratic norms and values. Comparative Government and Politics examines how governments and politics work by comparing the experiences of select countries across the globe - including the United States. The goal of this course is to build students' civic-engagement toolkits as well as their

understanding of different systems of government and important political transformations. One semester will focus on democratic principles, processes and issues in the United States at the local, state, and federal levels and across branches of government. The timing of this allows us to use elections for hands-on, real-time learning activities. Combining the disciplines of political science and history, students will then compare the developments of political cultures and norms in specific and diverse countries such as: Russia, Iran, Mexico/Brazil, and Nigeria during the second semester. Successful completion of the course will see students understanding the relationship between governments, their respective societies, and the roles of individuals.

Skills

A social science toolkit is multifaceted and skill development is iterative. In this foundational year, we will hone reading and note-taking strategies to develop our understanding of the past. A primary focus of our many learning activities will be on selecting evidence and analyzing historical details for their relevance and significance to central themes. Students will demonstrate their understanding of historical moments and developments in multiple ways: from delivering persuasive speeches in a simulation, writing responses to a prompt using a specific selection of texts (DBQ), participating in Socratic seminars, creating their own museum pieces, and/or crafting magazine articles. Students will also develop their research skills from generating inquiry questions, to evaluating the credibility of online sources, navigating library databases, and using MLA citations.

Topics

- Federalism in action
- Checks & Balances in action
- Voting expansion & challenges
- Political polarization
- SCOTUS landmark cases
- Elections
- Comparative case studies (varies based on what students select): Russia, Iran, Brazil
- Climate Change, justice, and policies

Skills

- Critical thinking
- Reading purposefully
- Communication – verbal, visual, written
- Evidence selection and incorporation
- Research skills

Units of Study

- Semester 1: US Government, Politics & Civics (September - December)

- Semester 2: Case studies of political transformations (January - June)
    - Russia's political transformations & current events
    - Iran's political transformations & current events
    - Mexico's political transformations & current events
    - Nigeria's political transformations current events

Sample Projects & Learning Opportunities

- Playing & reflecting on the Gerrymandering game (Hexapolis)
- Presenting on "The World is Awful. The World is Much Better."
- Researching and delivering an issue briefing on a current hot-button topic (tracking it through levels of government and branches of government)
- Unit tests/quizzes
- Researching and presenting on a SCOTUS landmark case
- Debating US financial support for Ukraine during a Mock US Senate Committee on Foreign Relations
- Debating Iran's future in 1979
- Writing a research-driven article or essay on a choice topic

MATH

GRADE 9
MATH 150/151

Overview

Students will experience mathematics as an intellectual and aesthetic pursuit comparable to art or music, learning to tackle challenging problems as a source of fulfillment akin to finishing a sprint -- or a marathon. Using examples from science, social sciences, finance and everyday life, students will reason, justify their reasoning, predict, model, analyze and communicate, using the language of mathematics to explore authentic problems and issues relevant to themselves and others.

Students will conduct independent and collaborative investigations in algebra, geometry and statistics, and expand their library of algebraic functions to include quadratic, square root, cube root, absolute value, trigonometric and simple inverse functions. They will study the geometric properties of polygons and circles in Cartesian coordinates, with an in-depth analysis of triangles, and introduction to trigonometry. Finally, students will investigate conditional probability, expected value and combinatorics.

Students will communicate their understanding verbally, numerically, symbolically, and graphically as they grapple with engaging practice problems and meaningful projects. They will develop their identities as confident, persistent and curious mathematicians.

Student Skills

- Apply creative and critical thinking skills to content knowledge to explain, predict and model the world around them.
- Construct valid evidence-based arguments and evaluate arguments for validity.
- Communicate arguments effectively verbally, visually, numerically and symbolically.
- Demonstrate persistence, agency and efficacy as problem-solvers.
- Collaborate as a team member.
- Students will learn through collaborative and independent exercises

Academic Skills

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.

- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

Units of Study

Core

1. Geometric & Algebraic Relationships
2. Justification & Similarity
3. Probability, Factoring & Trigonometry
4. Quadratic Functions & Right Angle Triangles I
5. Quadratic Functions & Right Angle Triangles II

Advanced

1. Permutations & Combinations
2. Circles

Resources

- CPM
- Desmos
- Life Mathematical podcasts
- Algebra tiles
- Khan Academy
- Math TED Talks on math, art, appreciation and wonder
- Digits and other math games, both online and hardcopy on campus

Sample Projects

- Dear Math
- Triangle Team Challenge
- Tower Challenge
- Casino Challenge
- Semester Project: Fibonacci in art and nature, tesselations, video games, geometry and architecture

Assessment

As we approach the end of the lessons that make up a unit, we'll have a series of review sessions with guiding notes and sample problems to provide you with more opportunity to solidify and assess your understanding in collaboration with other students and with my support. Following this, you'll take a test independently. Within reason, there are no time limitations for the test and you are free to retry questions until you are satisfied that you have accurately demonstrated all that you know and understand. You are also welcome to "talk me through" your thinking if you would prefer this to getting it all down on paper. I grade using the A-F scale.

For most units you will be invited to extend and further demonstrate your learning through projects. I will provide time in class and guidance for these.

DEIB Integration

Early in the course you will be asked - in the words of Francis Su - “to embrace your identity in math and believe that you and every person in your life can flourish in mathematics." Throughout the course, we will celebrate the contributions of people of diverse races, gender identities, cultures and languages and ways of thinking while acknowledging that math also has a history of excluding those who are different. As with any tool, math has the potential to be used for liberation or oppression. Through projects you will be given the opportunity to more fully explore your own personal “why” as a mathematician and learn to use math as a tool for liberation rather than oppression.

GRADES 9/10
MATH 200/201

Overview

Using examples from science, social sciences, finance and everyday life, students will reason, justify their reasoning, predict, model, analyze and communicate, using the language of mathematics to explore authentic problems and issues relevant to themselves and others. Students will conduct independent and collaborative investigations in algebra, geometry and statistics, expanding their knowledge of algebraic functions to include rational, logarithmic and exponential functions and introduce them to the Fundamental Theorem of Algebra and complex numbers. They will study transformations of graphs, mathematical inequalities, series, multivariable systems, and trigonometric equations and identities, and plunge more deeply into probability, statistical distributions and sampling variability, including margin of error. Students will expand their math vocabulary and build a repertoire of sophisticated methods to communicate their understanding, using graphical and formal symbolic language. They will learn to be confident, clear and concise in presenting and analyzing mathematical arguments -- foundational skills that empower students to contribute to their communities as activists, scientists, engineers and social entrepreneurs.

Student Skills

- Apply creative and critical thinking skills to content knowledge to explain, predict and model the world around them.
- Construct valid evidence-based arguments backed and evaluate arguments for validity.
- Communicate arguments effectively verbally, visually, numerically and symbolically.
- Demonstrate persistence, agency and efficacy as problem-solvers.
- Collaborate as a team member.
- Students will learn through collaborative and independent exercises

Academic Skills

- Make sense of problems and persevere in solving them.

- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

Units of Study

Core

1. Transforming Graphs & Functions
2. Solving Systems of Equations & Inequalities
3. Normal Distributions, Sampling & Hypothesis Testing
4. Geometric Modeling
5. Inverse Functions & Logarithms
6. Polynomials
7. Trigonometric Functions
8. Arithmetic & Geometric Series

Advanced

1. Rational Expressions & Three Variable Systems
2. Analytic Trigonometry

Resources

- CPM
- Desmos
- Life Mathematical podcasts
- Algebra tiles
- Math TED Talks on math, art, appreciation and wonder
- Ooodle and other online math games

Sample Projects

- I, Mathematician
- Bell Curve Project
- Tower Challenge II
- Semester Project: telescope design, the challenge of reproducibility in the social sciences, optimization and entrepreneurship, geometry and architecture

Learning and Assessment Plan

Typically, lessons will run like this:

1. A brief (about 5 minute) warm up that will kick start your math brain. It may be based on the material we are currently looking at but I am always looking for playful and "out of the box" puzzles for you to tackle. Please let me know if you have any favorites of your own.

2. Some time to review the most recent class and home learning assignment. You will begin by working with your group partners, but are always welcome to ask me for help at this point! 3. A brief reading, lecture or demonstration to introduce new material
4. An in-class assignment that you'll tackle in partnership with table partners, allowing you to explore, experiment and practice with the new skills and concepts, in class.
5. As you work and learn you'll maintain a learning log to help you consolidate your learning and reflect on your growth. You will be given class time to update your log, and I will offer you guidance on what to include in the log.
6. Home learning problems will be assigned at the end of each class to let you practice your skills and build your individual fluency and confidence, and help you (and me) figure out where you need more practice or support. We'll review the homework together to resolve any issues or difficulties that remain, before moving on. Home learning problems will be assigned on the daily Google slide deck, posted to the class Google Classroom (GC) page. As well, these problems will be posted as a GC assignment each Friday, and should be submitted digitally by the following Tuesday.
As we approach the end of the lessons that make up a unit, we'll have a series of review sessions with guiding notes and sample problems to provide you with more opportunity to solidify and assess your understanding in collaboration with other students and with my support. Following this, you'll take a test independently. Within reason, there are no time limitations for the test and you are free to retry questions until you are satisfied that you have accurately demonstrated all that you know and understand. You are also welcome to "talk me through" your thinking if you would prefer this to getting it all down on paper. I grade using the A-F scale.
Each semester, you will be invited to extend and further demonstrate your learning by completing a project. I will provide time in class and guidance for these projects.

DEIB Integration

Early in the course you will be asked - in the words of Francis Su - "to embrace your identity in math and believe that you and every person in your life can flourish in mathematics." Throughout the course, we will celebrate the contributions of people of diverse races, gender identities, cultures and languages and ways of thinking while acknowledging that math also has a history of excluding those who are different. As with any tool, math has the potential to be used for liberation or oppression. Through projects you will be given the opportunity to more fully explore your own personal "why" as a mathematician and learn to use math as a tool for liberation rather than oppression.

GRADES 10-12
MATH 300/301/360: Pre-Calculus: THE MATHEMATICIAN'S TOOLBOX

Overview

This course lays the foundation to pursue the study of calculus and other advanced mathematics. If we think of calculus as the language that describes the universe, we will be studying the structure and grammar of that language through our coursework. Students will experience mathematics as a beautiful, elegant, and cohesive system where multiple approaches and creative thinking can be applied to discover the same result.
Students will work collaboratively and individually to sharpen their analytical skills as they pursue interesting, open-ended questions. They will practice their use of mathematical syntax and argument to justify, model, predict, and explain increasingly complex behaviors in the world of science, social science, business, engineering, and everyday life. Laboratory explorations and hands-on activities will supplement rich problem-solving exercises that allow students to connect mathematical concepts to the real world.
Students will investigate algebraic, transcendental, inverse, and composite functions founded on a general study of the characteristics of functions. They will also explore conic sections, vectors, matrices, and probability. Groundwork for students' introduction to calculus will be laid with investigations of limits, rates of change (slope of non-linear curves) and accumulation (area under a curve), summing series, and optimization.

Student Skills

- Apply creative and critical thinking skills to content knowledge to explain, predict and model the world around them.
- Construct valid evidence-based arguments and evaluate arguments for validity.
- Communicate arguments effectively verbally, visually, numerically and symbolically.
- Demonstrate persistence, agency and efficacy as problem-solvers.
- Collaborate as a team member.

Units of Study

Core

1. Function Theory & Trigonometry
2. Graphing & Modeling with Polynomial & Rational Functions
3. Exponential and Logarithmic Functions
4. Triangles & Vectors
5. Periodic Functions
6. Conics & Parametric Functions
7. Series & Statistics

Advanced

1. Vector multiplication
2. Polar coordinates and the complex plane
3. Matrices

Academic Skills

• Make sense of problems and persevere in solving them.
• Reason abstractly and quantitatively. • Construct viable arguments and critique the reasoning of others.
• Model with mathematics.
• Use appropriate tools strategically. • Attend to precision.
• Look for and make use of structure. • Look for and express regularity in repeated reasoning.

Resources

• CPM
• Desmos
• Life Mathematical podcasts
• TI Graphing Calculator
• Math TED Talks on math, art, appreciation and wonder
• Ooodle and other online math games

Sample Projects

• Semester Project: Fibonacci in art and nature, tesselations, games, architecture, modeling, design and construction, art with geometry, fractals, or desmos, etc.

Learning and Assessment Plan

Typically, lessons will run like this:
1. A brief (about 5 minute) warm up that will kick start your math brain. It may be based on the material we are currently looking at but I am always looking for playful and "out of the box" puzzles for you to tackle. Please let me know if you have any favorites of your own.
2. Some time to review the most recent class and home learning assignment. You will begin by working with your group partners, but are always welcome to ask me for help at this point! 3. A brief reading, lecture or demonstration to introduce new material
4. An in-class assignment that you'll tackle in partnership with table partners, allowing you to explore, experiment and practice with the new skills and concepts, in class.
5. As you work and learn you'll maintain a learning log to help you consolidate your learning and reflect on your growth. You will be given class time to update your log, and I will offer you guidance on what to include in the log.
6. Home learning problems will be assigned at the end of each class to let you practice your skills and build your individual fluency and confidence, and help you (and me) figure out where you need more practice or support. We'll review the homework together to resolve any issues or difficulties that remain, before moving on. Home learning problems will be assigned on the daily Google slide deck, posted to the class Google Classroom (GC) page. As well, these problems will be posted as a GC assignment each Friday, and should be submitted digitally by the following Tuesday.
As we approach the end of the lessons that make up a unit, we'll have a series of review sessions with guiding notes and sample problems to provide you with more opportunity to solidify and assess your understanding in collaboration with other students and with my support. Following

this, you'll take a test independently. Within reason, there are no time limitations for the test and you are free to retry questions until you are satisfied that you have accurately demonstrated all that you know and understand. You are also welcome to "talk me through" your thinking if you would prefer this to getting it all down on paper. I grade using the A-F scale.
Each semester, you will be invited to extend and further demonstrate your learning by completing a project. I will provide time in class and guidance for these projects.

DEIB Integration

Early in the course you will be asked - in the words of Francis Su - "to embrace your identity in math and believe that you and every person in your life can flourish in mathematics."
Throughout the course, we will celebrate the contributions of people of diverse races, gender identities, cultures and languages and ways of thinking while acknowledging that math also has a history of excluding those who are different. As with any tool, math has the potential to be used for liberation or oppression. Through projects you will be given the opportunity to more fully explore your own personal "why" as a mathematician and learn to use math as a tool for liberation rather than oppression.

Grades 11 & 12
MATH 450 /451:
DIFFERENTIAL CALCULUS

Overview

Students will investigate the foundations of differential calculus of a single variable, including: limits, rates of change (slopes of non-linear curves) and optimization. While expanding and consolidating students' knowledge of mathematical content, the course will help them develop a greater understanding of the broader structures and strategies of mathematics.

Students will work collaboratively and individually on a daily basis sharpening their analysis and problem-solving skills, and practicing their use of mathematical syntax and argument to justify, model, predict and explain increasingly complex behaviors in the world of science, social science, business, engineering, and everyday life. Explorations and hands-on activities will supplement rich problem-solving exercises, allowing students to connect mathematical concepts to the real world.

Student Skills

- Apply creative and critical thinking skills to content knowledge to explain, predict and model the world around them.
- Construct valid evidence-based arguments backed and evaluate arguments for validity.
- Communicate arguments effectively verbally, visually, numerically and symbolically.
- Demonstrate persistence, agency and efficacy as problem-solvers.

- Collaborate as a team member.

Academic Skills

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.
- AP: Determine expressions and values using mathematical procedures and rules.
- Connect representations.
- Justify reasoning and solutions.
- Use correct notation, language, and mathematical conventions to communicate results or solutions.

Units of Study

Core

1. Review of Foundational Math
2. Limits & Continuity
3. Differentiation & Rates of Change
4. Applications of Differentiation to Graphing
5. Applications of Differentiation to Modeling & Optimization

Advanced

1. Parametric Equations, Polar Coordinates, and Vector-Valued Functions
2. Infinite Sequences and Series

Resources

- Stewart, Calculus: Early transcendentals
- WebAssign

Sample Projects

- Video analysis of kinematics via social media/film
- Architecture & civil engineering: Building better roads, bridges, chairs & roller coasters
- Science fiction project
- Modeling & optimization project: Applying calculus to science, technology & society
- Infinite powers: The history & impact of calculus

Assessment

Note: Math 451 is assessed via the UW approved syllabus found below.

As we approach the end of the lessons that make up a unit, we'll have a series of review sessions with guiding notes and sample problems to provide you with more opportunity to solidify and assess your understanding in collaboration with other students and with my support. Following this, you'll take a test independently. Within reason, there are no time limitations for the test and you are free to retry questions until you are satisfied that you have accurately demonstrated all that you know and understand. You are also welcome to "talk me through" your thinking if you would prefer this to getting it all down on paper. I grade using the A-F scale.

For most units you will be invited to extend and further demonstrate your learning through projects. I will provide time in class and guidance for these.

DEIB Integration

Early in the course you will be asked - in the words of Francis Su - "to embrace your identity in math and believe that you and every person in your life can flourish in mathematics." Throughout the course, we will celebrate the contributions of people of diverse races, gender identities, cultures and languages and ways of thinking while acknowledging that math also has a history of excluding those who are different. As with any tool, math has the potential to be used for liberation or oppression. Through projects you will be given the opportunity to more fully explore your own personal "why" as a mathematician and learn to use math as a tool for liberation rather than oppression.

PERFORMING ARTS

Grades 9-12
APERTURES & ELECTIVES

The speed with which technology and social media advance along with the immediate and long term impacts of the pandemic are having a very real impact on our youth. There is a very real disconnect in human interaction when comfort is found behind screens and communication happens in the black and white of text. I believe there is a strong need to hone the skills that are being lost during this time of decreased interpersonal contact not just from a performance point of view, but in maintaining the ways we communicate and compensate our interactions when we are able to do so with all the ways we present ourselves visually and audibly, not just with the reliance on words. The importance of physicality, presence, confidence, and oration are necessary skills that come into play in every relationship we have, from our personal relationships to those in business and professional arenas. The earlier we can instill a confidence in speaking and an understanding of the principles of human interaction in our students, the earlier we are creating the leadership skills needed to address a crowd at a presentation, an employer at an interview, a client in a business, and any situation that two or more people find themselves in communication.

Because of that, I do not want to focus high school "drama" on just the arts and skills of performing. I think the scope needs to broaden to "Performing Arts", classes which focus on the skills effective communication within arts medium (i.e. the principals of Scene Study, monologuing, and character creation) and filmmaking (the subtleties of expression and on camera work with attention to various forms of technology) as well as skills tailored to other professional realms such as presentation, debate, improvisation, and movement to allow for a more holistic approach to how we communicate with the purpose of creating better speakers, listeners, presenters and overall more confident students.

In the current format, this allows for the following focuses dependant upon class interest:

Electives

(These classes are designed to give a broader insight into elements of performing, speaking, acting, or dramatic arts for a variety of purposes not necessarily focusing primarily on dramatic arts.

These classes include:

- Communications (a multi-level approach to performance and speaking skills and interpersonal communication for non-theater applications)
- Improvisation (A broader class that combines elements of theater with practical applications of confidence-building and interactive communication
- Filmmaking (A broad overview of the elements behind the camera and the responsibilities and tools needed to produce in a digital world. This is designed to give a broad understanding of the many departments of this world)

Apertures

(These classes are a deeper dive into more specific areas of dramatic arts intended for those seeking more defined skills in a given discipline.)

These classes include:

- Scene Study/Acting Fundamentals (professional level acting approaches for those interested in performing on camera or stage with real business applications)
- Screenwriting: Non-acting class focused on the study of the business of writing scripts and creative expression through screenplays
- Filmmaking: Deeper Dives: These would be a more focus offering to those with interests in more specific areas of filmmaking and would focus solely on a given department such as Cinematography, Editing, Directing, among other possibilities

Other Presentational Examples for both Electives and Apertures

- Two Person scenes
- Written Monologues
- Debate with Partners
- Writing Scenes for performance on stage/Camera
- Presentations: Create a Presentation to be presented to middle schoolers, peers, parents, or specialized arena
- Night of One Acts

Student Skills

- Confidence
- Public Speaking
- Interpersonal Skills
- Sociological Understanding
- Responsibility/Autonomy
- Teamwork
- Awareness of Presence

Academic Skills

- Communication
- Enunciation/Projection
- Presentation Skills
- Creative Problem Solving
- Autonomous Thinking
- Cooperative Process
- Creative Expression
- Areas of Specialty

Assessment

The assessment with all these classes follows the same pattern as experienced in the middle school drama program, namely: regular and ongoing check-ins and observation of the teacher

during in class performances, assignments, and presentations. Classes would build to a final project that would showcase the culmination of the semester's skills which may be a performance of learned work, self-written work, formulated presentations, improv shows, filmed creations, and one act submissions, as appropriate to the given class. Electives would be a pass/fail based on the student's depiction of growth and development be it in performance, speaking, of confident presence building, or a letter grade in apertures based on their dedicated approach to the work and some form of delivered presentation of the semester's focus.

DEIB Integration

I would argue DEIB is built into the very heart of this focus as it allows a forum for a broad sharing of ideas, interests, and beliefs while being guided by instruction designed to allow for a responsibility of respect and inclusion to material, an arena of discussion, and the deeper discussions and expressions of the topics and concerns that arise in class and are put into the creative works of the students. All students are invited to participate and have access to a variety of means of expression and interest and the overarching theme is to create the strength within the individual to more effectively communicate their point of view in a manner that is inclusive rather than divisive or alienating. In summation, my idea for performing arts is to create space for people of all areas of interest to find a comfortable method of expression so every voice can have the opportunity to be heard.

SCIENCE

Grade 9/10
BIOLOGY

Overview

The year begins with ecosystem biology: the study of all living and natural factors within a given environment, will broadly address the topics of evolution, ecology, population genetics and energy flow in food chains. For the second semester, students will examine Cellular Biology: the inner workings of the eukaryotic cell, from its evolution to its function in the tissues which compose organisms. The course will include laboratories focused on collecting, analyzing, and interpreting data to form conclusions and evaluating the efficacy of the experimental methods used. Students will build proficiency in the effective communication of

scientific information and will gain a foundational understanding of complex ecosystems to apply that textbook knowledge to understanding locally-relevant environmental issues in case studies.

Academic Skills

- Application of textbook material to case studies
- Close observation in collection of experimental data
- Formal and precise use of scientific language in laboratory reports and presentations
- Critical analysis of research methods and ability to explain big picture understanding
- Detailed reading of the text with use of diagrams for comprehension
- Synthesis of relationships between different cellular processes

Units of Study

1. Foundations of Ecosystems - September-October
    a. Keystone Species: Purple Sea stars case study

2. Ecosystem Ecology-October into November
    a. Volunteer/Field Work at Moratani Preserve with BI Parks
    b. Elwha River Restoration Term Project
3. Cellular Structures and DNA- January into February
    a. Organelle Model Project
4. Cellular Replication--February-March
    a. Staining of Onion Cell Nuclei and Visualization of Mitotic Stages Laboratories
5. Deep Dive into Genetics- May-June
    a. Formal PPT Presentation on a Human Genetic Disease of choice

Grade 10/11
CHEMISTRY: MATTER & REACTIONS

Overview

Chemistry introduces the study of physical matter and the changes it can undergo based on its molecular composition, giving students a deepened understanding of the scientific processes proceeding around us. After beginning the course examining accuracy/precision of measurements and unit conversions, the Fall semester content then moves through the states of matter to the heart of chemistry, atomic theory. Students will gain ample experience using the periodic table as an organization tool to predict and understand trends in atomic radii, electron configuration, and element behavior. Successful students will effectively collaborate during laboratories, neatly carry out dimensional analysis/calculations and advocate for support when needed.

The Spring course content proceeds introducing molecular bonding and nomenclature before diving deeper into chemical reactions and the laws which govern equilibrium. Students are expected to draw upon concepts learned in the Fall, reinforcing them through application in reactions and extending dimensional analysis to include stoichiometry and molar ratios. Learned skills such as conversion between chemical names and formulas (like a new language) and balancing chemical reactions, will allow students practice identifying patterns that accurately describe reality, a proficiency transferable to any other discipline. An introduction to chemical reactions used by biological life, will prepare students for either possible next course, Biochemistry or Anatomy & Physiology

Academic Skills

- Use of dimensional analysis to convert units and use of conceptual plans to end up with correct units
- Precise and accurate measurements with procedural fluency to arrive at correct conclusions in calculations
- Continued formal use of scientific language in laboratory reports and presentations, while adding critical analysis of sources of error
- Molecular modeling as a hands-on tool to explore structures
- Ability to orally and in writing explain graphs and figures

Units of Study

1. Foundations of Chemistry - September-October
    a. Significant Figures/Determination of Unknown Solid using Density Lab
2. The Structure of Elemental Atoms - October into November

a. Element Board Games

0. Molecular Bonding/Nomenclature - January
0. Chemical Reactions -February

a. Polyatomic Ion Structure Modeling

0. Reaction Equilibria February-March
    a. Industrial, Medical or Physiological RXN Presentation
0. Acid Base Chemistry- May-June

a. Titration Curve of Unknown Amino Acid

Assessment Structure

Classwork/Problem Sets

Students' progress with the unit material will be assessed through the completion of classwork and homework problems sets. Successful students add a level of neatness to these assignments and show all their work/calculations, which allows them to serve as a precise study tool for future exams.

Projects and Presentations

Smaller group projects and subsequent presentations will be given throughout the year, encouraging students to apply textbook chemistry to its use in the world surrounding us. Students are expected to collaborate respectfully and effectively with peers to complete the projects, and present polished well-delivered presentations to the class.

Assessment and Retakes
Over the course of both semesters, quizzes and exams will be given as an opportunity for students to showcase their understanding of the material and practice tools for test studying/taking. Students can choose to retake quizzes or tests one time in order to demonstrate mastery of content after a discussion with me where I will outline the conditions to be fulfilled before the retake takes place.

DEIB
Empiricism can be a tool to objectively challenge the status quo, but also a barrier excluding non-traditionally Euro-centric forms of knowledge. Students will be challenged to analyze how assumptions and errors in thinking made in the collection of quantifiable data can distort scientific findings to support knowledge being added to existing frameworks or refute findings that may be contrary to accepted beleif. A lack of diversity can influence both what scientific questions are asked and how they are answered. When given choice over projects, students will be encouraged to explore the social implications of this nuance in our current world.

GRADES 11 & 12
Physics in Action

Overview
In this course you will study the powerful framework and tools used by physicists to describe, explain and predict the physical world of space, time, energy and matter. We'll work together to reach a balance of conceptual, mathematical and hands-on understandings, through discussions, problem solving, demonstrations, experimental investigations and projects. Broadly speaking, the subject matter will include Newtonian classical mechanics (forces, motion, momentum and energy) and electricity & magnetism. Prepare to understand how the physical world works!

The course will foster your ability to:
- Formulate scientific questions and problems
- Develop and use models to predict, explain and understand
- Plan and carry out scientific investigations
- Analyze and interpret data
- Use mathematical and computational thinking to

• Construct explanations of observed phenomenon and design solutions to technical problems
• Argue from evidence
• Obtain, evaluate, and communicate information

Learning and Assessment Plan

We'll introduce new concepts through lectures and class readings. You'll have plenty of hands-on experience with the physical principles involved through demonstrations, experiments and projects. You'll build theoretical understandings, and learn to formulate, challenge and communicate your understandings through ongoing class and peer discussions. You will also have the opportunity to build and demonstrate your understanding through: Problem-based assignments. You will get to puzzle over questions and scenarios to foster deeper conceptual engagement with the material and to build your confidence in problem-solving techniques.

Laboratory work. Experiments and hands-on investigations are part of each major topic for the course. You will perform experiments collaboratively and then write up an independent lab report. In general, you'll be given broad objectives for the lab and determine your own experimental methods to achieve them. Of course I'll be there to ask critical questions and offer guidance as required. Projects. Each semester, you'll have an opportunity to examine real-world phenomena of personal and community relevance in depth, using the framework and tools you have mastered. Our goal is to produce and present insights and data of genuine practical value to you and the community. You could, for example, apply what you understand of kinematics, forces, collisions and reaction time to produce a public service announcement that promotes safe driving. You could use your understanding of tidal forces, waves and energy to assess and propose improvements to the BI tsunami preparedness plan, or apply what you know of light waves, gravitation and circular motion to join the search for exoplanets with the Battle Point Ritchie Telescope. The possibilities are almost endless.

Tests and Exams. Our summative assessments will take the form of unit tests and semester exams. The type of questions you'll encounter on tests will be familiar to you from the work we've seen and practiced in class.

GRADES 11/12
ENVIRONMENTAL SCIENCE: Planetary Geology

Overview

The course will start with our home planet, Earth. Students will do a deep dive into local geology, discovering the ground under our feet on Bainbridge during class time, as well as field trips to the Cascades and the Olympics. By the second semester, students will explore comparative planetology, and will turn our attention to the cosmos as we examine the physical

and chemical processes affecting planets over time, and gain an understanding of planetary origins and evolution.

Personal Skills

- Empathy
- Organization
- Self-Advocacy
- Timeline Management
- Class Participation
- Stamina and Independence
- Mutual Respect
- Risk-taking
- Perspective-taking
- Performance

Academic Skills

- Observation and field journaling
- Accessing and analyzing information
- Formal and precise use of scientific language in laboratory reports and presentations • Application of textbook material to case studies
- Detailed reading of the text with use of diagrams for comprehension

Assessment

- Rubrics for formative and summative writing projects
- Quizzes for reading comprehension and key ideas & details
- Formative unit exams
- Revision work through peer reviews and responses to peer and teacher feedback

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SPANISH

Grades 9 & 10

NOVICE-LOW TO INTERMEDIATE-LOW

Overview

In this full-year course we will work towards developing basic intermediate-level communicative abilities that are necessary for survival in the target-language culture. We will do so as we cover topics such as health, travel, free time, geography and more. Our regionally themed cultural units will also explore Spain, Argentina, Chile and Spanish-speaking North America.

The communicative teaching methodology used in this class will emphasize listening, speaking, reading and writing towards the completion of authentic tasks. Examples of immersive activities and projects include a cooking immersion demonstration, designing a board game, and an in-class fashion show.

Upon successful completion of this course, students will be able to ask and answer simple questions on a range of familiar topics. They will show the ability to express personal meaning by combining words together and articulating basic thoughts and ideas in sentences. They will also be able to identify practices and perspectives of several Spanish-speaking cultures and communities.

Grammar Topics

- Comparisons and superlatives
- The present progressive tense
- Stem changing verbs
- The preterit tense
- The imperfect tense
- The simple future tense

Linguistic skills

- Describing the body, hygiene practices, the workplace, free time and more
- Expressing actions in progress, habitual actions, and giving instructions
- Simple past tense narration
- Presenting in Spanish using simplified prompts
- Speaking in sentences in a non-memorized format

Units of Study

1. Unit 5: Spain, Health and the Body - October into November
2. Unit 6: Hispanic influence in the US, free time and leisure- November into January
3. Unit 7: Argentina, travel and transportation -January into March
4. Unit 8: Chile, Geography and the universe - March into June

Sample Projects and Immersive Opportunities

- Make a “Top 10 Healthy Habits” poster
- Research and present on a famous Spanish speaker
- Narrate/describe an imaginary voyage to a Spanish speaking region
- Research and present on an endangered species from Patagonia
- Learn to make papel picado and calaveritas for Day of the Dead
- Present your minicuaderno vocabulary journal

DEIB

Students in this class benefit from many of the DEIB-related objectives that are intrinsic to language learning, such as practicing communication across linguistic and cultural boundaries on terms other than one's own, developing cultural humility, etc. Additionally, in our classroom, each unit features a cultural topic that revolves around a country or region from the Spanish speaking world. Students learn not only big-picture "encyclopedia" facts, but also about the region's minority and indigenous populations and the subcultures that exist amongst these groups.

Assessments

Assessments take the following formats, each of which occurs once per unit:

- Grammar and vocabulary quizzes
- Task Challenges (comprehensive skill assessment with writing focus)
- Speaking Challenges (same as above but with focus on oral production)
- Mini Projects (single day projects and presentations that combine writing and speaking) and Unit Projects (Comprehensive Skill Checks)

Grades 11 & 12
INTERMEDIATE-LOW TO ADVANCED-LOW

Overview

In this year-long course, students will practice low-intermediate to low-advanced level presentational, interpretative and interpersonal skills. We will work towards acquiring these tools as we cover a wide variety of familiar topics. The course will prioritize learning through class activities and projects that simulate a variety of real-world language applications. Some examples include creating a tourism fair, preparing publicity for an environmental initiative, designing a menu of indigenous American food, and planning a future Hyla Spanish Immersion Panorama. Class will be conducted entirely in Spanish, except for brief explanations of advanced grammatical concepts.

Upon successful completion of the course, students will be able to perform tasks associated with the ACTFL "Survivor" label for language learners, increasing their preparedness for immersive travel. Some of these skills include the abilities to ask and answer a wide variety of questions, to speak in strings of sentences, and to handle straight forward transactions as well as some transactions with complications or unexpected turns. Students will also be able demonstrate familiarity with some advanced-level tasks through narrating an anecdote about a family member, describing future plans, giving recommendations about food and health, hypothesizing about habits and consequences, and expressing doubt or uncertainty using subordinate clauses.

NOTE: this course spans several levels of student proficiency (roughly equating to Spanish 2, 3, and 4). The study of the particular skills described below will depend on the individual starting point of each student.

Grammar Topics

- The imperfect tense
- Using the imperfect and preterit together
- The future tense
- The subjunctive tense in noun, adjective and adverbial clauses
- The imperfect subjunctive tense
- Compound tenses
- Sí clauses (conditional + imperfect subjunctive)

Linguistic Skills

- Past tense narration using preterit and imperfect tenses
- Expressing future plans
- Conveying "becoming"
- Using subordinate clauses to express doubt, uncertainty, emotional reactions, pending actions and nonexistent aspirations
- Expressing hypothetical actions

Units of Study

1. Unit 1: Trips, Travel, Excursions, Free Time. September into October
2. Unit 2: Nature, Environment, Health, Hygiene. October into December
3. Unit 3: History, Politics, Government; Food, Kitchen, Restaurants. January into March
4. Unit 4: Geographies, countries, weather, environment. April into June

Sample Projects and Immersion Opportunities

- Present an anecdote based on a family photo for Dia de los Muertos
- Plan an immersion panorama
- Create a "Tourism Fair" to promote travel to Spanish-speaking regions
- Narrate a historical event
- Present the "Greatest Hits" of your vocabulary journal in strings of sentences.

DEIB

Students in this class benefit from many of the DEIB-related objectives that are intrinsic to language learning, such as practicing communication across linguistic and cultural boundaries on terms other than one's own, developing cultural humility, etc. Additionally, in our classroom, each unit features a cultural topic that revolves around a country or region from the Spanish speaking world. Students learn not only big-picture "encyclopedia" facts, but also about the region's minority and indigenous populations and the subcultures that exist amongst these groups.

Assessments

Assessments take the following formats, each of which occurs once per unit:

- Grammar and vocabulary quizzes
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- Mini Projects (single day projects and presentations that combine writing and speaking) and Unit Projects (Comprehensive Skill Checks)

UWHS

UW IN THE HIGH SCHOOL
UWHS ATMS 111 GLOBAL WARMING: UNDERSTANDING THE ISSUES

UW IN THE HIGH SCHOOL
UNIVERSITY of WASHINGTON

Overview

As a broad overview of the science of global warming, this course focuses on causes, evidence, future projections, societal and environmental impacts and potential solutions. It introduces various topical debates with a focus on science. The goals of this course are to understand the science, to critically evaluate information outside the classroom, and to become familiar with related issues such as energy alternatives and international climate agreements

Academic Skills

• Objective thought and discussion of natural climate cycles and anthropogenic, climate influencing factors.
• Understanding of university-level inquiry and research, including tools and models. • Understanding of solutions to problems and measurement of efficacy.
• Deep self-reflection on personal responsibility and influence over climate change.

Units of Study

1. Introduction
2. Impacts
3. Science
4. Policy
5. Solutions

Assessment Structure

Tests (3): 30%
Homework: 25%
In-class activities: 25%
Group climate communication project: 20%

Makeup tests/activities by prior arrangement only. Cheating will not be tolerated! Homework will be done on canvas, and no late homework can be allowed. It's okay to discuss HW problems with classmates, but turn in your own answers.

Classwork/Problem Sets

Students' progress with the unit material will be assessed through the completion of classwork and homework problems sets. Successful students add a level of neatness to these assignments, clearly explaining each question or set of questions. This will allow them to serve as a precise study tool for future exams.

Laboratories/Presentations/Case studies
Students are expected to collaborate respectfully and effectively with peers to complete the projects, assignments and laboratories and present polished, well-delivered/written presentations of learning to the class in a variety of forms.

Assessment and Retakes
Over the course of both semesters, quizzes and exams will be given as an opportunity for students to showcase their understanding of the material and practice tools for test studying/taking. Students can choose to retake quizzes or tests one time in order to demonstrate mastery of content after a discussion with me where I will outline the conditions to be fulfilled before the retake takes place.

DEIB
Empiricism can be a tool to objectively challenge the status quo, but also a barrier excluding non traditionally Euro-centric forms of knowledge. Students will be challenged to analyze how assumptions and errors in thinking made in the collection of quantifiable data can distort scientific findings to support knowledge being added to existing frameworks or refute findings that may be contrary to accepted belief. A lack of diversity can influence both what scientific questions are asked and how they are answered. When given choice over projects, students will be encouraged to explore the social implications of this nuance in our current world.

UWHS MATH 124:
CALCULUS WITH ANALYTIC GEOMETRY I
IN PARTNERSHIP WITH UW IN THE HIGH SCHOOL
5 UW credits / 1.0 high school credit

Course Description
This course is the first course in a three-course sequence on the calculus of functions of a single variable. It emphasizes differential calculus and applications and problem-solving using the tools of calculus.

Course Learning Goals
By the end of Math 124, you will be able to:
• Apply creative and critical thinking skills to content knowledge to explain, predict and model the world.

• Construct valid evidence-based arguments and models backed and evaluate arguments for validity.
• Communicate and connect arguments effectively verbally, visually, numerically and symbolically.
• Make sense of problems and persevere in solving them.
• Reason abstractly and quantitatively.
• Construct and justify arguments and critique the reasoning of others.
• Model with mathematics.
• Determine expressions and values using mathematical procedures and rules. • Use correct notation, language, and mathematical conventions to communicate results or solutions.

Textbook

Stewart, James, Daniel K. Clegg, and Saleem Watson. Calculus: early transcendentals (9th Edition). Cengage Learning, 2020.

Participation

Regular attendance and active participation are essential for performing well and making steady progress. Depending on the day's activities, active participation may include – but is not limited to - any and all of the following:
• Being on time for class and ready to start;
• Having your textbook and any other required materials for the day;
• Completing all homework assignments on time;
• Fully engaging in any group or individual work as directed by instructor;
• Showing and maintaining a positive, respectful attitude toward your classmates, instructor and yourself.
Any use of racist, sexist, homophobic, transphobic, xenophobic, classist, or generally offensive language in class or submission of such material will not be tolerated.

Homework

Homework assignments based on the course textbook will be done online via WebAssign. all UW registered students need to sign up for the course WebAssign page via course code. UW has also developed their own worksheets that will be handed out in class and not assigned by WebAssign. Punctual submission of assignments is required. No late work will be accepted.

Calculator Policy

A TI-30X IIS calculator is required in Math 124. It is the only calculator you can use on the exams. We strongly suggest you use the same calculator when you do your assignments and practice for the exams.

Final Exam

Final exams are comprehensive, covering everything studied in the course and are developed and administered in common across all sections by UW. Final exams will take place soon after the last day of classes.

Course Grade

Final Exam
40%
Midterms (Dec. & March)
35%
Homework
15%
Worksheets
5%
Quizzes
5%

Course Calendar & Topics

Weeks
Unit
Topics and Textbook Sections
1-4
Limits & Continuity
Tangents to circles
Sec. 2.1 - Tangents and velocity
Sec. 2.2 - Limits
Sec. 2.3 - Calculating Limits
Worksheet 1
Sec. 2.5 - Continuity
Sec. 2.6 - Asymptotes
Worksheet 2
5-9
Differentiation
Sec. 2.7 - Derivatives
Sec. 2.8 - Derivative function
Sec. 3.1 - Derivative rules
Worksheet 3
Sec. 3.2 - Derivative rules
Sec. 3.3 - Trig derivatives
Sec. 3.4 - Chain rule
Worksheet 4
10-13
Advanced Differentiation

Midterm Review
Midterm 1 (~Jan. 19)
Sec. 3.4 - More on Chain rule
Sec. 3.5 - Implicit differentiation
Sec. 10.1 Parametric equations
Sec. 10.2 - Derivatives and parametrized curves
Sec. 3.6 - Logarithmic differentiation Worksheet 5
Sec. 3.9 - Related rates
Midterm Review
Worksheet 6
14-16
Applications: Approximation & Curve Sketching
Midterm Review
Midterm 2 (~March 1)
Sec. 3.10 - Linear approximation
Sec. 4.1 - Basics on min and max values Sec. 4.3 - Derivatives and shape of a curve Sec. 4.5 - Curve sketching
Worksheet 7
17-20:
Applications: L'Hôpital's Rule, Modeling & Optimization
Sec. 4.4 - L'Hôpital's rule and indeterminate forms
Sec. 4.7 - Optimization
Worksheet 8
Final Exam Review
FINAL (~June 5)

About UW in the High School (UWHS)

Since 1981, through UW in the High School (UWHS), the University of Washington has partnered with high schools across Washington state to offer UW courses for UW credit in the high school classroom. Courses are official UW courses, taught by the high school's own teachers, who have been approved
and trained by UW faculty. Students in the UW course have the option to register to earn UW credit and will receive from the teacher a UWHS registration form and fact sheet, with all registration details and the deadline. You can read more about the UW in the High School program at www.uwhs.uw.edu.

UW Academic Honesty Policy

Students registered for UW credit through UWHS are expected to adhere to the University's standards of academic honesty. This requires that students clarify assignments and procedures with their teachers, study diligently and seek help when they need it. Any suspected misconduct will be determined in collaboration with the appropriate UW academic unit and high school.

UW Disability Accomodations

For students registering for UW credit, any accommodations approved at your high school must also be approved for your UW courses by UW Disability Services Office. They can be contacted at dso@uw.edu, 206-543-6450 (voice) or 206-685-7264 (fax). Students, parents, or school staff can submit documentation (504 plan, IEP, or similar, as well as supporting documentation that outlines the diagnosis from an appropriate professional). The email/fax should also include the name and contact information for the most appropriate high school administrator (e.g., teacher, counselor, etc.). Once the DSO staff has reviewed and approved the documentation, they will include the administrator in their confirmation email.

UW Grades

Grades at UW are given as multiples of 0.1 and range from 0.7 to 4.0.
You will earn both a high school grade and a UW grade for the course. The UW grade you receive will follow UW grade policies and might be different from the high school grade. Your final UW grade is recorded on your UW transcript, which is an official record of your UW coursework, grades, and credits. After the course is over, the teacher submits the UW grades to UW. Until that time, your UW transcript will show the UW course along with the grade of "X," which is a placeholder until the final UW grade is recorded. To confirm your UW grade, you can view your grades online through MyUW (which requires you to set up your UW NetID), order an official UW transcript, or ask your teacher. Grades cannot be mailed or provided over the phone.

UW IN THE HIGH SCHOOL
UWHS MATH 125: Calculus With Analytic Geometry II

Course Description

This course is the second course in a three-course sequence on the calculus of functions of a single variable. It focuses on integral calculus concepts as well as applications and techniques for problem solving.

Course Learning Goals

By the end of Math 125, you will be able to:
- Apply creative and critical thinking skills to content knowledge to explain, predict and model mathematically.
- Construct valid evidence-based arguments and models backed and evaluate mathematical arguments for validity.
- Communicate and connect arguments effectively verbally, visually, numerically and symbolically.
- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.

• Construct and justify arguments and critique the reasoning of others.
• Understand and apply mathematical procedures and rules with fluency and accuracy.
• Use correct notation, language, and mathematical conventions to communicate results or solutions.

Prerequisite

You should have successfully completed UWHS Math 124 or an equivalent course in differential calculus of functions of one variable.

Learning Resources

Our course textbook is Stewart, James, Daniel K. Clegg, and Saleem Watson. Calculus: early transcendentals (9th Edition). Cengage Learning, 2020.
Our course website is at classroom.google.com. The join code = t37azpd

Participation

Regular attendance and active participation are essential for performing well and making steady progress. Depending on the day's activities, active participation may include – but is not limited to - any and all of the following:
• Being on time for class and ready to start;
• Having your textbook and any other required materials for the day;
• Completing all homework assignments on time;
• Fully engaging in any group or individual work as directed by instructor;
• Showing and maintaining a positive, respectful attitude toward your classmates, instructor and yourself.
Any use of racist, sexist, homophobic, transphobic, xenophobic, classist, or generally offensive language in class or submission of such material will not be tolerated.

Homework

Homework assignments based on the course textbook will be done online via WebAssign. All UW registered students need to sign up for the course WebAssign page via course code. UW has also developed their own worksheets that will be handed out in class and not assigned by WebAssign. Punctual submission of assignments is required. No late work will be accepted.

Calculators

A TI-30X IIS calculator is required in Math 125. It is the only calculator you can use on the exams. It is good practice to use the same calculator when you do your assignments and practice for the exams.

Final Exam

Final exams are comprehensive, covering everything studied in the course and are developed and administered in common across all sections by UW. The final exam will take place during the first week of June.

Course Grade

Final Exam: 40%
Midterms: 35%
Homework: 15%
Worksheets: 5%
Quizzes: 5%

Course Calendar & Topics

Weeks/ Units 1-5 Integrals
Sec.4.9 - Antiderivatives
Sec. 5.1 - Areas and Riemann Sums
Sec. 5.2 - Definite Integrals
Sec. 5.3 - The Fundamental Theorem of Calculus Sec. 5.4 - Indefinite Integrals & Net Change
Sec. 5.5 - The Technique of Substitution
Weeks/Units 6-10-Applications of Integration
Sec. 6.1 - Areas between Curves Sec. 6.2 - Volumes By Slicing
Sec. 6.3 - Other Methods for Volumes
Midterm 1 Review
Midterm 1 (End January)
Sec. 6.4 - Work
Sec. 6.5 - The Average Value of a Function
Weeks/Units 11-16 Techniques of Integrations
Sec. 7.1 - Integration by Parts Sec. 7.2 - Trig Functions
Sec. 7.3 - Trigonometric Substitution,
Sec. 7.4 - Partial Fractions
Sec. 7.5 - Strategies of Integration
Sec. 7.7 - Approximating Integrals
Sec. 7.8 - Improper Integrals
Weeks/Units 17-19 Further Applications of Integration
Sec. 8.1 - Arclength of a Curve
Sec. 8.2 - Center of Mass
Sec. 8.3, 8.4 - Applications in Physics, Engineering, Biology & Economics
Midterm 2 Review
Midterm 2 (Mid March)
Weeks/Units: 20-24 Differential Equations
Sec. 9.1 - Intro to Differential Equations
Sec. 9.3 - Solving Separable Diff. Eqs.
Sec. 3.8, 9.4 - Various applications (Mixing problems, Population Growth, Decay, etc)
Final Exam Review
FINAL (June 5)

About UW in the High School- UWHS

Since 1981, through UW in the High School (UWHS), the University of Washington has partnered with high schools across Washington state to offer UW courses for UW credit in the

high school classroom. Courses are official UW courses, taught by the high school's own teachers, who have been approved
and trained by UW faculty. Students in the UW course have the option to register to earn UW credit and will receive from the teacher a UWHS registration form and fact sheet, with all registration details and the deadline. You can read more about the UW in the High School program at www.uwhs.uw.edu.

UW Academic Honesty Policy

Students registered for UW credit through UWHS are expected to adhere to the University's standards of academic honesty. This requires that students clarify assignments and procedures with their

teachers, study diligently and seek help when they need it. Any suspected misconduct will be determined in collaboration with the appropriate UW academic unit and high school.

UW Disability Accomodations

For students registering for UW credit, any accommodations approved at your high school must also be approved for your UW courses by UW Disability Services Office. They can be contacted at dso@uw.edu, 206-543-6450 (voice) or 206-685-7264 (fax). Students, parents, or school staff can submit documentation (504 plan, IEP, or similar, as well as supporting documentation that outlines the diagnosis from an appropriate professional). The email/fax should also include the name and contact information for the most appropriate high school administrator (e.g., teacher, counselor, etc.). Once the DSO staff has reviewed and approved the documentation, they will include the administrator in their confirmation email.

UW Grades

You will earn both a high school grade and a UW grade for the course. The UW grade you receive will follow UW grade policies and might be different from the high school grade. Your final UW grade is recorded on your UW transcript, which is an official record of your UW coursework, grades, and credits. After the course is over, the teacher submits the UW grades to UW. Until that time, your UW transcript will show the UW course along with the grade of "X," which is a placeholder until the final UW grade is recorded. To confirm your UW grade, you can view your grades online through MyUW (which requires you to set up your UW NetID), order an official UW transcript, or ask your teacher. Grades cannot be mailed or provided over the phone.

Dropping a UW Course

If you registered to earn UW credit and find you're unable to complete your UW course or aren't doing well in the course, you can choose to be dropped. Dropping a course means you are no longer enrolled in the UW course and will not receive a UW grade or credit. You are, however, still enrolled in your high school course and will receive a high school grade and credit, unless you also withdraw from the class at the high school. Whether you are enrolled in

a single UW course or more, you can request to be dropped from one course, some courses, or all courses. The deadline for requesting this drop is the last day of instruction noted at the top of this syllabus. If the course ends sooner than that date and/or a final UW grade is calculated by the teacher, then the UW course has ended and it is too late for students to drop. Details for dropping a course are on the UWHS website.

UW IN THE HIGH SCHOOL
SPAN 201: Intermediate Spanish

Course Description

Spanish 201 is the first course of the Second-Year Spanish Language Program at the University of Washington. It is part of a sequence of three intermediate-level language courses (SPAN 201, SPAN 202, and SPAN 203) designed for those students who have completed the First-Year Spanish Language Program or its equivalent. This course aims to expand the oral and written communication skills acquired in earlier classes and to broaden students' understanding of the cultures of the Spanish-speaking world, including the Hispanic/Latinx communities in the U.S.

Spanish 201 is open to students who have completed Spanish 103 or scored a minimum of 4 in each of the four sections (reading, writing, listening and speaking) of the placement test.

Course Learning Goals

Following the National Standards for Foreign Language Learning the objectives of the second-year intermediate-level Spanish language series are organized around five main areas:
Communication
At the end of the 200-level series students will have acquired an intermediate high proficiency level, which means they will be able to communicate with ease and confidence when dealing with everyday routine tasks and will have the skills to participate in conversations requiring an exchange of basic information related to common topics, such as work or school, or their personal interests. More specifically, students completing SPANISH 201 will be able to:

- Talk about professions and the world of work.
- Describe their own and others skills, talents, and experiences.
- Talk about personal qualities and emotions. Express feelings and describe mood.
- Talk about future plans.
- Prepare for a job interview and make a video resume.
- Talk about higher education, including online classes, new technologies, and what the future may bring.
- Make predictions.
- Talk about what is going to happen.

- Place an action in the future.
- Talk about your future career and debate about professional futures.
- Talk about the concept of time, time management, work-life balance, and organization practices.
- Offer and ask for services.
- Give advice and make comments using the subjunctive.
- Compare statistics, data, and schedules to produce a report.
- Talk about consumption and the environment, making connections between the environment, industry, and consumerism.
- Explain problems and discuss the causes.
- Express wishes and desires, needs, requests, and complaints using the subjunctive.
- Write a manifesto.

CULTURES
Students will have gained a deeper knowledge and understanding of the cultures of the Spanish-speaking world. They will be more acquainted with the places where Spanish is spoken, will have explored some of the main cultural, social, and historical events of the Hispanic world, and will have increased their awareness of the U.S. Hispanic/Latinx communities.

CONNECTIONS
Students will be able to acquire new information and reinforce their knowledge of other disciplines through the Spanish language.

COMPARISONS
Students will have developed new insights into the nature of language and culture that will allow them to establish comparisons not only between languages, but also between the Hispanic and Latinx cultures and their own.

COMMUNITIES
Students will be able to use the Spanish language to participate in Hispanic and Latinx communities at home and around the world.

Course Materials

Contreras, F., Pérez, J. & Rosales, V. (2020). PROYECTOS II. AN INTRODUCTORY AND INTERMEDIATE SPANISH COURSE. Klett World Languages. Student book and access to The Spanish Hub

Evaluation

CLASS PARTICIPATION	10%	4 QUIZZES & 4 EXAMS	35%	3 INDIVIDUAL PROJECTS	15%

HOMEWORK: INTERACTIVE ACTIVITIES	10%	2 ORAL EXAMS	10%	4 GROUP PROJECTS	10%
HOMEWORK: PREPÁRATE ACTIVITIES	10%				

UW Grades

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Spanish Language

Spanish is the language of communication in the class, from day one. English will be kept to a minimum by both the teacher and the students.

Aperture and Electives

Aperture Courses 2025 - 2026		
Aperture Titles: Semester 1	Course Descriptions	Teacher
UWHS Global Warming (full year) 2025-26	As a broad overview of the science of global warming, this course focuses on causes, evidence, future projections, societal and environmental impacts and potential solutions. It introduces various topical debates with a focus on science. The goals of this course are to understand the science, to critically evaluate information outside the classroom, and to become familiar with related issues such as energy alternatives and international climate agreements	RH
Exploring SE Asia through Literature, Film, and Food 2025-26	In this aperture, we will explore the diverse history and cultures of Southeast Asia through samples of literature, films, and food. One of our geographic areas of study will be Viet Nam, but there will also be opportunities for student interest to inform the other places we explore together (for example: Myanmar, Thailand, Lao, Cambodia, Philippines, Indonesia, etc.). Together, we will read The Mountains Sing, a novel by Vietnamese poet and author Nguyen Phan Que Mai that documents the story of the Tran family during the 20th century.	KNA
Studio Art I 2025-26	In Studio I, you'll try out lots of materials and techniques like drawing, painting, printmaking, sculpture, and digital art while building skills and learning how artists come up with ideas. Studio II takes things further, letting you create a personal portfolio of 6-10 artworks based on your own interests and themes. You'll practice independent planning and creating, getting feedback, and preparing art for display. Both studios are open to all experience levels and help you grow your own artistic style through studio time and guided projects. They will be offered simultaneously as one aperture.	Hannah
Aperture Titles:	Course Descriptions	Teacher

Semester 2		
A Big Story: Health and Humanity 2025-26	This aperture will use the 2023 Pulitzer Prize winning novel, Demon Copperhead by Barbara Kingsolver to explore both the text and the context. We will use this powerful novel about young, teenage Demon to deepen our awareness of the Appalachian region, the opioid epidemic in America, and social systems that fail some of those most in need of help. The audiobook version has been praised for its captivating story-telling and ability to bring Demon's voice to life. We will have the option to read and listen to this story. Also, apparently, the ghost of British author Charles Dickens inspired Barbara Kingsolver to write this novel. So much to explore! Novel synopsis: Set in the mountains of southern Appalachia, Demon Copperhead is the story of a boy born to a teenaged single mother in a single-wide trailer, with no assets beyond his dead father's good looks and copper-colored hair, a caustic wit, and a fierce talent for survival. Relayed in his own unsparing voice, Demon braves the modern perils of foster care, child labor, derelict schools, athletic success, addiction, disastrous loves, and crushing losses. Through all of it, he reckons with his own invisibility in a popular culture where even the superheroes have abandoned rural people in favor of cities.	KNA
UWHS Global Warming (full year) 2025-26	As a broad overview of the science of global warming, this course focuses on causes, evidence, future projections, societal and environmental impacts and potential solutions. It introduces various topical debates with a focus on science. The goals of this course are to understand the science, to critically evaluate information outside the classroom, and to become familiar with related issues such as energy alternatives and international climate agreements	RH
Communications: Public Speaking 2025-26	In this aperture, we will do deeper dives into situations where you would have to speak in front of others. For those that feel this is an area of anxiety or challenge, this class is designed to improve on skills of effective presentation and communication of ideas as well as honing skills to quiet the anxieties of public speaking in order to carry yourself with a stronger, more grounded presence. We will look at and practice a variety of public speaking forums and circumstances in order to build an arsenal of experience and skills to strengthen your approach.	Chris

Studio Art II 2025-26	In Studio Art II, you'll create a personal portfolio of 6-10 artworks based on your own interests and themes. You'll practice independent planning and creating, getting feedback, and preparing art for display. Both studios are open to all experience levels and help you grow your own artistic style through studio time and guided projects. They will be offered simultaneously as one aperture.	Hannah

Elective Courses 2025-26		
Elective Title: Semester 1	**Course Descriptions**	**Instructor**
History on Canvas: Repainting the Past 2025-26	Throughout history, artists have used their art to capture the land and the people around them. Sometimes the art has told true stories, and sometimes it has told myths or distortions of the truth. In this class, we will explore how art has been used (and misused) to represent the world. As we explore these moments, you will create your own paintings that respond to, reflect on, or challenge the truth of these representations in art history.	Hannah
Episodic Television Production: Putting It On Camera 2025-26	We will learn about the process of creating an episodic television show and what goes into story, casting, filming, and creating a sustaining story line with the intention of creating Hyla's first pilot (episode one of a television series). This is a follow up class to last year's offering where we created the first script of a series. This class will focus on the actual filming of that first script and what goes into creating an ongoing dramatic series.	Chris
Health 2025-26	While the state of Washington requires that students take Health, that doesn't mean it can't be interesting, fun, or helpful. In this elective, students will better understand their own decision making process and the impact of those decisions on their individual health, and to explore the many ways they can make decisions that positively impact themselves and their communities. Topics covered: Media Literacy and Social Media Use, Adolescent Brain Development, Substance Use and	Caroline

	Addiction, Stress Reduction, Mindfulness and SelfCompassion, Mental Health, Sleep, Nutrition, Healthy Relationships, Comprehensive Sexuality Education (Reproductive System Structure and Function, Sexual Orientation & Gender Identity, Reproduction, Pregnancy, Contraception, STIs, Consent).	
Workout at Island Fitness 2025-26	We are looking forward to welcoming students to Island Fitness for an immersive and extensive health and wellness learning experience. Although we will design our activities to meet the needs and interests of the group, activities could include: · Orientation for proper and safe use of Fitness Equipment · Weightlifting · Cardiovascular Training · Body Weight Fitness · Spin Class · High Intensity Interval Class · Pilates · Hammock Yoga · Zumba Fit Class	Island Fitness Personal Trainers
Global Online Academy 2025-26	GOA is our primary online partner school at Hyla for students interested in timely, globally significant topics or topics that aren't offered through our regular programming. They are engaging and academically challenging semester-long courses for students that are tech-tough, have good time management skills, and are looking to interact and collaborate with peers "off the rock" and around the world. Please see the GOA Course Catalog for a list of offerings. Courses start on August 27th, 2025.	KNA (Coordinator)

One Schoolhouse 2025-26	One Schoolhouse is another online partner school that we work with at Hyla. In contrast to GOA, One Schoolhouse courses tend to be year-long, and are often geared towards college prep and AP exams. One Schoolhouse courses are designed for asynchronous independent work, although like GOA, they also involve synchronous one-on-one meetings with teachers from time to time, and collaborative work with peers. Please see the One Schoolhouse Course Catalog for a list of offerings. Courses start on Sept. 8th, 2025. *One Schoolhouse does not give time off for Mid-Winter or Spring Breaks. One Schoolhouse courses also will conflict with January Panoramas, and students taking these courses will need to make arrangements with OS teachers to complete work beforehand. Mid-Winter or Spring Breaks. One Schoolhouse courses also will conflict with January Panoramas, and students taking these courses will need to make arrangements with OS teachers to complete work beforehand.	Tomás (Coordinator)

Elective Title: Semester 2 - Spring	Course Descriptions	Teacher
Play Production: Stage Acting 2025-26	Are you interested in being a performer in our school play? We are looking for actors who are interested in taking on a role in a story and doing the things it takes to bring a character to life. This requires the ability to memorize, recite, take and process notes, and have a general comfort and ease with public speaking. The actors will be the faces of the play.	Chris

Play Production: Art Design 2025-26	This Elective course is designed for students interested in set design as a companion to the acting Elective for the upcoming play. Students will explore various techniques for creating immersive stage environments that enhance the audience's experience. The class will cover the fundamentals of stagecraft, including construction (with the help of the stage crew). This is also the umbrella department for other creative outlets such as the wardrobe department, hair & make up, props build and acquisition, and program creation.	Hannah
Play Production: Stage Crew 2025-26	This Elective course is focused on the elements of supporting the play with the hands-on areas of set building (assisting the build of the set designers), lighting design and programming, sound design, and backstage crew, who are responsible for the workings of the play behind the curtains. This will also include a few musicians dedicated to creating ambience before and after the play, during intermission, and any potential music needed in the production.	TBD
Senior P.E. Credit	PE option for credit-deficient seniors.	

PANORAMAS

The Borderlands: Puerto Rico

Panorama Itinerary (tentative dates Jan. 12th-18th)

- Walking tour of Viejo San Juan, a city rich in history and Spanish colonial architecture
- Help with Hurricane María recovery projects in the tropical hills community of Villa del Río
- Sample traditional boricua cuisine
- Salsa dance lessons
- Community beach cookout + “Iron Chef Competition” at group lodging
- Taíno rainforest indigenous archeology trek
- Bioluminescent Bay night kayak

NOTES: Travel time is 9+ hours with redeye flight likely on way to San Juan. Spanish is NOT a prerequisite for this Panorama, nor is immersion the focus of this Panorama. No passports needed for US citizens. All grades are welcome. Lodging is a mixture of dorm-style and hotels.

Community-Led Service: Vietnam

Panorama Itinerary in country (~7 days in country):

•Explore the capital city of Hanoi including visiting the Museum of Ethnography and a thousand
year old temple and university honoring Confucius
•Work on a community-led project in a village of the Bao La district in the Mai Chau region
•Learn and prepare traditional recipes
•Practice traditional basket weaving skills
•Participate in traditional dance lessons
•Group bonding and adventure: design bamboo raft and race down the river
•Community meal and dance with our host families and village

NOTES: Travel time is considerable - 22+ flight hours to Hanoi plus 4+ hours to Mau Chai (on a coach bus) each way. All grades are welcome. Group lodging in the village at the Lac Lodge with host families staying on separate floors.