



LAKE SIDE
S C H O O L

UPPER SCHOOL CURRICULUM GUIDE
2016 - 2017



CURRICULUM GUIDE 2016-2017

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REQUIREMENTS FOR GRADUATION

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

ARTS	2 years	Two yearlong arts courses, one of which must be completed in the 9th- or 10th-grade year. Students may take any combination of arts courses to fulfill this requirement, including multiple years in music ensembles. Co-curricular performing arts such as lessons, clubs, and productions do not count toward graduation requirements.
ENGLISH	4 years	
HISTORY	3 years	H100 or H101; H200, H201, or H202; and H300 or H30H3.
LANGUAGES	Through Level III	Students must complete at least two sequential years in a single language at Lakeside Upper School – one of which must be level III or higher. With departmental permission, students may meet the requirement by completing level II of two languages.
MATHEMATICS	3 years	Within the sequence of classes offered by the mathematics department.
OUTDOOR EDUCATION		Completion of a one-week or longer Outdoor Program trip or its equivalent. The school strongly recommends that this requirement be fulfilled before the fall of senior year.
PHYSICAL EDUCATION	2 years	In grades 9 and 10.
SCIENCE	2 years	One year of biology and one year of physics or one year of chemistry. A yearlong science course is required in the 11th- or 12th-grade year.
SERVICE LEARNING	80 hours	No more than 20 hours may be served on campus.

SENIOR YEAR

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

WAIVERS TO GRADUATION REQUIREMENTS

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

Waivers to the minimum course load requirement, enrollment requirement, or graduation requirements should be made in writing and will be considered by the Upper School administration.

COURSE PLANNING

HOMEWORK

Homework guidelines will be set on a weekly basis, rather than by class periods. For each academic class, for the majority of students the expectation would be up to 2 hours and 20 minutes per week for 9th graders, 2 hours and 45 minutes for 10th graders, 3 hours and 5 minutes for 11th graders, and 3 hours and 40 minutes for 12th graders. These times are approximate. In a systematic attempt to address concerns expressed by parents and guardians, faculty, and students about stress levels, we ask that all teachers respect both the spirit and the letter of the policy of not assigning homework over the following breaks: Thanksgiving, winter break, midwinter break, and spring break. This means that no homework is due for the first class back from break and nothing due in that first week back that would require any more preparation than could be completed in the amount of time classes have been in session.

INDEPENDENT STUDY

Students may propose an independent study to pursue under the supervision of a Lakeside teacher. Proposal forms, which include the required components, are available in the Upper School office and are due to the relevant department during the first two weeks of each semester. Departments have final approval. The requirements for this course must be equivalent to those in a regular course, and the independent study cannot be a course that Lakeside offers currently and must be pedagogically different from other departmental offerings for that year. All independent studies are graded credit/no credit.

HONORS COURSES

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

PLACEMENT IN MATH FOR STUDENTS NEW TO THE UPPER SCHOOL

The goal of math placement is that each student enrolls in the course that is most appropriate to his or her level of skill and knowledge at the moment.

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

PLACEMENT IN LANGUAGE COURSES FOR STUDENTS NEW TO THE UPPER SCHOOL

The goal of language placement is that each student enrolls in the course that is most appropriate to his or her level of skill and knowledge at the moment.

It is not uncommon for students who have already taken several years of language classes, whether at Lakeside Middle School or other schools, to be placed into our level I or level II classes. Language learning is a complex process and we do our best to make it fun and engaging for our students. Because we have immersion classrooms in the Upper School and work at a fast pace with college-level texts, there is often a period of adjustment for students who are new to our language classes. It is essential that every student have the necessary foundation for the level in which he or she will begin study in the Upper School; finding the level that is the best fit for each student, both linguistically and developmentally, is one of our primary placement goals. The placement for each student is firm. However a placement exam is available and can be requested by families.

Even students who have a solid knowledge of the language and demonstrate good proficiency are usually not prepared to go into level III in their freshman year because the themes and level of discourse in our third-year classes are better suited for students in their sophomore year and above. This usually means that there are a wide range of proficiency levels on the first day of the beginning classes, but our teachers are well-versed in working with different levels within the same classroom and they find creative ways to help all students advance with the language and be challenged in the course.

OUTSIDE ACTIVITIES

In high school, most activities increase in terms of time and commitment level. Families should factor in outside activities (including sports, music commitments, family time, and faith-based activities) when making decisions about courses.

ACADEMIC PROCEDURES

COURSE CHANGES

Students may request discretionary course changes at the beginning of each semester. The period to request discretionary course changes is approximately two weeks (a specific end date will be posted in the Upper School office). To request a change, a student needs to fill out a course change form, available online or in the Upper School office, and obtain the signatures of his or her advisor, parent or guardian, and college counselor (if a senior). The Upper School administration has final approval. The school does not change courses to accommodate preference for a teacher or time of day, or sports and other outside activities.

There is an extended course change period for *necessary* course changes such as moving from an honors section to a regular section or dropping a course because of a heavy load. Students have until the end of the fourth week of classes to request these changes without the change being reflected on the transcript.

CHANGING COURSES: TRANSCRIPT NOTATION

If a student drops a course after the designated period, the notation on the student's transcript will be W/P (Withdraw While Passing) or W/F (Withdraw While Failing). The notation is determined by the Upper School administration in consultation with the relevant teacher. If a student drops a yearlong class in the fall, he or she will receive a W/P or W/F for that semester and no year-end grade. If a student drops a yearlong class in the spring, he or she will receive a grade for the fall, a W/P or W/F for the spring, and no year-end grade. If the student moves from one level of a course to another midyear (such as honors geometry to regular geometry), the date of the change will be noted on the transcript and the student's grade for the semester will be calculated by the two teachers proportionate to the time spent in each class.

GRADING

In the first two weeks of the semester, students may apply to take a non-required class "credit/no credit." Students may take only one course per semester in this fashion. Permission of the advisor, teacher, parent/guardian, and college counselor is required. Forms are available in the Upper School office.

Grades measure achievement over a specific span of work and time; they do not directly reflect effort or character. These important aspects of student growth are described in comments. Year-end grades summarize the year's work and are based in large part on term grades and partly (up to one-quarter of the grade) on results of final exams if they are given. There is no prescription for the number of A's, B's, or C's, etc., in any course. Lakeside School does not use a bell curve or quotas to assign grades within a class.

GRADES AND COMMENTS

Students at the Upper School receive grades and comments from their teachers four times during the year — at the midpoint and at the end of each semester. Midterm grades for students are provisional though they do provide an accurate measure of the student's work at that point in the year. Only the final grade in each course is recorded on a student's transcript. For yearlong courses, the final year grade is computed using the two semester grades and a final exam or final project if given.

RESTRICTIONS ON DROPPING SMALL SECTION CLASSES

Lakeside takes great pride in staffing a significant part of the program based on student sign-ups, doing our best to maintain a class size of 16, and capping classes at 18 (with a few exceptions such as team-taught courses or where larger class sizes benefit the curriculum). To balance this, we are unable to run classes that have fewer than eight students signed up for them. Students who enroll in courses that are close to our minimum will receive a letter in the spring alerting them to the fact that, if they would like to continue to be signed up for that course, they will be unable to drop that course later.

ACADEMIC PROBATION

Lakeside students are expected to conduct themselves in a manner that is considerate of others, that enhances an atmosphere of trust, and that supports the growth and learning of others. To ensure a productive match between student and school, it is also important that there be clear understandings about the terms of academic good standing and about the efforts the school will extend to support and encourage students in realizing those goals. On occasion, the academic match between student and school is not realized, and continued enrollment may not be in the best interest of the student or the school. If academic expectations are not being met, an ongoing process involving progress evaluations, probation, communication with the student's family, and consideration by teachers and administrators will be instituted to determine contributing factors and appropriate next steps.

An Upper School student is considered in “academic good standing” if he or she receives a letter grade of at least a C- in every course. Academic good standing is determined four times annually, after grades and comments have been received at the midpoint and end point of each semester. A student who receives a grade of D or E in any one school report period will be considered by the student support team for academic probation. A student who receives two or more grades of D or E in any one school report period will automatically be placed on academic probation. If the student is placed on academic probation, a parent/guardian conference will be convened to communicate any action to be taken and to discuss the probation criteria to be met for the student's continuance. A letter documenting this meeting will be sent home. Those criteria will be constructed by the Upper School assistant director in consultation with the student's advisor, teachers, and the student support team and subject to the Upper School director's review. If at the end of the next semester grading period (January-June) the student has not achieved good standing, he or she will be asked to withdraw either immediately or at the end of the current school year, or will be placed on academic probation for the next grading period.

LAKESIDE UPPER SCHOOL FOUR-YEAR PLANNING WORK SHEET

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

	Grade 9	Grade 10	Grade 11	Grade 12
Arts 2 years 2 yearlong arts courses (one year must be in grade 9 or 10). Can take a combination of arts courses to fulfill requirement, including multiple years in the same music ensembles.	(One year here and/or 10th grade)	(One year here and/or 9th grade)		
English 4 years required <i>Note: American Studies is the only class that counts for both history and English class simultaneously</i>	English 9	English 10 *Optional semester elective	Either American Studies or American Cultural Studies I and II *Optional semester elective	Fall: Spring:
History 3 years required The Human Web (or Big History), The Modern World and You, U.S. History taken in order <i>Note: American Studies is the only class that counts for both history and English class simultaneously</i>		*Optional semester elective	*Optional semester elective	Full year: Fall: Spring:
Language Through Level III Students must complete at least two sequential years in a single language at Lakeside Upper School – one of which must be level III or higher. With departmental permission, students may meet the requirement by completing level II of two languages.				
Mathematics and Computer Science 3 years required within the sequence of classes offered by the mathematics department				
Physical Education 2 years required in grades 9 and 10	9th Grade PE	10th Grade PE		
Science 2 years required One year of biology and one year of physics or chemistry A yearlong science course is required in the 11th-or 12th -grade year		*Optional semester elective	(One yearlong here or 12th grade) *Optional semester elective	(One yearlong here or 11th grade) Fall: Spring:
Summer School and/or Global Online Academy				
Service Learning 80 hours required: No more than 20 on campus				
Outdoor Program Required for all students who spend two or more years at the Upper School				
Interscholastic Sports Not required	Fall:	Fall:	Fall:	Fall:
	Winter:	Winter:	Winter:	Winter:
	Spring:	Spring:	Spring:	Spring:
Activities Not required – Lakeside (clubs/programs, GSL, peer tutoring, elected positions, publications, assembly committee) and outside activities (other sports, etc.)				

COURSE OFFERINGS BY DEPARTMENT

ARTS

LAKESIDE ARTS PHILOSOPHY

We believe creativity and resilience are essential skills for every Lakeside student. In the art studios and performance halls, students develop technical mastery in a specific area of interest and learn the principles that bind the different arts together. Students become keen observers of the world; able to embrace new perspectives, generate original projects, and envision unique solutions to complex problems. Dedicated Lakeside artists will adeptly synthesize information and apply to ideate, compose, and collaborate for the common good. They practice empathy and learn to be resilient when confronted with a persistent challenge. Our most advanced students become mentors, arts advocates, and community leaders who are able to inspire positive change through artistic accomplishments.

GRADUATION REQUIREMENT

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

COURSE LEVEL DESIGNATIONS AND TRANSCRIPTS

The level of each course corresponds with the number of years a student has enrolled in a Lakeside course in that specific area. The first year is level I and the second year is level II. Level III and IV are considered “advanced.”

RETREATS, FESTIVALS, AND TRAVEL

The majority of performing and visual arts students will be asked to participate in on-campus retreats and/or an off-campus travel experience. We are committed to making arts events and activities accessible and affordable. Families can expect any costs associated with curricular events not to exceed \$250 and financial aid will apply. Details on financial aid are available from Associate Director of Admissions and Financial Aid Tearon Joseph (tearon.joseph@lakesideschool.org).

ARTS COURSES

DRAMA AND TECHNICAL THEATER

AUDITIONS AND PRODUCTIONS

Students not enrolled in a Lakeside drama class may audition for the winter and spring productions. Students who are enrolled in a Lakeside drama class may audition for any production that is offered. Students may have conflicts due to other activities that make participation in a particular production impossible; therefore, before the auditions we ask students to fill out a conflict sheet. This assures everyone is aware of the schedule challenges before casting is finalized.

A214 Drama I

Students experience an in-depth approach to acting technique with an emphasis on understanding and practicing three major concepts: given circumstances, action or intention, and character development. Also in focus are other parts of the theater arts process including playwriting, directing, and dramaturgy (research). Students apply their skills to monologues, scenes, improvisation, and acting for the camera. This class is appropriate for all students whether they are beginners or have experience, and is particularly geared toward students in the 9th grade.

Course length: Yearlong course

Prerequisites: None

A216 Drama II

Students learn in-depth exploration of theater movement/dance, improvisation, writing for the stage, directing, and acting. An emphasis is placed on creating a strong multigrade ensemble that works together on several projects, including 10-minute plays, picture-inspired monologue writing/performing, and choices involved in the creation of theater. We will be fully engaged in disciplined rehearsal as well as having several in-class performance opportunities.

Course length: Yearlong course

Prerequisites: None

A217 Drama III

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

Course length: Yearlong course

Prerequisites: Drama II

A218 Drama IV

Students participate in ACT Theatre's Young Playwrights Program and will have the opportunity to write a one-act play that may be selected for use in a professional workshop. They explore Lecoq-based character mask techniques that deepen their understanding of acting and the creative process. Students may have opportunities to develop projects that focus on areas of personal interest including directing, acting, and playwriting as well as providing leadership to other students in the program. Everyone is required to participate as actors, directors, or writers in the spring Drama IV showcase that will highlight the skills they have developed in 3-plus years in the program.

Course length: Yearlong course

Prerequisites: Drama III

A210 Theater Production I

This course is open to all students: no previous experience necessary. Students learn to apply a design process to a range of a theater performance projects. A major focus is transforming designs into the physical productions that present stories to an audience in an engaging manner. Through the execution of design elements, students learn a wide range of production techniques, including key aspects of stage carpentry,

electrical systems, public address and recording techniques, live theater sound, and special effects. We also design and construct stage props, makeup, and costumes needed for each show.

Course length: Yearlong course

Prerequisites: None

A212 Theater Production II, III, and IV

Students expand on previous theater production knowledge and experience through the general production process and specific personal projects. A particular emphasis will be made on strengthening design skills, including practical projects in theater lighting and sound design. Students will be scheduled with regular sections of Theater Production I. This course emphasizes collaborative team work and creative puzzle-solving. Students are expected provide leadership for Theater Production I students and actively participate as “running crew” for performing arts productions.

Course length: Yearlong course

Prerequisites: Theater Production I

MUSIC

CONCERTS

All music ensembles include three or four required concerts per year. Concert dates and times will be available in early fall and are coordinated carefully with other Lakeside programs such as athletics. Conflicts do arise and we ask that each student and family proactively communicate with the ensemble teacher to find a solution.

CO-CURRICULAR CLUBS AND PERFORMANCE OPPORTUNITIES

Students enrolled in a yearlong music course may also participate in a variety of music clubs. During the opening months of school, these clubs are formed and faculty advisors design an individualized program according to the interests of the students involved. Examples include the Lakeside Jazz Combo, Chamber Music, and the Composition and Conducting. Students involved in these activities perform on and off-campus at events like the Washington Music Educators Association Solo and Ensemble festivals, ROAR auction, and the Seattle Music Partners Benefit Concert.

MUSIC PRIVATE LESSONS

To support individual development and success in the music courses, we offer private instruction on almost every instrument. Students can take private lessons on campus during unscheduled time, or off campus as teacher schedules permit. Students can sign up for private lessons by emailing the private lesson coordinator, Lisa Nelson (lisa.nelson@lakesideschool.org). The cost of private lessons is not included in tuition and is charged to the student account; however, financial aid applies to lessons. Please contact Associate Director of Admissions and Financial Aid Tearon Joseph (tearon.joseph@lakesideschool.org) for more information.

WMEA AND NON-LAKESIDE ENSEMBLE PARTICIPATION FORMS

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

A220 Concert Choir (Level I, II, III & IV)

Concert Choir is an ensemble for students interested in singing. No audition is required. Students learn about healthy vocal technique, proper choral singing habits, and basic musicianship, and they develop vocal independence. This choir sings music in various styles, including classical, jazz, and gospel, as well as music from different cultures and in different languages. The course emphasizes group collaboration and achievement, critical listening, positive motivation, and confidence-building. Opportunities exist for advanced students to work on small ensemble repertoire, audition for honor and all-state ensembles, and pursue conducting and arranging for vocal ensembles. All music courses include training in digital composition software and/or recording platform.

Course length: Yearlong course

Prerequisites: None

A232 Symphony Orchestra & Concert Band (Level I, II, III & IV)

This course includes all woodwind, brass and percussions, harp, piano, and string instruments. No audition is required although students should have some prior instrumental music experience. Students are grouped according to experience and instrumentation to form a concert band and a symphony orchestra that perform masterworks, concertos, and student composition. Advanced students have the opportunity to enter a concerto competition and pursue interests in composition, conducting, and leadership. There are additional opportunities to perform chamber music under the guidance of an instrumental coach. All music courses include training on a digital composition and/or recording platform.

Course length: Yearlong course

Prerequisites: Some prior experience playing an instrument and the ability to read music is required.

A236 Jazz Bands (Level I, II, III, & IV)

This course includes saxophones, guitar, bass, drums, piano, and a limited number of trumpet and trombones. No formal audition is required, but placement of students by teachers is necessary due to course size limits. Students are grouped according to experience and instruments to form intermediate and advanced ensembles. Advanced students perform challenging repertoire and study improvisation, while intermediate students learn technique and fundamentals of music performance. Students also have the opportunity to form combos and receive artistic direction from an instrumental coach. All music courses include training on a digital composition and/or recording platform.

Course length: Yearlong course

Prerequisites: The ability to read written notation is required. Teachers contact students after sign-up to verify placement.

VISUAL ARTS

TWO-DIMENSIONAL STUDIO COURSES

A250 Design, Drawing, and Painting I

Seeing is believing! This intro course is designed for anyone and everyone interested in drawing and painting. Students utilize basic drawing and painting materials and techniques to express themselves visually. Design aspects are naturally peppered throughout the course. In looking at compositional elements of shape, contrast, and color students learn how to better communicate through their art. In the start of the year the course focuses on observational drawing, color theory, and elements and principles of design. As the year progresses

the course shifts to focus more on personal expression, creative process, and storytelling through visual art. Specific topics covered are gestural figure drawing, still life charcoal drawing, abstract painting, and portrait drawing and painting. Students will use Web-based tools to explore, archive, and share visual inspiration and their own artwork. The class is structured to give students information through direct demonstration and then give ample studio time for exploration, idea development, and work completion.

Course length: Yearlong course

Prerequisites: None

A252 Design, Drawing, and Painting II

This course offers an exciting range of assignments using materials such as charcoal, graphite, watercolor, oils, and acrylics. Learning becomes increasingly focused on mixed media, experimental methods, and concept. Students refine techniques learned in Drawing I while exploring new approaches to image-making. They also learn foundational skills for painting with traditional watercolors and oil paints. Long-term project examples include: "Headscapes," "Half and Half," "Abstraction Experience," and the big "Larger than Life" portrait project. Students will have two or more opportunities to exhibit and showcase their artwork at Lakeside and learn to use Web-based tools for archiving and sharing their artwork.

Course length: Yearlong course

Prerequisites: Design, Drawing, and Painting I

A254 Design, Drawing, and Painting III and IV

Drawing & Painting III & IV students learn to work independently on self-assigned projects while exploring materials of their choice. Students will create a focused group of work that demonstrates conceptual depth as well as high levels of skill with 2-D image-making. Students will have three or more opportunities to exhibit and showcase their artwork, including a showcase of select projects made during their senior year. Students will learn to use Web-based tools for archiving and sharing their artwork. Students will also learn to prepare a portfolio for use in college applications.

Course length: Yearlong course

Prerequisites: The prior level of Design, Drawing, and Painting

A260 Photography I

This class will focus on black and white photography while offering an introduction to digital photography. We'll work with 35mm film equipment and learn to develop film and make prints in the darkroom. Working with film will give us a solid grounding in camera controls and foster a thoughtful approach to composition and a keen awareness of light. Our goal is to develop artistic and technological skills that we can draw on the rest of our lives – whether we choose to work with a camera or the latest digital capture device. The second part of the year will include an introduction to digital photography – from capture to printing. Students will learn to use digital tools for archiving and sharing their artwork and will have opportunities to exhibit and showcase their artwork on campus.

Course length: Yearlong course

Prerequisites: None

A262 Photography II

Students learn to evaluate negatives critically and to alter exposure and development of film to produce better negatives while fine-tuning their printing skills with new materials and new techniques. Students are encouraged to follow their own interests as they improve their skills with their cameras and in the darkroom.

We'll spend time in the studio learning advanced lighting techniques. We'll also investigate an effective digital workflow using digital cameras, software, and printers. Later in the year, students may choose to use a film or a digital camera for their work in this class. Students will learn to use digital tools for archiving and sharing their artwork and will have opportunities to exhibit and showcase their artwork on campus.

Course length: Yearlong course

Prerequisites: Photography I

A264 Photography III and IV

These classes are for students with a strong interest in photography who would like to continue to develop the technical and aesthetic aspects of their work while exploring subjects and techniques of personal interest. Students may choose to use film or digital camera for their work in this class. Students will learn to use digital tools for archiving and sharing their artwork and will have opportunities to exhibit and showcase their artwork on campus. Students will also learn to prepare a portfolio for use in college applications.

Course length: Yearlong course

Prerequisites: Photography II

THREE-DIMENSIONAL STUDIO COURSES

A280 Ceramics I

This project-based studio course will teach students a broad foundation of skills with clay using the potter's wheel and hand-building techniques. The craft of pottery introduced in the fall semester builds skills as students create and glaze their own plates, bowls, mugs, and cups. Spring semester transitions into learning hand-building techniques. Students exercise their creativity through playful, collaborative exercises like team tower building and self-expressive, large-scale projects. Students will understand the creative process from idea development to presenting finished artwork and reflection. Their appreciation for ceramics will grow through their own process, as well as exposure to historical and contemporary ceramic works of art. Students will learn to use digital tools for archiving and sharing their artwork and will have opportunities to exhibit and showcase their artwork on campus.

Course length: Yearlong course

Prerequisites: None

A282 Ceramics II

This project-based studio course assumes the broad foundation of Level I and requires students to exercise creative problem-solving with open-ended projects. Students will design their own project solutions. Complex projects like working in a series or on a larger scale will challenge students to build upon their skill level and add new techniques to their ceramic proficiency, whether it is hand-building or wheel-throwing. Throughout the year, students are developing a personal theme, which emerges from sketches, journals, their creative process, and reflection. Students will learn to use digital tools for archiving and sharing their artwork and will have opportunities to exhibit and showcase their artwork on campus.

Course length: Yearlong course

Prerequisites: Ceramics I

A286 Ceramics III

This project-based studio course expects students to work in clay with a deep understanding of the medium and strong sense of self-motivation. Students design their own projects, developing a body of work over a sustained period of time. This course encourages experimentation, taking risks, and discovering personal concepts in the work. Students will learn how to present their work and document it for a portfolio. This includes art portfolios that students may provide colleges as supplements to their applications.

Personal reflection, feedback from peers, and guidance from the instructor provide support for student goals. Students will learn to use digital tools for archiving and sharing their artwork and will have opportunities to exhibit and showcase their artwork on campus.

Course Length: Yearlong course

Prerequisites: Ceramics II

A 288 Ceramics IV

With the instructor's guidance, students in this course work independently at a high level of proficiency with the medium, both in skill and concept. Their deep focus is on developing a personal body of work. This class will feature guest artists and/or field trips to enrich students' creative process. At the end of the year, students present their work in a solo exhibition and document their work in a portfolio that can be used as a college application supplement. Students will learn to use digital tools for archiving and sharing their artwork and will have opportunities to exhibit and showcase their artwork on campus.

Course Length: Yearlong

Prerequisites: Ceramics III

A290 Sculpture I

This course will focus on creation through the medium of sculpture. Students will learn exciting multimedia approaches to art making — using a variety of materials such as clay, plaster, wood, cardboard, and wire. Students learn to use the woodshop, power and hand tools while building a broad range of skills for creating 3-D projects. Project examples include: "Crashed Cars," "Collaborative Rocket Ships," "City of Abstraction," and "Portrait Heads." Students will have two or more opportunities to exhibit and showcase their artwork and learn to use Web-based tools for archiving and sharing their artwork.

Course length: Yearlong course

Prerequisites: None

A292 Sculpture II

Sculpture II offers a dynamic range of projects using materials such as clay, wood, dowel rods, hot glue, plaster, and more. Students build upon techniques learned in Sculpture I and learn new methods of making. Long-term projects include examples such as: "Miniature Roller Coasters," "Shipwrecks," "Abstractitectures," "Self as Animal," and "Face Masks." Students will have two or more opportunities to exhibit and showcase their artwork at Lakeside and learn to use Web-based tools for archiving and sharing their artwork.

Course length: Yearlong course

Prerequisites: Sculpture I

A296 Sculpture III and IV

Sculpture III and IV students learn to work independently on self-assigned projects while exploring materials of their choice. Students will create a focused group of work that demonstrates conceptual depth as well as high

levels of skill with 3-D object making. Students will have three or more opportunities to exhibit and showcase their artwork, including a showcase of select projects made during their senior year. Students will learn to use Web-based tools for archiving and sharing their artwork. Students will also learn to prepare a portfolio for use in college applications.

Course length: Yearlong course

Prerequisites: Sculpture II and III

MULTIMEDIA COURSES

A242 Digital Media Arts II, III, and IV

Students continue to develop their creative and technical skills through media project work, including a wide variety of projects conceived by each individual student. Project work is developed through consultation with the instructor and presented online and in a year-end showcase. Students produce projects incorporating music, video, or animated composition with support from the class through collaboration and review. Course elements may include assisting with studio maintenance. The emphasis in this course is primarily on movie-making techniques focused on longer or more sophisticated projects. Students will be encouraged to submit work for exhibition at appropriate local and national film festivals.

Course length: Yearlong course

Prerequisites: Digital Media Arts I

ENGLISH

The Lakeside English department's highest goals are to inspire in students a love of literature and to help them become great writers. We are committed to developing students who are thoughtful, perceptive readers and skillful, versatile writers. By studying a broad range of ancient and modern works, including novels, poems, plays, films, and essays by canonical and non-canonical authors, students come to understand the historical growth of literary genres and the multicultural richness of world literature. In the classroom, we help sharpen students' critical-thinking skills and encourage them to become engaged, incisive speakers and active, sensitive listeners. Our program also seeks to enable students to become more thoughtful about themselves in relation to their local and global communities.

The four-year English curriculum at Lakeside leads students through two introductory years of required classes and two years of increasing choice in course selections.

In the 9th and 10th grades, all students study similar areas of emphasis. The 9th grade focuses on themes related to adolescence and individuality, and the 10th grade introduces students to international literature in a variety of genres.

All students study American literature in their junior year. They can choose one of two yearlong courses, American Cultural Studies or American Studies. All American Cultural Studies classes read the same core group of texts in the fall; in the spring, individual teachers select works from lists grouped by historical period and by genre. In American Studies, which incorporates history with English, similar literary works are covered but in a different chronological order.

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

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

GRADE 9

E100 English 9

This yearlong course explores literature dealing with broad themes of knowledge, responsibility, rebellion, and the power of individual choice. From the family feuds of Shakespeare to the historical Dominican Republic of Julia Alvarez, we encounter characters actively seeking knowledge, taking risks, and making crucial choices about how to lead their lives and challenge their societies. Exploring key literary works in a range of genres from a diversity of viewpoints and cultural contexts will prompt us to examine our own personal experiences and to reflect on different forms of knowledge — and their accompanying risks and responsibilities. We will work intensively to hone reading, thinking, and writing skills in various modes (analytical, creative, etc.), and encourage self-expression and public speaking. Regular skill building in vocabulary and grammar will also promote these goals. Additional selected texts may include works by Sherman Alexie, Aldous Huxley, Jean Kwok, Marjane Satrapi, and J. D. Salinger.

Course length: Yearlong course

Prerequisites: None

GRADE 10

E200 English 10

This yearlong course explores themes and genres through diverse authors from around the world and across literary history. We examine such enduring themes as innocence and experience, conformity and rebellion, culture and identity, and love and hate. In addition, we study the specific characteristics and effects of different literary genres, principally fiction (novels and short fiction), drama, poetry, and literary nonfiction. By exploring the elements of literature through critical reading, students also hone their own expressive skills through a range of analytical, creative, personal, and persuasive writing assignments, as well as through public speaking, collaborative projects, and creative projects. Texts include the anthology “Literature: The Human Experience,” “Twelfth Night,” “Interpreter of Maladies,” “The Dew Breaker,” “Reading Lolita in Tehran, and several additional novels and poems.

Course length: Yearlong course

Prerequisites: None

GRADE 11

Juniors choose between either American Cultural Studies I and II or American Studies

E300 American Cultural Studies I

The first semester of American Cultural Studies explores what it means to be an American and how literature reflects ways in which a complex intersection of social, historical, economic, and cultural forces has shaped the United States. We focus on key concepts that have helped shape American identity, such as slavery, immigration, spirituality, war, economic self-determination, and discrimination. As we consider diverse American communities and experiences, we interrogate the meaning of “America” itself: What does it mean to claim an American identity, and how have American writers interpreted their cultural context? Our work together covers a core group of literary texts — fiction, poetry, drama, and literary non-fiction — and focuses on improving students’ skills in writing, reading, critical thinking, and speaking. Core texts usually include works by or selections from Thoreau, Emerson, Whitman, Dickinson, Fitzgerald, Hurston, Otsuka, and Kaufman.

Course length: Fall-term course

Prerequisites: None

E303 American Cultural Studies II

This second-semester course is an historical and genre-based selection of American literature and culture. Students are able to draw directly on their concurrent studies in American history as they continue to learn how to read literary texts within their social, historical, and cultural contexts. Teachers also incorporate material from a variety of sources, such as visual art, music, and film, to enhance these explorations. Each individual teacher selects works from different eras, choosing from commonly agreed-upon lists covering these periods: pre-1900; 1900 to World War II; and World War II to the present day. Students also study at least one play and at least one major poet as well as a selection of units from the Sadlier-Oxford Vocabulary Workshop (Level H).

Course length: Spring-term course

Prerequisites: None

E30H American Studies

(Team-taught Course - receives English and history credit)

This team-taught course offers an interdisciplinary approach to the themes, texts, and content of United States History (H300) and American Cultural Studies I and II (E300 and E303). The essential belief that informs this course is that students' understanding of, and appreciation for, American literature and history is enhanced by considering each in conversation with the other. We will explore issues of equality, justice, and power, and consider how different, and often conflicting, ideas about America have shaped this nation. Developing an understanding of various disciplinary modes of thought and analysis is expected, as is active participation in discussions, projects, and presentations. Writing assignments will include literary analysis, historical research, creative writing, and extensive journal work. Students will receive one grade that will be counted for both courses. (Note: This course will be capped at 22 students.)

Course length: Yearlong course for JUNIORS ONLY

Prerequisites: H100 (or H101), H200, E100, and E200 or their equivalent

Students have the option to take either H300 or H30H3 to fulfill the U.S. history requirement.

GRADE 12

The senior year in English offers a wide range of electives, which are more specialized in focus than courses in earlier years, yet which continue students' development as readers, writers, speakers, and listeners. Fall electives concentrate on literary periods, genres, and traditions, while spring electives lean toward more experiential and/or creative pursuits. Toward the end of the academic year, students often complete a culminating final project that brings their learning together in a meaningful way.

FIRST SEMESTER

E402 Studies in Literature: Victorians

What is Keira Knightley fighting against as she storms around the wind-swept countryside in "Pride and Prejudice"? Answer: 19th-century moral and social codes. And that's why the Victorian era in Britain gives us so many classic novels: They are fascinating stories of people running up against outdated constraints, and they help us understand the transformation of socio-cultural values and the challenges to conformity in any era and in any setting. In this class, we will consider how the classic British Victorian novel plays out tensions between tradition and what will soon emerge as modernity. The Victorian novel perfectly dramatizes these contradictory discourses in the realms of class, power, gender, and sexual norms, and it illuminates how we have become the society we are today. Authors read may include Austen, the Brontës, Rhys, Dickens, Hardy, Wilde, Wells, and Conrad.

Course length: Semester course

Prerequisites: None

E404 Studies in Literature: Shakespeare

Shakespeare is everywhere, from theaters and movie screens around the world, to the words and imagery we use on an almost daily basis. Speakers of English owe Shakespeare a tremendous debt for his role in bringing coherence, elegance, inventiveness, depth, passion, and variety to the language. You probably don't use many of his insults ("You fustilarian! You moldy rogue!"), but you may use terms that he coined more than you realize, like "too much of a good thing," "one fell swoop," or "the be-all and the end-all." Nearly 400 years after his death, Shakespeare continues to be hugely influential as a dramatist. His plays are still performed widely and read avidly around the world because of his deep knowledge of human experience and his ability to express that knowledge with power and dazzling eloquence. In studying some of Shakespeare's greatest tragedies, histories, and comedies, we can relish his extraordinary skill with language, and we may even reach a

more profound understanding of our humanity. We will read a combination of Shakespeare's plays and sonnets, learn about his Elizabethan world, and explore how his plays are being adapted and performed in different languages and contexts around the world, from India and China to South Africa and Brazil. The course includes a great deal of dramatic reading and acting, frequent film viewing, and regular creative projects and writing in different modes.

Course length: Semester course

Prerequisites: None

E406 Studies in Literature: Modernism

The world — and human understanding of it — changed dramatically at the turn of the 20th century, undermining assumptions that had existed for hundreds of years. People began to reappraise the most fundamental of questions: Who am I? What is my relationship to the natural world? What is my relationship to other human beings? What do I believe in? Where is the moral center? What is art? What is certain? Literature, like the visual arts, was marked by innovation and experimentation as writers sought new ways to address emerging uncertainties. In this course, we will explore how the major upheavals of the age manifested themselves in the poetry, prose, and drama of writers such as James Joyce, Virginia Woolf, T.S. Eliot, Jean Rhys, Gwendolyn Brooks, Fyodor Dostoevsky, and Samuel Beckett.

Course length: Semester course

Prerequisites: None

E408 Studies in Literature: Postcolonialism The Empire Strikes Back

Darth Vader clenches his fist and declares, "Luke, you have only begun to discover your power!" Luke and his sister Leia, representing the Rebel Force in "Star Wars," battle the Evil Emperor and his henchmen, and in the literary world, this rebellion takes the form of an international surge of amazing literature "striking back" at the former British colonial empire. In this course, students will explore the ways in which Postcolonial and Diaspora writers provide a provocative counterpoint to the literature of empire. Voices from new nations strike back, certainly, but they also create new and dynamic literary, artistic, and cultural aesthetics, deconstructing and deepening the classical literary canon in the process. Postcolonial and Diaspora literature examines the causes and consequences of colonization, resists colonial stereotypes, and defines cultural experience at the center rather than on the margins of new and emerging societies. Students will read literature from around the world — including from Africa, India, the Middle East, Australia, and Latin America — and will respond in a variety of expressive forms, including literary interpretation, creative writing, and personal explorations of identity.

Course length: Semester

Prerequisites: None

E412 Studies in Literature: Q4Q: A Quest for Queer Literature

Literature provides windows and mirrors for all of us as readers, revealing the lives of people, places, and times totally different from our own and reflecting our own identities and experiences with comforting familiarity. In this class, we will explore the dazzling diversity of identities and experiences of LGBTQ+ people from a variety of cultures, countries, and time periods. Although we will have some set primary and secondary texts, students will have the opportunity to seek out new works and genres of literature, art, and other cultural artifacts as we continue our quest together. As we read literature in the major genres – novels, drama, short fiction, literary non-fiction, and poetry – we will also learn helpful terminology, study some history and theory, and watch landmark LGBTQ+ films. Students will write for a variety of purposes, including personal

narratives, poetry, fiction reader response, and literary analysis, and they will conduct collaborative and independent research projects. Authors may include Sappho, E.M. Forster, Virginia Woolf, Djuna Barnes, Radclyffe Hall, James Baldwin, Nella Larsen, Christopher Isherwood, Edmund White, Audre Lorde, Alice Walker, Elizabeth Bishop, Adrienne Rich, Michelle Cliff, Jeanette Winterson, Michael Cunningham, Jeffrey Eugenides, Larry Kramer, Tony Kushner, Francesca Lia Block, David Levithan, Patrick Ness, Alison Bechdel, Andrea Gibson, Kay Ryan and Janet Mock.

Course length: Semester course

Prerequisites: None

E414 Studies in Literature: The South

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

Course length: Semester course

Prerequisites: None

E416 Studies in Literature: Postmodernism

Many call our era "postmodern," but what does that term really mean, especially when looking at literature and art? How should we respond to a novel written in fragments, to a series of poems that only use one vowel, to a play where nothing happens? What's the difference between a modernist novel and a postmodernist one? And what about paintings of soup cans, or blank canvases, or "musical silences," or weird art installations that challenge our understanding of what "art" means? What would be a postmodernist film? Covering a broad range of different genres, this course will begin globally, with works by authors such as Borges, Calvino, and Beckett, to lay the groundwork for a close look at contemporary American writers such as Don DeLillo, Kay Ryan, Carol Shields, Geraldine Brooks, Gertrude Stein, Colson Whitehead, David Markson, and Charles Yu. Performance art, painting, cinema, music, graphic novels, and critical theory/philosophy will further enrich our wide-ranging discussions.

Course length: Semester course

Prerequisites: None

E418 Studies in Literature: African-American and Black Literature

What does it mean to be black in America today? In this course, students will explore the possible answers to this question through reading, analyzing, writing about, and discussing contemporary literature and other media. The course will not only look at what place African-Americans take up in the U.S., but also delve into how the essential question can be answered by those non-African blacks. Literature and media may include

Touré, Colson Whitehead, Adam Mansbach, Paul Beatty, Taiye Selasi, Elizabeth Alexander, Dave Chappelle, “Black-ish,” and Zadie Smith, among others.

Course length: Semester

Prerequisites: None

E422 Studies in Literature: Multiethnic Literature

America is said to be a melting pot, a land of opportunity and freedom, a place where hard work is always rewarded and dreams come true... but for whom are these platitudes true? When and to what extent? We will examine different genres of literature (novels, short stories, essays, poetry, and drama) to investigate the ways in which different identities and different intersections of identities access, employ, challenge, disrupt, reorient, or expand what it means to be an American at specific junctures in history. These identities include but are not limited to ethnicity, race, gender, sexual orientation, class, religion, language, culture, age, and regional identity. Texts studied may include writers such as Edwidge Danticat, John Okada, E.L. Doctorow, Junot Diaz, Kathryn Ma, James Baldwin, Lan Samantha Chang, Art Spiegelman, Anna Deavere Smith, Justin Torres, Hisaye Yamamoto, Jesmyn Ward, Sherman Alexie, Monique Truong, Natasha Trethewey, and Jimmy Santiago Baca.

Course length: Semester

Prerequisites: None

E450a Studies in Literature: Chaos Theory

What does chaos theory have to do with great literature? It turns out there are many surprising parallels between the emerging fields of chaos and complexity theory during the 20th century, and certain key literary works. This class will read and interpret important and challenging works of literature in several genres through the lens of particular mathematical and scientific phenomena such as sensitive dependence, scalable self-similarity, emergence, and fractals, all in an effort to bridge the gap between the humanities and the fields of mathematics and science. Our explorations and investigations will likely include Jorge Luis Borges's metaphysically dizzying fictions, the nature of consciousness in Virginia Woolf, artificial intelligence in Philip K. Dick, and urban systems as described by Colson Whitehead. In each case, we will examine how certain key principles of chaotic and complex systems are manifested, and we will look for illuminating and instructive patterns across disciplines. Students will write in a variety of modes and work on projects combining literary and mathematical thinking.

Course length: Semester course

Prerequisites: None

SECOND SEMESTER

E405 Literary Explorations: Art and Lit.

It's hard to imagine “Alice in Wonderland,” “Winnie the Pooh,” “The Lord of the Rings,” or Dante’s “Inferno” without their famous illustrations and maps. Here and elsewhere, art isn't just an accessory to literature: It is woven into it. In the 1941 classic about sharecroppers in the South, “Let Us Now Praise Famous Men,” for instance, photography blends with text, and graphic novels (of course) seamlessly fuse text with art. Naturally, we can also find many novels, plays, and poems about artists and their art that are directly inspired by particular works of art, or that have themselves inspired new art forms. In this iteration of the course, we will study Dutch art of the Golden Age, and we will read works of modern literature inspired by Dutch painters such as Rembrandt van Rijn and Johannes Vermeer. Students will write analytical responses to both art viewed and literature read. Most significantly, they, like the authors under study, will write fictional and personal

responses to artworks of their own choosing. Perhaps one day a novel begun in “Art and Lit” will sit alongside Donna Tartt’s “The Goldfinch,” a work inspired by Carel Fabritius’s painting of the same name.

Course length: Semester course

Prerequisites: None

E415 Literary Explorations: Diseases

This course is a multifaceted study of global infectious diseases as well as other topics in global health. Using a variety of approaches, the course will examine the “big three” diseases — HIV/AIDS, malaria, and tuberculosis — as well as other important pathogens. In addition to learning about the basic biology and epidemiology of these diseases, we will use illness as a lens through which to critically examine social issues such as poverty, gender, and race. Outside speakers, field trips, and service learning are essential parts of the course. Potential readings include: “The Ghost Map” by Steven Johnson, “Sizwe’s Test” by Johnny Steinberg, and the essays of Paul Farmer, Elizabeth Pisani, Laurie Garrett, and Sonia Shah, among others. Writing in this course involves students’ personal reflections on their understanding of the workings of disease in society, write-ups of epidemiological and case studies, journal entries, grant proposals, and descriptive narratives of the dynamics of illness.

Course length: Semester

Prerequisites: Biology

E417 Literary Explorations: Cinema

This class provides an overview of cinematic art. We begin by looking at the basic elements of a film, from the scene to the shot to the individual frame; doing so helps us better understand such things as the use of the camera’s angle and focal distance; the composition of lights and darks (cinematography); and the ordering and pacing of shots (editing). In the process, we’ll examine how stories variously get told; how genres shape our understanding; and how sound and special effects enrich our enjoyment. The course emphasizes a good deal of analytical and creative writing as well as group projects (students write, direct, shoot, and edit their own short films). Films studied may include those from the classic Hollywood era as well as acclaimed foreign films of today.

Course length: Semester

Prerequisites: None

E419 Literary Explorations: Film Adaptation, from Story to Screen

Why do some film adaptations crash and burn (“The Time Traveler’s Wife”), while others are just as good, if not better, than their literary originals (“The Godfather”)? In this course, we will investigate both why American film structure requires certain changes to be made from the literary original and how a film adaptation still exists as a stand-alone entity. We will start by looking at short stories that have been turned into films, then read the screenplays for the film adaptation, and finally watch the resulting film. This course will culminate with a final project in which students create, for example, an outline for their own film adaptation. Some of the stories we might read include “Alice in Wonderland” (film: “Alice in Wonderland”), “Memento Mori” (“Memento”), “Supertoys Last All Summer Long” (“A.I. Artificial Intelligence”), “Eisenheim the Illusionist” (“The Illusionist”), and “The Minority Report” (“Minority Report”).

Course length: Semester course

Prerequisites: None

E421 Literary Explorations: Fiction Writing

Do you miss writing stories? Ever read one and thought, “Wait, I want to do that again!” Well here's your chance to get some experience. In this course, students will study the craft of fiction in the stories of a variety of such foundational short fiction writers as Anton Chekhov, James Joyce, Raymond Carver, Ernest Hemingway, Gabriel Garcia Marquez, Katherine Mansfield, Flannery O'Connor, Toni Cade Bambara, and Junot Diaz. Great writers are, more often than not, enthusiastic readers whose fiction is inspired by the powerful prose of their literary predecessors and contemporaries. Although great writers write often and can sometimes produce in a single sitting a story surprising for its polish, success in writing more often requires revising drafts many times to achieve a story's greatest potential. Using the workshop model in which small groups and the whole class offer constructive critiques of peer manuscripts, students in this course will write and revise several drafts of their own original stories of widely varying lengths and types, leading to the creation of a portfolio of creative writing due at the end of the course.

Course length: Semester

Prerequisites: None

E424 Literary Explorations: Gender Studies

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

Course length: Semester course

Prerequisites: None

E425 Literary Explorations: Utopias/Dystopias

What will society look like in the future? What can science fiction teach us? What role do utopias and dystopias play in our collective consciousness? Cybernetics, computers, A.I., and bioengineering are booming fields of research and are already woven into our lives; how might these and related areas (including urban architecture and space exploration) impact our lives in the next decades and centuries? Should we let biological and social orders evolve by themselves, or should we rigorously manage their evolution? This course looks at classic and contemporary literary works that deplore or explore the consequences of trying to transcend human limits with technology, from robotics to cloning. We also look at totalitarian, dystopian, or utopian societal scenarios. Works include well-known classics (e.g., by More, Orwell, Atwood), contemporary science fiction (e.g., Le Guin, Reynolds, Banks, Butler, and Chiang), and film (e.g., “Moon,” “Gattaca,” “The Truman Show”). Students write in many different modes, do various kinds of creative projects, and investigate and present a range of relevant trends and concepts.

Course length: Semester course

Prerequisites: None

E427 Literary Explorations: Asian-American Studies

What does it mean to be Asian-American – historically and today? What is Asian America? How have Asian-American shaped the literature, history, and culture of the United States, of Washington state, of Seattle? In this course, we will explore Asian-American experiences through many different genres of expression and from many different ancestries and time periods. We will use our various source materials to investigate, interrogate, analyze, and reflect upon Asian-American cultures, identities, and diverse lived experiences as situated in the chronology of Asian-American history. Texts will include fiction, poetry, drama, memoirs, essays, TV shows, film, visual art, and contemporary responses to current events. Writers studied may include Hisaye Yamamoto, Carlos Bulosan, Frank Chin, Mia Alvar, Chang-Rae Lee, Amy Tan, Celeste Ng, Aimee Nezhukumatathil and many others.

Course length: Semester course

Prerequisites: None

E441 Literary Explorations: Quest

The main objective of this three-part class (English, Outdoor Program, natural science) is to help students become better observers of themselves and of the surrounding world. English dimension: Students compose essays covering many topics from expositions to descriptions and narratives. This course emphasizes journal writing, with entries inspired by the trip to canyon country and readings by authors such as Elizabeth Gilbert, Annie Dillard, Edward Abbey, Craig Childs, Jon Krakauer, N. Scott Momaday, Ann Zwinger, Terry Tempest Williams, and David Williams. Outdoor component: a three-week canoeing trip through the Labyrinth and Stillwater canyons of the Green River. This period includes spring break and the weeks before and after the break. Participants backpack, canoe, camp out every night, and are self-sufficient for our entire time on the river. Natural science portion: individual projects focusing on archaeological, biological, geological, and astronomical phenomena most easily studied in the field; this leads to student presentations during the trip. (Limit of 10 students. Cost: approximately \$825, to be finalized after purchasing plane tickets). Financial-aid students will be awarded aid toward the trip commensurate with their financial-aid status. Alternates: All students who sign up but are not selected automatically move to the alternate pool. After the drop/add period in the fall, a drawing is held to determine the order of the alternates (a separate drawing for boys and girls is held since gender balance is a course priority).

Course length: Semester course

Prerequisites: Seniors only

Cost: Approximately \$750. Financial aid applies. Details are available from Associate Director of Admissions and Financial Aid Tearon Joseph (tearon.joseph@lakesideschool.org).

GLOBAL SERVICE LEARNING PROGRAM

Lakeside's Global Service Learning (GSL) program provides students a unique and extraordinary opportunity to live and work in areas of the world that they may not otherwise experience until much later in life. Students spend four weeks in a country in the developing world, living with host families and working with local communities on service learning projects. In summer of 2016, programs are offered in the Dominican Republic, Ecuador, India, Morocco, Nicaragua, Senegal, Tanzania, and Thailand.

Details on projects for summer 2016 were announced this fall via email, a family information evening presentation, and the Lakeside website. We will announce projects for summer 2017 at an information night in October 2016 as well as via email and on the website.

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

As part of the program, students learn about global issues — global health, poverty, philanthropy, development economics, education — as they pertain to their specific site, through 35 hours of curriculum sessions immediately preceding the overseas trip and hands-on experience in-country. Once students have participated in the post-trip GSL day and/or submitted a written reflection evaluation, the GSL experience is listed on the student transcript. Please direct any questions to the director of global education.

HISTORY AND SOCIAL SCIENCES

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

These sentiments, by historian Bernard Bailyn, reflect the philosophy and purpose of the teachers in the History and Social Sciences department at Lakeside School. With a firm commitment to world history as a foundation to further inquiry, they seek to nurture in students an excitement about the world’s past, as well as the ability to understand present trends and issues, and act as informed citizens. With a new emphasis on project-based learning and embedding economic thinking into all our foundation courses, students learn to think critically, analyze various sources, develop ideas collaboratively, and write with insight and clarity.

Electives provide students opportunities to explore their own interests across an array of offerings in the social sciences and humanities, including economics, psychology, and political science. These areas of knowledge are fundamental to understanding ourselves and our relationships with each other and the world.

REQUIRED COURSES (IN THIS SEQUENCE)

- World History: The Human Web (H100) OR Big History (H101)
- The Modern World and You (H200)
- United States History (H300) OR American Studies (H30H3)

Students in both the two-year world history sequence and U.S. History/American Studies courses may elect to take the Advanced Placement (AP) exams if they wish. They are encouraged to consult with their teachers early in the school year regarding the additional preparation necessary for exam success.

Elective courses give students an opportunity to build upon information presented in the required courses or to approach new areas of study in history and the social sciences. Normally, elective courses are taken in the senior year; however, juniors and sophomores may take electives if their schedules permit. A range of subjects is available, as listed below. Students seeking information about any of these classes should contact the head of the history and social sciences department.

There are two interdisciplinary options for required courses. Students have the option to take either H100 or H101 to fulfill the initial course in the two-year world history sequence requirement. They may take either H300 or E30H3 to fulfill the final requirement in American history.

H100 World History: The Human Web

How did the world get so interconnected? To what end has power been used by individuals, empires, and groups of people? This is a survey of the formative events, ideas, and conditions of the world from the Axial Age to the Scientific Revolution. Using project-based learning as our strategy, students will practice the skills necessary for successful historical inquiry: critical reading of a variety of sources; cogent analytical writing; participating successfully in class discussions; engaging in substantive research; and speaking persuasively. Themes emphasized include the evolution of belief systems, interactions between cultures and the environment, the rise of new political systems, and global economic integration. Projects include a Silk Roads cultural heritage preservation project; a debate on major faith systems; the “diplomacy challenge” project for

early modern land empires; and an Art in Context project focusing on the European Renaissance. The year culminates with a student-driven, comprehensive research project.

Course length: Yearlong course

Prerequisites: None

H101a Big History: The Big Bang, Life on Earth, and the Rise of Humanity

This course studies the past from the origins of the universe to the present day and beyond. We will ask how the universe formed in the Big Bang, how stars and planets were created, how our earth changed, how life appeared on earth, and eventually how our own species evolved and spread around the world. Our studies will encompass the present-day impact of humans on the planet, and project the implications of these patterns into the future. Students will explore how both historians and scientists engage in the study of our world and our place within it. Using cutting-edge readings, as well as specially designed online modules, the class encourages students to utilize critical thinking and historical research as they explore what factors have shaped our past and inform our present. Historical and scientific data are interwoven throughout the course to provide a grand narrative of the development and growth of human civilization.

Course length: Yearlong course

Prerequisites: None

H200 The Modern World and You

Why is our world the way it is? How did we get here, and where are we going? This class begins in the cauldron of political, economic, and social transformation after 1750 and runs to current events and issues. Students will learn how peoples around the world have caused and responded to an extraordinary rate of connection and change over the past 250 years, as the students develop the essential skills of close reading, analysis, research, collaboration, and communicating with clarity and conviction. Project-based learning informs all aspects of the course, including the Model U.N. position paper and simulation and a globalization project in the final quarter designed to inform service learning experiences. Motivated students who wish to take the World History AP exam are encouraged to consult with their teachers early in the year regarding additional preparation to ensure success.

Course length: Yearlong course

Prerequisites: H100 or H101

H300 United States History

This is a yearlong survey, with attention divided among political, social, and economic developments. Instruction emphasizes critical thinking, interpretation, and the accumulation of knowledge regarding continuing issues in the development of American democracy. The course is designed to help students understand both conflicts and consensus associated with the principles of liberty, justice, and equality in United States history. Writing is an important feature of the offering, and students will engage in both historical analysis and research projects. This course furnishes a foundation for taking the SAT II and Advanced Placement exams. Motivated students who wish to take either test are encouraged to consult with their teachers early in the year regarding additional preparation to increase chances of success.

Course length: Yearlong course

Prerequisites: H100 (or H101) and H200

H30H3 American Studies

(Team-taught Course — receives English and history credit)

This team-taught course offers an interdisciplinary approach to the themes, texts, and content of United States History (H300) and American Cultural Studies I and II (E300 and E303). The essential belief that informs this course is that students' understanding of, and appreciation for, American literature and history is enhanced by considering each in conversation with the other. We will explore issues of equality, justice, and power, and consider how different, and often conflicting, ideas about America have shaped this nation. Developing an understanding of various disciplinary modes of thought and analysis is expected, as is active participation in discussions, projects, and presentations. Writing assignments will include literary analysis, historical research, creative writing, and extensive journal work. Students will receive one grade that will be counted for both courses. (Note: This course will be capped at 22 students.)

Course length: Yearlong course for juniors only

Prerequisites: H100 (or H101), H200, E100, and E200 or their equivalent

Students have the option to take either H300 or H30H3 to fulfill the U.S. history requirement.

FIRST SEMESTER ELECTIVES

H408 Genocide in the Modern World

In this course we will examine the Holocaust in Europe and genocide in Rwanda and Cambodia. We will study the rise to power of Adolf Hitler, the systematic oppression and then annihilation of the Jewish people, and the legacy of the Holocaust in the modern world. With the Holocaust as background, we will examine the issue of genocide in other countries in the late 20th century. Using readings, film, novels, and personal testimonies, we will examine the nature of evil and goodness and prejudice and oppression, as well as the politics of exclusion. Throughout the course students will review the actions of perpetrators, bystanders, and leaders, in each case asking the question why was genocide possible.

Course length: Semester course

Prerequisites: None

H410 Comparative Government and Politics

The governmental and political systems of seven modern states — the United States, the United Kingdom, Russia, China, Nigeria, Mexico, and Iran — anchor this comparative approach to understanding how power is acquired and employed around the globe. One supranational organization, the European Union, serves as a model for the sort of political and economic integration that is underway (or under threat) in many parts of the world. Students use these case studies to gain insight into international relations and other political science subfields and concepts. Histories, institutions, political processes, and current events will be covered through a variety of readings and sources. This course provides a foundation for the Advanced Placement Comparative Government and Politics Exam for students who are interested.

Course length: Semester course

Prerequisites: None

H412 Race Matters: Perspectives on the Black Experience

“Race Matters” will review historical and contemporary responses to what is still a fundamental question in American life: how best to realize African-American equality. Nobel Laureate Toni Morrison once characterized the first 300 years of African-American history as the story of two eras: America’s “holocaust” and America’s “apartheid.” For her, these powerful analogies put American race relations into proper perspective. Obviously Morrison is not the only thinker to offer a provocative view. From “Neo-nationalism”

to “Talented 10th” to “hip-hop” philosophies, from old and young, the discourse is raucous! The class will draw from a range of scholars, leaders, and artists, from Toni Morrison to Stanley Crouch; from Spike Lee to Shelby Steele; from Zadie Smith and Ta-Nehisi Coates to Chimamanda Adichie and Barack Obama. The goal is for students to engage provocative points of view as they consider and deepen their own.

Course Length: Semester course

Prerequisites: None

H414 Mathematics of Democracy: Election 2016 (cross-listed with Mathematics)

What are elections for? Is there a simple, fair, consistent procedure for determining the outcome of an election? How does data impact the electoral process? What data can be believed and how do we know? What are other election systems used worldwide and what are their benefits and pitfalls? Can we create mathematical algorithms to determine the outcomes of an election? In this course students will apply a variety of mathematical tools and social science texts to understand why democracies around the world work the way they do – and which ones work better than others. Significant time will be devoted to exploring Election 2016, analyzing predictive models, and developing predictions. By comparing governments around the world and the election systems they utilize, we will assess the power of voters in each system and which systems create the most equitable balance of power. Units of study will be largely project-based, synthesizing modern world history and current events with relevant mathematical ideas such as voting methods, power indices, statistics, information design, and data literacy. (Counts as either a History or Mathematics credit.)

Course length: Semester course

Prerequisites: Open to juniors and seniors

H416 Microeconomics

Microeconomics is the study of the actions and interactions of optimizing individuals and firms. This course consists of a broad survey of the discipline, with attempts to establish fundamental concepts and introduce the subject matter of upper-level college courses. We will touch on, but not go in-depth into, economics, which looks at topics like unemployment and recessions. This course will introduce concepts that will help students better analyze and comprehend global events, past and current, and better understand the economic life in their own local community.

Course length: Semester course

Prerequisites: None

H420 A History of Capitalism

What is capitalism, exactly? In what ways has it succeeded and failed as an economic and social system? How has it contributed to the development and deterioration of the modern world? In this class we will examine the development of capitalist ideas through writings from, amongst others, Adam Smith, Eliot Spitzer, Thomas DiLorenzo, Ha-Joon Chang, Hernando de Soto, and Thomas Piketty. Then we will look closely at the effect capitalism has had on society by looking closely at specific case studies that explore the way capitalism has affected society and business over time. The case studies might include: the feudalistic kingdom of Osnabrück, the British East India Tea Company, the Gambino crime family, a simulated small village in a developing country, and the financial crisis of 2008. As a final project, students will each create a case study themselves, examining the effect of capitalist ideals on a particular business or governmental policy.

Course length: Semester course

Prerequisites: None

H422 Social and Business Entrepreneurship

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

Course length: Semester course

Prerequisites: None

H428 Understanding the Modern Middle East

Why does such a large part of U.S. foreign policy, as well as media attention, focus upon the Middle East? This course is an opportunity for students to gain the cultural proficiency and the historical depth necessary to understand the complexities of this much maligned region. Students will engage in a series of critical discussions around media literacy and issues of gender and development in countries or regions as culturally and politically different as Iraq, Iran, Israel, and Palestine. Area-specific case studies will focus on some of the current issues facing the region and will also vary depending on the news of the day. Texts will include news sources, literature, and scholarly journal articles. Assessment will include a teaching unit, as well as shorter writings and presentations.

Course length: Semester course

Prerequisites: None

SECOND SEMESTER ELECTIVES

H401 Religious Studies: The World of Belief and Disbelief

Is there life after death? Is there meaning to life? Have you ever met someone who can control where and when he or she will be reborn? Have you ever been inside a Muslim mosque or Buddhist monastery? Have you ever had the opportunity to ask a Hindu swami, Jewish rabbi, or Christian reverend about what truths their faiths have to offer you and humanity? This class will engage with these big questions and provide opportunities to visit sacred places and speak directly with visiting religious scholars while exploring five important world religions: Hinduism, Buddhism, Judaism, Christianity, and Islam. We will examine these faiths as traditions of wisdom and look closely at their core beliefs and rituals. Along with the experiential facets to the course, students will read both primary and secondary material and write about, talk about, and express creatively their own personal journey as they shake hands with these traditions.

Course length: Semester course

Prerequisites: None

H407 Introduction to Philosophy

Plato thought that the unexamined life is not worth living. For the ancient Greeks, a person examines life not by studying philosophy but by doing philosophy. This introductory course will start us down the path of doing philosophy. Along the way we'll encounter some of humankind's truly first-rate minds. Our readings will be almost entirely in primary sources, (e.g., Plato's "Apology," Aristotle's "Nicomachean Ethics," the "Dao De

Jing,” Freud’s “Civilization and Its Discontents”). Fortunately, many primary sources are available online; two small books will introduce the writings of the Stoics and Epicureans. Another will help us come to grips with the challenging ideas of Ludwig Wittgenstein. In the finest tradition of doing philosophy, much of the learning in this course will be through discussion. The primary assessment tool will be short analytical papers.

Course length: Semester course

Prerequisites: None

H409 Psychology

Does stress make you sick? Is prejudice inevitable? When it comes to dating, do opposites attract? In this course, we will approach questions about human behavior using the tools of psychological science. We will explore key topics in social psychology and evaluate recent research. Students will test their own hypotheses by designing and conducting an original experiment or survey. By the end of the course, students will be able to apply psychological principles to the world around them.

Course length: Semester course

Prerequisites: None

H411 Freedom, Crime, and the Law

Added to the Constitution as a compromise, the First, Fourth, Fifth, and Sixth Amendments have generated some of the most powerful and dynamic legal rulings in any society. In the early portion of the course, we examine those key amendments through analysis of landmark Supreme Court cases and in-class discussion and debate. We will dig into the way the Supreme Court has struggled to limit and expand criminal law through those amendments and how the rights of both accused criminals and victims have been protected (and not) over time. How far can police search when they come to your home? If you are stopped in your car? At the border? What has happened to Miranda — the man and the ruling? In the final part of the course, students will engage in a mock trial in order to generate thoughtful and earnest discussion on the justice system.

Course length: Semester course

Prerequisites: None

H421 Macroeconomics

Why does the economy experience booms and busts? Why is there unemployment? How do financial markets work? In this course, we explore questions about how the economy functions as a whole. Students will study the determinants of economic growth, the role of central banks and the monetary system, the economics of nations’ interactions, and the short-run fluctuations in economic output. By the end of the course, students will be able to analyze current and past global economic developments, and will understand the current debates that continue to shape macroeconomic thought today. The course will help students prepare for the Advanced Placement Macroeconomics Exam, but the test is not a requirement.

Course length: Semester course

Prerequisites: None

H425 Geopolitics and Game Theory: Analyzing Power (cross-listed with Mathematics)

How can game theory be used to understand world events and decision-making? In this course students will apply a variety of mathematical tools and game theory models to analyze geopolitical decision-making. Students will study episodes of conflict and compromise, delving deep into source materials and devising analytical models with which to discern causes and consequences of the choices leaders make under uncertainty. Assignments and projects will address historical contexts and events, game theory principles, and

the development of strategies for finding rational solutions to complicated real-world problems. Students will also gain the understanding of the history of game theory's use in policymaking in situations like American War in Vietnam. Scenarios examined may include the formation of the United Nations; the Bandung non-alignment conference of 1955; the Cuban Missile Crisis; the North American Free Trade Agreement (NAFTA); and the South Africa's Truth and Reconciliation Commission. (Counts as either a History or Mathematics credit)

Course Length: Semester course

Prerequisites: Open to juniors and seniors

H427 Art History

Why does art matter, and how does one study it? This class provides an introduction to the skills of visual perception and analysis that art historians use to interpret works of artistic expression. Our "texts" will include paintings by Renaissance masters, sculpture from public spaces in Seattle, and photographs by Lakeside students. They will range from prehistoric cave paintings to 21st-century conceptual work. Students will engage in an independent exploration of a work of art and genre of their choosing, researching the aesthetic traditions and cultural context that produced it and presenting the case for that particular piece as a work of art in an exhibition with the class as jury. The artistic marketplace will also be considered, along with the question of what it means to put a dollar value on art. There is an active field component: Students will visit art in situ in various places around Seattle, including a museum, a gallery, a public installation, and an artist's studio. The final project will involve students analyzing a work they have seen in person, looking closely at its design, its place in history, and its "value" in the commercial market.

Course length: Semester

Prerequisites: None

H429 Sexuality and the Law: Making the Personal Political

How did we go from a Defense of Marriage Act, defining marriage as the union of one man and one woman, to a Supreme Court case that overturned bans on gay marriage nationwide in under 20 years? What has it meant to be a man or a woman in this country? This course will begin with current case studies chosen by students and work backward to understand the history of how, when, and why gender has been constructed and reconstructed over the last 200 years. In addition, we will explore the emergence of women's history as a field of study and the subsequent development of gender history. From the call for women's rights at Seneca Falls to the growing movement for LGBTQ rights, it all has history and we will seek to understand how that past shapes present debates.

Course length: Semester course

Prerequisites: None

LANGUAGES

The Upper School languages program offers three modern languages (Chinese, French, and Spanish) and one classical language (Latin). In our modern language program we prioritize oral proficiency and functional use of the target language and seek to develop listening, speaking, reading, and writing skills. In all our languages we aim to teach students to read, interpret, and analyze different genres of texts and to expose students to different cultures that use the target language. A central goal is to expose students to cultural mores of diverse societies in an effort to enhance global awareness and understanding along their journey of lifelong learning. Lakeside currently offers Chinese, French, Latin, and Spanish to fulfill the graduation requirement. Students must complete at least two sequential years in a single language at Lakeside Upper School – one of which must be level III or higher. With departmental permission, students may meet the requirement by completing level II of two languages.

CHINESE

L400 Chinese I

This course is an introduction to standard Chinese (Mandarin Chinese). Using the text “Encounters,” students learn the Pinyin Romanization system and use acquired oral language skills in a variety of activities and games. While our focus is primarily on oral proficiency, students learn to read and write basic Chinese characters and to recognize these in context. At the end of this level, students will be at an ACTFL Beginning High level of oral proficiency, and will have acquired the following language skills: asking and answering questions, narrating events, describing likes and dislikes; making short oral presentations in Chinese and engaging in short reading and writing activities. These skills are employed within the framework of familiar contexts such as family, leisure activities, home, and school life. Films viewed include “The Road Home” and “Beijing Bicycle,” which give insight to Chinese family life and society in both rural and urban communities. Both films will be watched with English subtitles, occasionally focusing on the Chinese dialogue for comprehension.

Course length: Yearlong course

Prerequisites: None

L402 Chinese II

This course is a continuation of Chinese I and focuses on building students’ command of oral communicative structures in more sophisticated contexts. In addition, we expand students’ communicative abilities using “Encounters II,” the follow-up to our first-year text. In the class, we will work on building oral fluency with the goal of conducting the class entirely in Chinese by midyear. We build reading and grammar skills in a reading of “The Lady in the Painting,” a Chinese folk tale retold using 300 key characters. Students are expected to become more proficient in both handwritten as well as word-processed Chinese writing. Students will reach the American Council on the Teaching of Foreign Languages (ACTFL) “intermediate low” oral proficiency level at the end of the course. One major project is making a cooking video showing how a Chinese dish is done step by step with narration in Chinese. Films viewed include “Shower” and “Going to School with Dad on My Back.” Both movies will be viewed with English subtitles with content and cultural discussions conducted in mostly Chinese.

Course length: Yearlong course

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

L404 Chinese III

Our focus in Chinese III continues to be on increasing oral proficiency and fluency, along with both a review of major Chinese grammatical patterns and more intensified practice of Chinese characters to bring students to an intermediate level of proficiency. Students also begin to write expository essays in Chinese. Class discussion and presentations focus on comparing and contrasting the differences between Western and Eastern values on topics such as holidays and etiquette. At each curriculum unit, traditional Chinese culture and stories are introduced to enrich our knowledge, and they also serve as materials for discussion and role plays. Students will reach the ACTFL Intermediate Mid-level by the end of the course. We view films that show the lives of ordinary Chinese both in cities and rural areas, such as “Together” and “Be There, or Be Square.”

Course length: Yearlong course

Prerequisites: C or better in Chinese II

L406 Chinese IV

Students in this course will work to build functional expressive skills using the textbook “Developing Chinese Fluency” (“Biaoda”), as well as with supplemental readings from news reports online and other publications. Thematic units focus on a wide range of issues current in China, including social changes, immigration and migration, modern business, problems in youth culture, and the divide between traditional and modern cultures. Our goals are to increase students’ range of vocabulary, to gradually approach advanced listening and speaking skills, and to develop skills and stamina to read longer essays. Students write short expository essays in Chinese and engage in debates, presentations, and role plays in class; they also perform brief interviews of Chinese speakers at Lakeside and in the wider Seattle community. We view a selection of films that illustrate social changes in contemporary Taipei, Hong Kong, Shanghai, and Beijing. Over the course of the year, students will also view an entire Chinese TV serial drama, “Farewell, Vancouver,” to increase their listening comprehension skills and to introduce students to the basic concerns of Chinese immigrants in North America. Students will approach or reach the ACTFL “intermediate high” level of oral proficiency upon completion of the course.

Course length: Yearlong course

Prerequisites: B- or better in Chinese III

L408 Chinese V

This course centers on learning about social issues in China using the text “Shifting Tides: Culture in Contemporary China” (“Zhongguo zhi lu”), with supplemental readings from other recent publications and online. Thematic units focus on a wide range of issues current in China, including the one-child per family policy, legal issues, religious beliefs and the divide between traditional and modern culture. Our goals are to increase students’ range of vocabulary, to continue to progress toward advanced listening and speaking skills, and to develop the skills to read longer essays. Students will write longer expository essays in Chinese and engage in debates, presentations and role plays in class as well as perform several interviews of Chinese speakers at Lakeside and in the wider Seattle community. We will view selected parts of films and TV serial dramas about contemporary life, including “Beijing Bicycle,” which we watch without English subtitles, and “Postmen in the Mountains.” The culminating project for this course is to interview a first-generation immigrant who is a native speaker and make a 10-minute documentary to tell the interviewee’s story with substantial narration. Students will approach or reach the ACTFL “advanced low” level of oral proficiency upon completion of the course.

Course length: Yearlong course

Prerequisites: B- or better in Chinese III or Chinese IV

FRENCH

L100 French I

Introduction to French language and culture. This course is designed for students beginning a first foreign language as well as students who want to add another foreign language to their repertoire. Working with a standard first-year textbook and accompanying materials (feature film, electronic workbook, etc.) as well as authentic materials, students learn skills and vocabulary needed to begin to communicate effectively in French. Oral proficiency is our primary goal, so teachers and students use only French in the classroom. Among the skills acquired are: asking and answering questions; describing and comparing people, places, and objects; narrating in present and past time; expressing opinions; and giving instructions to others. These functions are performed in familiar contexts such as talking about the family, home and school life, and leisure activities or going to a store, restaurant, party, etc.

Course length: Yearlong course

Prerequisites: none

L102 French II

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

Course length: Yearlong course

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

L104 French III

This course builds on skills taught in French II using an advanced grammar text and emphasizes greater oral and written proficiency in French. Students expand their vocabulary by engaging in conversations, including role playing and problem-solving. Though much of their writing is creative, students will also explore various aspects of French and francophone culture, from literature to music, from current affairs to pop culture, from painting to film, and will produce both oral and written reports. Students view at least one French film (a recent example is "Kirikou") and read several works of fiction, which in previous years have included stories by Birago Diop, a novel by Prosper Mérimée, and a young adult novel by Anna Gavalda.

Course length: Yearlong course

Prerequisites: C or better in French II or equivalent

L106 French IV

The main goal of this class is to develop accuracy and style in speaking and writing. The course utilizes a selection of materials such as literature, art, music, film, journalism, and audio-and videotaped language segments that present topics pertinent to the social, political, and historical realities of the francophone world. Students use their French in a variety of activities, which include class discussions, small group conversations, monologues, interviews, role plays, oral reports, written essays, and multimedia presentations. An example of a special project was to interview a native speaker about their childhood experiences in a francophone country. Examples of readings from recent years include excerpts from Chraïbi's novel "Civilisation, ma mère" (Morocco), Faïza Guène's novel "Kiffe kiffe demain" (about life in the Parisian suburbs); Rostand's "Cyrano de

Bergerac” (France), Sartre’s play “Huis Clos” (France), and the film script of Van Dornael’s “Toto le héros” (Belgium). This course prepares students to take the AP French Language Exam.

Course length: Yearlong course

Prerequisites: B- or better in French III

L108 French V

The culmination of our French program, this course challenges students to communicate with more accuracy, at a more refined level, and with a greater lexical repertoire. Using a variety of authentic materials such as plays, short stories, poetry, films, and articles from the current press or the Internet, the class explores topics of historical and cultural interest. Student productions include leading a discussion, acting out a scene, relating the literature to cultural elements of its era or our own, and creating a multimedia presentation. Student interests guide the selection of materials and topics. Recent classes have studied Joseph Joffo’s “Un sac de billes” (autobiography of a young Jewish boy in France during World War II), poetry from the Negriture movement and contemporary poetry, Ben Jelloun’s “Le racisme expliqué à ma fille” (exploring the roots of racism), and films such as “Lucie Aubrac” and “Entre les murs.”

Course length: Yearlong course

Prerequisites: B- or better in French IV

L109 French IV/V

In order to maintain a complete sequence of courses through level V, we have at times combined the top two levels into one course in order to reach the required number of students necessary to justify staffing the course. The curriculum rotates from year to year so that students can enroll for consecutive years and encounter new material at every level. Student transcripts will read French IV and French V rather than having a combined course title.

LATIN

L300 Latin I

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

Course length: Yearlong course

Prerequisites: None

L302 Latin II

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

Course length: Yearlong course

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

L304 Latin III

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

Course length: Yearlong course

Prerequisites: C or better in Latin II

L306 Latin IV/V/VI: Literature of the Late Republic and Early Empire

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

Course length: Yearlong course

Prerequisites: B or better in Latin III

SPANISH

L500 Spanish I

Introduction to Spanish language and culture. This class employs a communicative methodology to introduce students to the Spanish language. The classroom is highly interactive and taught entirely in the target language. Grammar and vocabulary are taught in the context of the personal experience of the students. In the first year of beginning Spanish, students learn how to perform the following communicative tasks: talking and writing about their own lives; their family and friends; and their eating habits, as well as comparing their experience to the experience of young people in the Spanish-speaking world. As part of these tasks they will learn a wide array of vocabulary and several important grammatical structures, such as the present and past tenses, direct and indirect object pronouns and some passive constructions. Students also work with authentic cultural materials, such as art, poetry, short literary texts, and at least one film.

Course length: Yearlong course

Prerequisites: None

L502 Spanish II

This class continues with the communicative, task-based methodology used in Spanish I. Therefore, it is a highly interactive class, taught entirely in the target language. Students learn how to talk and write about the following: their own and others' emotional states; strategies for managing time and stress; physical and emotional well-being, identity and personality traits; and how both nature and our environment define our identity. Students will also explore their own future as well as that of society as a whole. As part of these tasks

they will learn a wide array of vocabulary and several important grammatical structures and concepts, such as reflexive verbs, the proper use of the imperfect and the preterit past tenses, commands, present perfect, subjunctive, conditional and future tenses. Students also work with authentic cultural materials, including art, poetry, short literary texts, and at least one film. Projects include writing, illustrating, and binding an original children's book in Spanish and creating a video about a Spanish-speaking country. Students are also required to attend one cultural event outside of class and reflect on their experience.

Course length: Yearlong course

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

L504 Spanish III

This course challenges students to employ the skills they have built in Spanish I and II by introducing them to several higher-order topics. Some of these may include cultural practices and social and political realities of the Spanish-speaking world, as well as more global issues such as human rights, racism against indigenous populations, political freedom, and challenges facing the environment. Class projects in the past have included constructing and presenting a Day of the Dead altar and making a video of a publicity campaign. Grammatical study continues throughout Spanish III, focusing on refining and expanding the more challenging grammatical topics. Students also read a short novel at the end of the year and view at least two films. Students are also required to attend two cultural events outside of class and reflect on their experience.

Course length: Yearlong course

Prerequisites: C or better in Spanish II or placement by the department.

L506 Spanish IV

In this course, students continue to develop accuracy and style in speaking and writing while studying migratory patterns within the Spanish-speaking world. We begin by discussing migration to Latin America in the 20th and 21st centuries. Next, we look at Mexican, Puerto Rican, and Cuban emigration to the U.S. Finally, we explore Latin American emigration to Europe. Through newspaper articles, radio reports, films, and novels, students gain an understanding of the social, political, and economic realities of migrants. We also examine various issues pertinent to the Hispanic community in the United States such as bilingual education, illegal immigration, the working conditions and rights of migrant workers, and the role of Latinos in American politics, economy, and culture. Each unit culminates with a creative project or essay. Regular journal entries lead to a writing portfolio, which tracks the students' goals and progress. Students are also required to attend two cultural events outside of class and reflect on their experience and attend at least one screening of the Seattle Latino Film Festival.

Course length: Yearlong course

Prerequisites: B- or better in Spanish III.

L508 Spanish V/VI

As the culmination of our Spanish program, this course continues to challenge students to communicate with more accuracy, at a more refined level, and with a greater lexical repertoire. At this level, students are expected to hypothesize, express opinions, debate, and formulate original thoughts in a less structured, more free-flowing manner in an open discussion context. The course includes analysis of novels, short fiction, poetry, film, critical articles, and historical texts. Specific content will vary from year to year but will include material from Latin American and Peninsular literary traditions. Students are also required to attend two cultural events outside of class and reflect on their experience.

Course length: Yearlong course

Prerequisites: B- or better in Spanish IV.

GUIDE TO INDEPENDENT STUDY (ISP) PROJECTS IN THE DEPARTMENT

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

MATHEMATICS AND COMPUTER SCIENCE

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

COURSE SELECTION

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

TECHNOLOGY IN MATHEMATICS COURSES

All mathematics courses utilize technology to support student understanding. Students will use their laptops in all courses to access specific mathematics software, word processing, spreadsheets, and Web-based materials. Graphing calculators are required in all courses. Teachers in the department will teach using the TI-83 Plus or TI-84 models. A student wishing to use another type of calculator should discuss the advantages and disadvantages with his or her current math teacher. All geometry courses teach computer programming as a fundamental tool of mathematical analysis. Programming skills are reviewed and extended in subsequent courses.

MI 10 Algebra I

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

Course length: Yearlong course

Prerequisites: None

M210 Algebra II

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

Course length: Yearlong course

Prerequisites: Algebra I or placement by the department

M300 Geometry

The course covers topics in plane geometry: parallel and perpendicular lines and planes, congruence and similarity in two and three dimensions; coordinate geometry; and some review of algebra and trigonometry. Geometry approaches this material in a more visual and intuitive way than Accelerated Geometry, with less emphasis on formal proof. The course emphasizes problem-solving, pattern recognition, algebraic geometry, and constructions. Both dynamic geometry software and traditional compass and straightedge are utilized for construction and conjecturing. This course provides students the skills to interact with geometric ideas in a computational setting through the use of computer programming in Python. Students will gain exposure to variables, expressions, conditional statements, loops, and simple graphics. No previous programming experience is expected.

Course length: Yearlong course

Prerequisites: Algebra II

M310 Accelerated Geometry

The course covers modern as well as traditional topics in geometry: logic, parallel and perpendicular lines and planes, congruence and similarity in two and three dimensions, coordinate geometry, and transformations including linear transformation matrices. Trigonometry and vectors are studied within a geometric context. A major theme of this course is patterns in reasoning, including formal proof, visual analysis, and problem-solving. Both dynamic geometry software and traditional compass and straightedge are utilized for construction and conjecturing. This course provides students the skills to interact with geometric ideas in a computational setting through the use of computer programming in Python. Students will gain exposure to variables, expressions, conditional statements, loops, and simple graphics. No previous programming experience is expected.

Course length: Yearlong course

Prerequisites: Successful completion of Algebra II. All accelerated/honors courses requires departmental approval.

M320 Honors Geometry

This class covers the content of our M310 course at a faster pace, which enables students to spend significant time covering additional topics such as vector analysis, linear algebra (through geometric transformations), and conic sections. Dynamic geometry software is utilized for construction and conjecturing. This course provides students the skills to interact with geometric ideas in a computational setting through the use of computer programming in Python. Students will gain exposure to variables, expressions, conditional statements, loops, arrays, and simple graphics. No previous programming experience is expected.

Course length: Yearlong course

Prerequisites: Excellent work in Algebra II or placement by the department. All accelerated/honors courses require departmental approval.

M400 Precalculus

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

Course length: Yearlong course

Prerequisites: Geometry or Accelerated Geometry or Honors Geometry

M410 Accelerated Precalculus

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

Course length: Yearlong course

Prerequisites: Excellent work in Geometry or successful completion of Accelerated Geometry or Honors Geometry. All accelerated/honors courses require departmental approval.

M420 Honors Precalculus

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

Course length: Yearlong course

Prerequisites: All accelerated/honors courses require departmental approval.

M510 Accelerated Calculus AB

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

Course length: Yearlong course

Prerequisites: All accelerated/honors courses require departmental approval.

M515 Accelerated Calculus BC

This course is an introduction to differential and integral calculus, equivalent to two semesters of college-level calculus, for students with no previous exposure to calculus. This course emphasizes an intuitive, geometric understanding of calculus concepts and utilizes varied applications and problem-solving techniques from numerical, graphical, and algebraic perspectives. Topics include limits and continuity, the derivative and applications, the integral and applications, the Fundamental Theorem of Calculus, differential equations with slope fields, series and applications, and the calculus of parametric, polar, and vector-valued equations. The TI-83/84 calculator is used extensively. This course prepares students for success on the AP Calculus BC exam in May.

Course length: Yearlong course

Prerequisites: All accelerated/honors courses require departmental approval.

M520 Honors Calculus BC

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

Course length: Yearlong course

Prerequisites: Successful completion of Honors Precalculus. All accelerated/honors courses require departmental approval.

M530 Accelerated Statistics

This course is designed to provide students with the equivalent of a standard college-level statistics course. Students will be introduced to the major statistical concepts (descriptive and inferential) and tools for collecting, analyzing, and drawing reasonable conclusions from data. Students will be evaluated on homework, tests, projects, and a major end-of-year project. This course uses modern methods of data analysis and students will make extensive use of the data-handling capabilities of graphing calculators and computers. This course prepares students for success on the AP Statistics exam in May.

Course length: Yearlong course

Prerequisites: Successful completion of any precalculus course or departmental permission. All accelerated/honors courses require departmental approval.

M620 Honors Multivariable Calculus

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

Course length: Yearlong course

Prerequisites: Successful completion of any BC calculus course or departmental permission. All accelerated/honors courses require departmental approval.

M644 Mathematics of Democracy: Election 2016 (cross-listed with History)

What are elections for? Is there a simple, fair, consistent procedure for determining the outcome of an election? How does data impact the electoral process? What data can be believed and how do we know? What are other election systems used worldwide and what are their benefits and pitfalls? Can we create mathematical algorithms to determine the outcomes of an election? In this course students will apply a variety of mathematical tools and social science texts to understand why democracies around the world work the way they do – and which ones work better than others. Significant time will be devoted to exploring Election 2016, analyzing predictive models, and developing predictions. By comparing governments around the world and the election systems they utilize, we will assess the power of voters in each system and which systems create the most equitable balance of power. Units of study will be largely project-based, synthesizing modern world history and current events with relevant mathematical ideas such as voting methods, power indices, statistics, information design, and data literacy. (Counts as either a History or Mathematics credit)

Course length: Fall-term course

Prerequisites: Open to juniors and seniors

M645 Geopolitics and Game Theory: Analyzing Power (cross-listed with History)

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

Course Length: Spring-term course

Prerequisites: Open to juniors and seniors

COMPUTER SCIENCE AND ENGINEERING WITHIN THE MATHEMATICS DEPARTMENT

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

that students consider one of the following elective courses designed to enrich the math sequence. Problems solved in these classes are richer and deeper in nature than those computational problems in other math classes and are designed to reinforce planning, time management and problem-solving skills, as well as students' tenacity and other mature habits of mind. Through industry experts, guest lectures, field trips, and other opportunities, students are exposed to real-world applications of computing technology, including its myriad uses in medicine, sports, robotics, architecture, music games, literature, apparel design, communication, and international development.

M741 Computer Science I

This course is open to all students with little or no programming experience who want to go beyond just using computer applications. Computer Science I is an introduction to how computers work and how to write software. High technical expertise is not required, only an open mind and a willingness to experiment, explore, and have some serious fun. The course will focus on the fundamentals of programming through projects involving interactive graphics and games (Scratch, Lau, or Python), animation and art (Processing). This course is designed as an introductory experience for students who are curious about computers and programming, but who have limited or no formal training.

Course length: Spring-term course

Prerequisites: None

M750 Computer Science II

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

Course length: Fall-term course

Prerequisites: Departmental permission or successful completion Computer Science I

M755 Computer Science III

This semesterlong course is a continuation of Computer Science II covering object oriented programming and inheritance in Java, more advanced data structures (lists, stacks, queues, trees), and the efficiency and complexity algorithms (particularly searching, sorting). Problem analysis, planning, coding, and debugging will be emphasized for each project. This course prepares students for success on the AP Computer Science Exam in May. Students also design and complete a 3-5 week long independent project after the AP exam, culminating in a presentation to the class at the end of the term.

Course length: Spring-term course

Prerequisites: Successful completion of Computer Science II

M760 Computer Science IV

This semesterlong course continues the sequence of Computer Science II-III for students interested in further exposure to advanced topics in computer science. Whereas the introductory sequence focuses on programming "desktop" (or laptop) machines, in CS IV we focus on programming "beyond" the desktop. Beyond the desktop one must take into account interesting factors like limited constraints (such as

memory and screen size in the case of a cellphone), concurrency (two people modifying a database used by a website at exactly the same time), or variability in power (when working on embedded hardware systems). Other areas such as data mining, cloud computing, robotics, or other advanced topics may be covered based on student interest as time allows. In general we cover three to four topics per year, and in each unit, students design and complete a larger independent project that requires independent exploration and learning depending on the individual needs of their project, culminating in a presentation to the class at the end of the unit.

Course length: Fall-term course

Prerequisites: Successful completion of Computer Science II-III or in rare cases departmental permission.

M763 Advanced Projects in Computer Science and Engineering

Students in this project-based learning course will utilize and expand upon the software engineering skills and techniques learned in Computer Science II, III, and IV. They will design semesterlong projects that address complex problems, including (but not limited to) genomics, natural language processing, graphics, machine learning/AI/deep learning, computer hardware engineering, and full stack production website development using current technologies.

These individual or group projects will include the following components: being able to communicate verbally and pictorially a functional description and detailed design of the project, independent learning of new technology to support the development of the project, implementing the project within the time and resource constraints of the classroom setting, understanding what thorough testing entails, and presenting the results to others both in and out of the classroom. Students also will be expected to lead the class in informed discussions about current events and issues in computer science related to how computer science impacts society and how society drives computer science. Students will be required to “consult” on other students’ work both as possible content experts as well as reviewers. Software engineering management techniques (such as Agile) and technologies (like version control software such as Git) will be also be introduced and utilized.

Course length: Spring-term course

Prerequisites: Departmental permission or successful completion of Computer Science IV

M765 Making it Real: 3-D Computer-Based Prototyping and Printing

As the printing press and desktop laser printers transformed the face of printing, the 3-D printer has the potential to redefine the process of design and manufacturing. Currently this technology has already been implemented in creative ways within many fields including, but not limited to, medicine, jewelry design, architecture, and engineering. This semesterlong project-based course explores the future of innovative design practices using 3-D modeling and printing. Students in this course will spend the first part of the semester learning how to use the 3-D printers and associated Computer Aided Design software such as Trimble Sketchup, Rhino 3D, and OpenSCAD. In the second half of the semester, the students get firsthand experience at designing and developing a larger project that will solve a “real-world problem” using a process called “rapid prototyping” to refine their designs. Students will document and reflect on their experiences and what they learn in a forum that can be shared with others in the class as well as the instructor.

Course length: Spring-term course

Prerequisites: None

OUTDOOR PROGRAM

What follows is the basic information students and parents/guardians should know about the Lakeside Outdoor Program prior to doing course sign-ups for summer 2016 and second-semester 2017 course offerings. More detailed information, and updated course descriptions, "TBA" dates, etc., can be found on the Outdoor Program Haiku page at <https://lakesideblended.haikulearning.com/outdoorprograms/upper-school>

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

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

The Outdoor Program offers 16 one-week or longer courses per year, taking place during midwinter break, spring break, and summer break. Eight to 10 students and two or three adults go on each course. Most students will apply for their Outdoor Program trip on their course sign-up sheets for the 2016-2017 school year; a student can add or drop their names from the selection/wait lists at any time during the year by emailing both chip.mehring@lakesideschool.org and lynelle.ehart@lakesideschool.org.

Students improve their chances for selection by applying for as many programs as they are both interested in and available for; but they should only have the expectation of being accepted for one offering. Some underclassmen will not be offered a spot. For more about the student selection process please see the Outdoor Program Web page.

NOTE: We are committed to making Outdoor Program trips accessible and affordable. The trips that require bus travel from Seattle involve no additional charge. The courses that involve airplane travel and hotel stays do involve an additional charge. Financial aid applies to costs. Details are available from Associate Director of Admissions and Financial Aid Tearon Joseph (tearon.joseph@lakesideschool.org). The program is committed to running fully enrolled courses; there are cancellation fees associated with student dropping off a roster on short notice.

SUMMER 2016

Student selection for summer programs begins February 2016.

WIII Deschutes River Rafting #1: June 8, 11, 12-17, 2016

Parent/Guardians/Student information meeting: June 8, 7-9 p.m. in Kent Evans

Mandatory pre-trip meeting: June 11, 11 a.m.-2 p.m. in St. Nicholas Hall basement

Trip dates: June 12-17, start/end in St. Nicholas Hall basement.

This trip will involve rafting nearly 50 miles of this central Oregon River. The desert river provides great opportunities for developing paddle-rafting skills on a whitewater river and a chance to observe a different part of the Northwest. Activities may include hiking, a climb up to the rim, and an overnight solo. Applicants

should be aware that more than 80 students have applied for this trip in the past. Limit of 10 students. No previous experience required.

Course length: 7 days

Prerequisites: None

Cost: None, cancellation fee of \$200

W112 Ross Lake Canoeing: June 8, 13, 14-19, 2016

Parent/Guardians/Student information meeting: June 8, 7-9 p.m. in Allen-Gates

Mandatory pre-trip meeting: June 13, 10 a.m.-3 p.m. in St. Nicholas Hall basement

Trip dates: June 14-19, start/end in St. Nicholas Hall basement.

We will be doing a canoe trip on Diablo Lake and Ross Lake in North Cascades National Park. Other activities will include some day hikes, and possibly an overnight solo. Limit of 10 students. No previous experience required.

Course length: 7 days

Prerequisites: None

Cost: None, cancellation fee of \$200

W113 San Juan Sea Kayaking #1: June 8, 12, 13-18, 2016

Parent/Guardians/Student information meeting: June 8, 7-9 p.m. in Allen-Gates

Mandatory pre-trip meeting: June 12, 9 a.m.-4 p.m. Kayak instruction on Lake Washington

Trip dates: June 13-18, start/end in St. Nicholas Hall basement.

The San Juan Islands are the perfect location for an introductory sea kayaking expedition. We will be camping at a variety of state and county parks and will spend our days learning basic kayak expedition skills – how to paddle, navigate, predict tides and currents, and perform sea-kayak rescue. We will explore islands that are marine state parks, hike beaches, and go tide pooling. This is typically a week of sparkling blue waters and sunny skies. Summer paddling in these gorgeous islands is not to be missed. Limit of 10 students.

Course length: 7 days

Prerequisites: None

Cost: None, cancellation fee of \$200

W114 Deschutes River Rafting #2: June 8, 18, 19-24, 2016

Parent/Guardians/Student information meeting: June 8, 7-9 p.m. in Kent Evans

Mandatory pre-trip meeting: June 18, 11 a.m.-2 p.m. in St. Nicholas Hall basement

Trip dates: June 19-24, start/end in St. Nicholas Hall basement

Same description as that for Deschutes River Rafting #1.

Course length: 7 days

Prerequisites: None

Cost: None, cancellation fee of \$200

W121 San Juan Sea Kayaking #2: June 8, 20, 21-26, 2016

Parent/Guardians/Student information meeting: June 8, 7-9 p.m. in Allen-Gates

Mandatory pre-trip meeting: June 20, 9 a.m.-4 p.m. Kayak instruction on Lake Washington

Trip dates: June 21-26, start/end in St. Nicholas Hall basement.

Same description as that for San Juan Sea Kayaking #1

Course length: 7 days

Prerequisites: None

Cost: None, cancellation fee of \$200

W115 Mount Baker Mountaineering: July 19, 23, 24-29, 2016

Parent/Guardians/Student information meeting: July 19, 7-9 p.m. in Kent Evans

Mandatory Pre-Trip Meeting: July 23, 10 a.m.-4 p.m. in St. Nicholas Hall basement

Trip dates: July 24-29, start/end in St. Nicholas Hall basement

The main focus of this trip is to experience the high mountains and to learn the skills to travel across glaciers and to climb steep snow. Students hike in to the south side of Mount Baker, set up a base camp, and do a few days of snow training, crevasse rescue, and day hiking. If the weather cooperates, students have time for a couple of summit attempts. Limit of 8 students.

Course length: 7 days

Prerequisites: Some preference given to upperclassmen and repeat Outdoor Program students

Cost: None, cancellation fee of \$150 (rental of boots/crampons required)

W116 Lakeside/Washington Trails Assoc. Trail Maintenance Program: August 2016

Parent/Guardians/Student information meeting: Monday before trip starts, 7-9 p.m. in Kent Evans

Mandatory pre-trip meeting: Thursday before trip starts, TBA

Trip dates: Saturday-Saturday, TBA, start/end in St. Nicholas Hall basement

Check for updates online. Trip dates are likely Aug. 6-13 or Aug. 13-20

This is an offering in which the Lakeside Outdoor Program will join with the Washington Trails Association to take nine students on an eight-day backcountry trail maintenance program. The tools and food will be horse-packed into a backcountry base camp; students will backpack in with their personal gear. They will spend about five days working on a section of the Pacific Crest Trail and will have some extra time to do day-hiking and an overnight solo. This program will give students about 35 service hours. Limit of 10ten students. At this point trip dates have not been set by WTA; updated information will be found on the Outdoor Program Web page.

Course length: 9 days

Prerequisites: None

Cost: None, cancellation fee of \$230

W117 Deschutes River Rafting #3: Aug. 2, 6, 7-12, 2016

Parent/Guardians/Student information meeting: Aug. 2, 7-9 p.m. in Kent Evans

Mandatory pre-trip meeting: Aug. 6, 11 a.m.-2 p.m. in St. Nicholas Hall basement

Trip dates: Aug. 7-12, start/end in St. Nicholas Hall basement.

Same description as that for Deschutes River Rafting #1

Course length: 7 days

Prerequisites: None

Cost: None, cancellation fee of \$200

W119 Deschutes River Rafting #4: Aug. 2, 13, 14-19, 2016

Parent/Guardians/Student information meeting: Aug. 2, 7-9 p.m. in Kent Evans
Mandatory pre-trip meeting: Aug. 13, 11 a.m.-2 p.m. St. Nicholas Hall basement
Trip dates: Aug. 14-19, start/end in St. Nicholas Hall basement.

Same description as that for Deschutes River Rafting #1

Course length: 7 days

Prerequisites: None

Cost: None, cancellation fee of \$200

W122 Cascade Backpacking: Aug. 4, 7, 8-13, 2016

Parent/Guardians/Student information meeting: Aug. 4, 7-9 p.m. in Kent Evans
Mandatory pre-trip meeting: Aug. 7, 10 a.m.-3 p.m. in St. Nicholas Hall basement
Trip dates: Aug. 8-13, start/end in St. Nicholas Hall basement.

We will explore the alpine terrain of the Cascade Range, at a location TBS. Likely possibilities are around Mr. Rainier, the Goat Rocks Wilderness, or the Pasayten Wilderness. This trip is for those new to backpacking as well as experienced hikers. Emphasis will be on learning backcountry skills, and the flora, fauna, and geology of the Washington Cascades. Activities will include an overnight solo. Limit of 10 students.

Course length: 7 days

Prerequisites: None

Cost: None, cancellation fee of \$150

W118 9th Grade Olympic Peninsula Backpacking: Aug. 11, 14, 15-20, 2016

Parent/Guardians/Student information meeting: Aug. 11, 7-9 p.m. in Kent-Evans
Mandatory pre-trip meeting: Aug. 14, 10 a.m.-3 p.m. in St. Nicholas Hall basement
Trip dates: Aug. 15-20, start/end in St. Nicholas Hall basement.

This Outdoor Program trip is being offered as an introduction to the Upper School for new-to-Lakeside 9th graders. We will be exploring the Olympic Peninsula by doing a three-day backpacking trip along the Olympic Beaches immediately followed by a three-day backpacking trip in the Olympic Mountains. Limit of 10 students.

Course length: 7 days

Prerequisites: Primarily for new-to-Lakeside 9th graders

Cost: None, cancellation fee of \$150

SECOND SEMESTER 2017

Student selection for second-semester programs will happen in October 2016.

W130 White Pass Ski Touring: Midwinter Break, February 2017

Dates TBA: Probably Sunday-Saturday of midwinter break; check for updates on the website.

This will be a five-day, snow-camping trip based near the White Pass Ski Resort. Students will spend one day doing a ski-touring lesson near Snoqualmie Pass, do their food packing day, then go to White Pass for a five-day snow camping outing. A couple of days will be skiing on a maintained trail to develop ski touring skills and

then we will move into the backcountry to explore the winter wonderland of the William O. Douglas Wilderness Area. No previous skiing experience necessary. Limit of 10 students.

Course length: 7 days

Prerequisites: None

Cost: None, cancellation fee of \$150 (rental of ski gear required)

WI31 Grand Canyon Backpacking: Midwinter Break, February 2017

Dates TBA: Probably Saturday-Saturday of midwinter break; check for updates on the website.

This will be an eight-day trip to visit and backpack in one of the natural wonders of the world. The group will fly to Phoenix, Ariz.; take rental vehicles to the south rim of the Grand Canyon; and hike a trail down 5,000 feet plus to the Colorado River. The group will spend three days hiking and exploring near the river, then spend two days hiking back up out of this magnificent gash in the earth. Limit of nine students. This is one of the more physically demanding Outdoor Program offerings.

Course length: 9 days

Prerequisites: None

Cost: Approximately \$700

WI40 Canyonlands Backpacking: Spring Break Week 2017

Dates TBA: Check for updates on the website. (The trip will take place during the spring break plus one extra day)

This traditional offering of the Outdoor Program always seems to end up being one of the best trips of the year. This program has special promise of providing a unique opportunity for education, personal growth, and enjoyment. The group will travel to the Grand Gulch Primitive Area in southeastern Utah and spend its time backpacking, studying Anasazi ruins and history, working on a ruin-protection project, and doing an overnight solo. Limit of 10 students.

Course length: 12 days

Prerequisites: None

Cost: Approximately \$650

WI41 Spring Vacation Deschutes Rafting #1: Spring Break 2017

Dates TBA: Check for updates on the website. This trip will take place over the last day or two of school and the first half of spring break.

This six-day trip will involve 10 students and three staff navigating three inflatable rafts down a 50-mile stretch of central Oregon's Deschutes River. The goal of the trip is to have students learn and use the skills necessary to travel safely and enjoyably on this wilderness river. The river has a steady progression of moderate whitewater as it cuts through its deep and winding desert canyon. Besides river travel, the trip will include a variety of day hikes as well as a carefully monitored 24-hour solo experience. Limit of 10 students.

Course length: 7 days

Prerequisites: None

Cost: None, cancellation fee of \$200

WI42 Spring Break Deschutes River Rafting #2: The week after spring break week, 2015

Dates TBA: Check for updates on the website. This trip will take place over the second half of spring break and the first day or two after school post-break.

Same description as Spring Vacation Deschutes Rafting #1.

Course length: 7 days

Prerequisites: None

Cost: None, cancellation fee of \$200

E441 Quest: Second Semester Senior English Class, Three-week April trip

Dates TBA: Check for updates on the website. (The trip is scheduled for the week before spring break, spring break, and the week after.)

This program is administered as a second-semester senior English elective class that has an outdoor component. The trip portion of Quest is a canoe trip down a remote 100 miles of the Green River in Utah, through Labyrinth and Stillwater canyons. We will do extensive day-hiking, an overnight backpack trip and a three-day solo. Please see the English department section of the curriculum guide for additional information. Limit of 10 students.

Outdoor trip portion of Quest: 19 days

Prerequisites: Must be a senior

Cost: Approximately \$750

PHYSICAL EDUCATION

Lakeside's physical education program is a fitness-based curriculum, stressing health, fitness, and wellness. It is designed to introduce students to the five components of fitness, to teach them these concepts, and to have them integrate their evolving knowledge into what hopefully becomes a passion for lifelong fitness.

Varsity athletes, in consultation with their teacher, may be given an alternative activity for their physical education class on the day of a competition. The alternate activity will focus on very low-impact activities such as stretching, light aerobic activity, foam rolling, or yoga. The aim is to help prepare the athlete for his or her competition with appropriate activities that increase blood flow, nerve conduction, muscle activation, and soft-tissue elasticity.

P100 9th Grade Wellness

The purpose of this introductory wellness course is to empower all students to be healthy, safe, and active. Integrating fitness activities with health and wellness instruction, the course aims to teach students about physical, personal, and social development. The first part of this year will be devoted to developing physical literacy. Topics to be covered include basic anatomy, the health-related components of fitness, CPR, and nutrition. During the second semester, the course will focus on personal and social development, with units on identity, emotional health, healthy relationships, sexual health, and substance education. As a culminating project, all students will complete a personal wellness plan.

Course Length: Yearlong course

Prerequisites: None

P200 Sophomore PE

This yearlong fitness-based course incorporates fitness fundamentals with a 12-week health education unit. Students will also learn the principles of flexibility, cardiovascular fitness, and strength development into an intensified fitness program that progresses through a series of fitness assessments throughout the year.

Health education is a classroom-based/academic-oriented unit that includes such topics as family life, human sexuality, personal choices, nutrition, sexual health care, anatomy, and communication skills.

Course length: Yearlong course

Prerequisites: None

P300/P301 Advanced Fitness

(Elective) This advanced-level physical education course is aimed at juniors or seniors who desire to develop their fitness skills further. It is primarily a strength-development course, focusing on core muscles, sport-specific movements, and the cardiovascular system. Students will work with the strength and conditioning coach to design a specific workout program geared toward attaining their individual fitness goals, with students keeping a workout notebook to chart their progress. Course size is limited to 15 students per semester and enrollment priority will be given to students who are not members of a Lakeside Interscholastic Athletics Program team. This course does not meet the PE graduation requirement.

Course length: Semester course

Prerequisites: None

SCIENCES

The Lakeside science department seeks to instill lasting enthusiasm for science through an exploration of the natural world. We strive to develop in students a deep understanding of scientific history, process, and content in the life and physical sciences. Our course offerings include our core graduation requirements, a full second year of study via our advanced courses in each of our three core areas, and a suite of electives designed to foster student interest in and curiosity about the natural world.

CORE COURSES AND ELECTIVES

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

HONORS COURSES

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

Notes:

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

YEARLONG COURSES

S100 Biology

As Lakeside’s introductory science course, Biology provides students an initial opportunity to become familiar with science as a way of thinking. Students will learn to collect, analyze, and interpret information, as well as how to effectively communicate scientific concepts. Student-focused discussions, exploratory activities, and laboratory exercises are designed to enhance scientific literacy. During the first semester, students study ecology, natural and sexual selection, Mendelian and population genetics, as well as the genetics of evolution. The second semester focuses on molecular biology, gene expression, and cellular structure and function. Evolution serves as a unifying theme throughout the course.

Course length: Yearlong course

Prerequisites: None

S200 Physics

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

Course length: Yearlong course

Prerequisites: Completion of Biology *and* completion of Algebra II or Honors Geometry

S210 Honors Physics

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

Course length: Yearlong course

Prerequisites: Completion of Biology *and* completion of Algebra II or Honors Geometry.

Student wishing to take Honors Physics during the 9th grade must complete a quantitative-skills placement exam prior to enrolling. (In addition to meeting the prerequisites, enrollment in honors or advanced courses requires departmental approval.)

S300 Chemistry

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

Course length: Yearlong course

Prerequisites: Completion of any Physics – OR – 11th-grade standing and completion of any Geometry

S310 Honors Chemistry

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

Course length: Yearlong course

Prerequisites: Completion of any Physics *and* completion of any Geometry. (In addition to meeting the prerequisites, enrollment in honors or advanced courses requires departmental approval.)

S470 Advanced Ecological Studies: GSL Costa Rica

This course incorporates the GSL experience into a yearlong science course. Through classroom learning and investigative research, field and cultural experiences, and service learning, this course will use the Costa Rican rainforest as a case study to explore the intersection and interaction between biology, conservation, sustainability, and economics; it will also include a 3-week GSL trip to Costa Rica. A primary focus of the course will be the investigation of fundamental concepts of ecosystem structure and dynamics, followed by an examination of human impacts on ecosystems and the extended range of implications these have on ecosystem services. Resource management and conservation case studies will be used to understand the economic impacts these efforts can have on local and national economies.

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

Find more information at <https://lakesideblended.haikulearning.com/service.learning/gslscience>

Course length: Yearlong course

Prerequisites: Senior-year status, completion of two years of science, and submission of a GSL program application.

Time commitment and cost: Students in the course must commit to participating in both field components of the course. The trip to Costa Rica will be three weeks, including spring break and the weeks before and after the break. An additional course fee equivalent to the cost of a GSL trip will apply to cover the costs of travel. Travel aid is available.

S480 Advanced Biology: Physiology

This yearlong course focuses on the study of organism structure and function, with a general emphasis on human biology. We will survey a series of physiological systems at both the organismal and cellular levels. Major topics will include muscle structure and function, the central and peripheral nervous systems, the digestive system, the immune system, and the cardiovascular and respiratory systems. Time will be provided during the year to examine topics of specific interest to the students. The expectations of the course include a basic understanding of chemistry and the ability to conduct detailed reading of scientific literature and texts. Laboratory exercises will include the dissection of animal specimens.

Course length: Yearlong course

Prerequisites: Completion of Biology and Chemistry (Chemistry may be taken concurrently with instructor permission. Junior or senior status recommended, but not required. In addition to meeting the prerequisites, enrollment in honors or advanced courses requires departmental approval.)

S490 Advanced Physics: Applications and Engineering

This course will introduce students to the engineering design process (EDP), which will include constrained drafting, design aesthetic, and design empathy. Students will leverage prior understanding of physics to delve deeper into the topics of motion, force, energy, material properties, and complex circuits. Major projects

during the first semester will include designing and building skateboards and electric guitars, emphasizing the EDP, craftsmanship, and mechanical physics concepts. Major projects during the second semester will include investigation into avalanche detection, prediction, and risk assessment in the Pacific Northwest and solving a problem in our local community, emphasizing the complex nature of real-world problems.

All students will have the opportunity to participate in two daylong field trips in the Cascades as part of the avalanche investigation.

Course length: Yearlong course

Prerequisites: Completion of Physics and Geometry, and at least co-registration with Chemistry (In addition to meeting the prerequisites, enrollment in honors or advanced courses requires departmental approval.)

S510 Advanced Biology: Molecular and Cellular Biology

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

Course length: Yearlong course

Prerequisites: Completion of Biology and Chemistry. Can be taken concurrently with Honors Chemistry with approval of teacher. (In addition to meeting the prerequisites, enrollment in honors or advanced courses requires departmental approval.)

S520 Advanced Calculus-Based Physics

This physics course covers material usually found in the first two semesters of college-level calculus-based physics. Mechanics will be covered in the first half of the year and electricity and magnetism in the second half. While these topics are also covered in the introductory S200/S210 Physics courses, Advanced Calculus-Based Physics will go into greater depth with an emphasis on modeling, solving realistic problems, and conducting hands-on projects. The course will go beyond a standard calculus-based physics course by incorporating multivariable calculus. While not an AP course, the topics covered align with a significant portion of the AP curriculum and many students choose to take the AP Physics C: Mechanics exam and the AP Physics C: Electricity and Magnetism exam.

Course length: Yearlong course

Prerequisites: Completion of any Physics *and* any Calculus *and* at least co-registration in Honors Multivariable Calculus. (In addition to meeting the prerequisites, enrollment in honors or advanced courses requires departmental approval.)

S530 Organic Chemistry

Organic Chemistry is a challenging yearlong laboratory class covering advanced topics in organic and physical chemistry. The first semester will focus on an introduction to carbon chemistry, with topics including organic functional groups, isomers and stereoisomers, polymers, and chemical synthesis. Labs will include fractional distillation, thin-layer chromatography, saponification (the chemistry of soap-making), and the synthesis of esters such as wintergreen and banana oil. The second semester covers biofuels, food chemistry,

pharmaceutical action and synthesis, and NMR spectroscopy. Projects and extended laboratory investigations are a substantial part of spring semester.

Course length: Yearlong course

Prerequisites: Completion of any chemistry course. (In addition to meeting the prerequisites, enrollment in honors or advanced courses requires departmental approval.)

S540 Advanced Chemistry: Pharmacology

This hands-on course will introduce students to the interactions of xenobiotics (foreign substances such as medication or food additives) in the human body. From caffeine and nicotine to vitamins and antibiotics, students will investigate the mechanisms of action, chemistry, and toxicological effects of drugs and chemical agents. Some important pharmacological concepts that will be covered include adverse drug reactions, drug metabolism, genetic variability, and personalized (P4) medicine. The course will incorporate a lab component, where students will learn and try some of the techniques used in this field through open-ended challenges and questions. Students will also gain an understanding of how the pharmaceutical industry works and why it costs \$1 billion to bring a drug to market. Speakers will be brought in from local companies and organizations such as Fred Hutchinson Cancer Research Center, Institute for Systems Biology, UW School of Pharmacy, and Seattle Genetics.

Course length: Yearlong course

Prerequisites: Completion of Biology and any chemistry course. (In addition to meeting the prerequisites, enrollment in honors or advanced courses requires departmental approval.)

SEMESTER COURSES

S406 F Bioethics

This course will explore contemporary ethical issues in biology and medicine. Using a case study approach, we will examine the ethics of genetic testing, stem cell research, reproductive biology, organ transplantation, and end-of-life issues. In addition to learning about the scientific principles behind these topics, students will be introduced to ethical theories and decision-making frameworks. Student work will include reading, discussion, writing, debates, simulations, and presentations.

Course length: Fall-term course

Prerequisites: Biology

S439 S Introduction to Sports Medicine

This course is designed for students who would like to work with physically active individuals. It introduces the student to the field of sports medicine, including the careers of athletic training, physical therapy and orthopedics. This introduces the role of the coach or athlete in providing sports injury management, taping, and basic injury evaluation and rehabilitation principles.

Topics include:

- The healing process of a musculoskeletal injury.
- Goals of rehabilitation.
- Flexibility and strength training methods and protocol.
- Therapeutic modalities.
- Pharmacological considerations.
- Psychological considerations.
- Specific rehabilitation techniques for the various body segments.

Each week includes a one-period lecture, one-period laboratory, and one-period clinical application work in a training room setting of the skills and techniques used in the athletic training profession.

Course length: Spring-term course

Prerequisites: None

GLOBAL ONLINE ACADEMY

Lakeside School is a founding member of the Global Online Academy (GOA). Established in 2011, GOA offers diverse and rigorous credit-bearing courses to students in member schools around the world.

Students participate in a truly global classroom, learning alongside peers with diverse backgrounds and experiences. Courses are designed, developed, and taught by teachers from member schools and meet the standards of rigor and high quality for which these schools are well-known. Students must have the ability and motivation to work independently and will be collaborating with their classmates and instructor completely online through the Global Online Academy. All GOA courses receive Lakeside course credit and may even replace a Lakeside required course if the courses are of identical material. It should be noted that due to workload constraints GOA courses may not be taken as an 8th course in a student's load. If students are interested in signing up for a GOA class, they should sign up on their Lakeside course form by the Jan. 29, 2016 due date. The Lakeside GOA site director will review all requests and enroll students by a lottery if more than two students request a course. The students will be notified by the GOA that they have been enrolled in the course and the Lakeside GOA site director will notify students that have been put on the waitlist.

Dropping a GOA course follows the same policy as Lakeside School. A course may be dropped any time within the first two weeks of a semester with no reflection on the student's transcript. If a student wants to drop a course after the designated period, the notation will be either a "WP" or "WF," indicating a withdrawal while passing or a withdrawal while failing. The notation, determined by the teacher, will appear on the transcript.

The academy expects a student to make a commitment to stay in a yearlong course for a year. However, if circumstances require that a student drop a yearlong course, the notations will be as follows. If the course is dropped in the first semester, the student will receive a WP or WF on his or her transcript for the year. If the course is dropped any time after the completion of the first semester, the student will receive a "WP" or "WF" on his or her transcript for spring semester and will receive no year-end grade. It is the responsibility of the student to know which courses require a yearlong commitment and which courses are offered on a semester basis. These distinctions are made clear in the GOA curriculum guide, which can be accessed at <http://www.globalonlineacademy.org/the-go-a-experience/courses/>.

For more information about the Global Online Academy, please visit: www.globalonlineacademy.org.

SUMMER SCHOOL PROGRAMS

The Summer School Programs offer students entering grades 9–12 the opportunity to take one or more classes in the summer. Financial aid is available for families who qualify. Please note that the financial aid application for Summer School Programs is separate from the school-year application. Visit the Summer School Programs Web page for more information. For families who receive a financial-aid award for the academic year, a short form must be completed and submitted. For other families, there is a longer form that is needed.

Registration for these classes opens for Lakeside students on Monday, Feb. 1, 2016. Students who do not attend Lakeside during the academic year can register beginning Monday, Feb. 22, 2016.

Registration for these classes occurs separately from the course sign-up process covered during curriculum nights.

- Go to www.lakesideschool.org/summerschool to register.
- Regardless of a student's intent to take a class in the summer, the student **MUST** sign up for courses for the academic year as if the student was **NOT** enrolling in the summer course. (This is to ensure that the school staffs classes appropriately for the academic year.)
- Upon successful completion of a summer class, the Summer School Programs office will inform the Upper School office so that appropriate changes to schedules can be made.

Courses offered fall into four categories:

1. *Lakeside credit* – Students can take classes that earn Lakeside credit. These courses are offered for several reasons. Some students enroll in a summer class to free up time in their schedules for the following academic year. Others enroll in classes because they want access to more classes in that area as they proceed through the Upper School. And some enroll in these classes because they are interested in the course and are not able to work that course into their school-year schedules.
2. *College application preparation* – Students focused on preparing for the college application process can register for SAT or ACT Prep classes and classes that help students develop their required essays and search for appropriate colleges given their interests and school record.
3. *Skills-based courses* – Students can enroll in non-credit skills-building classes to help prepare them for coursework during the academic year. A writing class for English coursework and a research class to help students with projects in history classes are offered.
4. *Service learning* – Students who are interested in earning Lakeside-approved service learning hours can register for weeklong service projects. Students will earn approximately 25 hours of service.

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

If you have any questions about any part of this process, please contact the Summer School Programs office: summerschool@lakesideschool.org or 206-440-2700.

LIBRARY

MISSION STATEMENT

The Upper School library empowers students to be critical thinkers, lifelong learners, and global citizens who not only use but contribute to the information landscape. Our integrated approach to learning builds information literacy skills and habits of mind. We develop a diverse collection that supports the curriculum and fosters independent learning. The library provides a collaborative space for dialogue, debate, and the integration of knowledge.

HOURS

7:45 a.m. – 6 p.m. Monday – Thursday

7:45 a.m. – 4 p.m. Friday

The Pigott Memorial Library is a vibrant space for collaboration and learning. Resembling more of an information commons than a traditional silent library, it is an intellectual hub and gathering space for our students and teachers. In addition to our vast print collection and 24/7 access to a wealth of online databases, we house all of the tools and supplies needed for students to complete assignments and projects. During the school day, the library is a bustle of activity and networking.

The library program offers a cohesive scope and sequence, and the librarians work collaboratively with classroom teachers to assure that all students acquire information literacy skills. We aim to prepare our 21st-century learners to integrate multiple literacies, including digital, visual, textual and technological, into their daily routines and formal research. Our goal is for all students to graduate with the ability to effectively navigate the continually changing information landscape.

STUDENT SUPPORT

The Student Support Team in the Upper School meets twice weekly to talk about and design individual responses for students in need of academic, social, or emotional support. Most often, these responses include advisors in a significant way. The team consists of the two counselors, director of family and student support services, family support liaison, two learning resources coordinators, head athletic trainer, associate director of admissions and financial aid, and Upper School assistant director. Advisors can refer a student by talking to any member of the team; that person will ascertain whether he or she should work with the student in his/her specific capacity or whether the situation needs a more coordinated and comprehensive approach. Students can self-refer, and other students, teachers, parents, and guardians can also make referrals to the team in general or to a member of the team in particular.

COUNSELING

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

FAMILY SUPPORT

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

LEARNING RESOURCES

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

ADDITIONAL SERVICES FOR STUDENTS WITH DOCUMENTED DISABILITIES

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

ATHLETIC TRAINER

Our certified athletic trainer works with students who are facing physical challenges that impede their ability to participate in sports or other elements of the school program. The athletic trainer is on campus during the school day to provide support and care for sick or injured students. Care can consist of assessment, immediate treatment, ongoing rehabilitation, outside referrals, and assistance managing school life while ill or injured.

ASSOCIATE DIRECTOR OF ADMISSIONS AND FINANCIAL AID

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

ASSISTANT DIRECTOR

Our assistant director is a general resource for any sort of student issue. The assistant director works with the judicial committee on disciplinary situations and is the lead administrator overseeing attendance, advising, student leadership, and all facets of student life.

SERVICE LEARNING

The mission of service learning is to meet a real need in the community while cultivating compassion, developing a sense of social justice, and enhancing each student's moral character with the goal of broadening their personal perspective through guided reflection.

Lakeside's Service Learning Program seeks to develop in students the ethos of service — giving back to the communities they inhabit. We counsel students to actively engage in volunteer activities that combine service with learning in a thoughtful, planned way and teach civic responsibility with a developing connection to a community. Students learn about leadership and responsibility through individual and group projects. Serving others is a means to reaching a deeper understanding of their place in the world, the meaning of social responsibility and compassion, the unique challenges others face, and the positive contributions others make to our world.

HOUR REQUIREMENTS

Each student is required to complete 80 hours of service, at least 60 of which must be off campus during the four high-school years, in order to graduate. There is no limit to the overall number of hours a student may serve. The total number of hours served will be noted on the student's transcript. For those who enter Lakeside in 10th, 11th or 12th grade, the requirement is 20 hours for each year of attendance. Up to one-fourth of those hours may be earned on campus.

Lakeside encourages students to seek organizations and activities that connect with their passions and interests, that expose them to new challenges, and that show them a way to make a meaningful difference both in and outside of the school community. This may include volunteering in a health or social service organization, peer tutoring, helping with civic projects, assisting the Parents Association at the Rummage Sale, Middle School coaching, or providing office or warehouse support at a food bank. The Service Learning Program's Web page has more information to guide students on choosing and suggesting a new organization where they will volunteer, and the process on how to post their reflective stories and report their hours. It is strongly recommended that students have their service sites pre-approved before beginning their service. Please contact the Service Learning Program coordinator for more information and approval of service opportunities.

INTERSCHOLASTIC ATHLETICS

(THREE SEASONS: FALL, WINTER, AND SPRING)

Fall	Winter	Spring
P411 FALL CREW (BOYS)	P471 BASKETBALL (BOYS)	P481 BASEBALL (BOYS)
P412 FALL CREW (GIRLS)	P472 BASKETBALL (GIRLS)	P482 SPRING CREW (BOYS)
P413 CROSS COUNTRY (BOYS)	P473 SWIMMING and DIVING (BOYS)	P483 SPRING CREW (GIRLS)
P414 CROSS COUNTRY (GIRLS)		P484 LACROSSE (BOYS)
P415 FOOTBALL (BOYS and Girls)	P475 WRESTLING (BOYS)	P485 LACROSSE (GIRLS)
P416 GOLF (BOYS)	P476 WRESTLING (GIRLS)	P486 SOCCER (BOYS)
P417 GOLF (GIRLS)		
P418 SOCCER (GIRLS)		P488 TENNIS (BOYS)
P419 VOLLEYBALL (GIRLS)		P489 TENNIS (GIRLS)
P420 SWIMMING and DIVING (GIRLS)		P490 TRACK AND FIELD (BOYS)
		P491 TRACK AND FIELD (GIRLS)

Note: Turnouts for football begin on Aug. 17, 2016 and the other fall sports turnouts begin Aug. 22. All sports in all seasons require a Monday-Friday commitment, with some requiring Saturday practices or competitions as well.

SIGN-UP INSTRUCTIONS

On the sign-up sheet, all student-athletes should indicate interscholastic athletic activities they intend to participate in each semester/season throughout the year. Students should select, at most, one sport per season. This will mean more than one activity per semester. For example: First semester: football (fall), swimming (winter); Second semester: track (spring).

STUDENT CLUBS AND ACTIVITIES

We expect that Lakeside students will graduate and contribute positively to the world. Students can practice having that kind of influence and leadership in our community by taking advantage of the abundant club and activity programs available at our school. These opportunities also serve the valuable need for students to meet each other and engage in activities that mean something to them. The Lakeside extracurricular options fall into three categories: activity programs for credit, activity programs not for credit, and activity clubs outside of class.

ACTIVITY PROGRAMS FOR CREDIT

Programs are activities that are offered annually by the Upper School, regardless of student interest. They contribute significantly to the mission of the school in tangible ways. The activities listed below are yearlong programs scheduled during the school day and should be requested on the course sign-up. Students who enroll receive comments and credit or no credit based on their performance. Scheduled activities are approved by Upper School department heads and are funded by the administration.

1106 Student Government

This class consists of 16 elected representatives, four from each grade. They meet twice weekly and work on issues ranging from club approval, funding, and oversight to school policy recommendations. Elections for 10th, 11th, and 12th grades are during spring semester for the following school year; 9th-grade elections occur in the first weeks of school in the fall. Students enrolling for 9th grade who are interested in Student Government should sign up so a spot is held in the schedule if they are elected. This course is a credit/no credit offering.

Course length: Yearlong activity

1108 Tatler

Tatler is Lakeside School's monthly student-run newspaper. The mission is to chronicle student life at Lakeside by providing a forum for students, faculty, and staff to contribute to content and share their opinions on events shaping our community. Editorially, Tatler strives to be fair, accurate, and essential, while artistically it strives to be clear, compelling, and memorable. No prior experience is necessary to sign up to work on the Tatler staff as a writer, designer, photographer, or ad sales rep. To be an editor, art director, or business manager, though, a student must have taken the class before. This course is a credit/no credit offering.

Course length: Yearlong activity

1110 Student/Faculty Judicial Committee

This committee works with the Upper School assistant director to resolve incidents when students might have violated the Statement of Community Expectations. It is composed of four elected student representatives, one from each class, and two elected faculty members. Elections for the judicial committee take place in the spring and each student member serves a one-year term. For more information, please see the family handbook or the Upper School assistant director. This course is a credit/no credit offering.

Course length: Yearlong activity

1112 Assembly Committee

Under the guidance of faculty and staff advisors, students in this group organize and execute the Upper School's weekly assemblies. The committee delivers a mix of informative and enjoyable programming that

includes participation, presentations, and performances from individuals and groups both within and beyond the school. The overarching goal of the committee's work is to use these assemblies to strengthen our sense of schoolwide community while giving individual committee members input and practice on how to develop a weekly program. This course is a credit/no credit offering.

Course length: Yearlong activity

II14a/II14b Information Technology Projects (ITP)

Students can use this scheduled period to delve more deeply into technical issues related to computer hardware and software. Examples of projects include configuring an open source Web server from freely available software components, setting up a cluster of computers to solve mathematics challenges, creating dynamic websites, solving interesting technical problems, and investigating and using a range of computer operating systems. This activity can be taken for one semester (either fall or spring) or for two semesters. This course is a credit/no credit offering.

Course length: Semester or yearlong activity

II16 Numidian (The Yearbook Production Class)

The purpose of this class is the creation of the Numidian, the Lakeside Upper School yearbook, which is published each spring. Working as a team, students will go through the steps of publication from brainstorming design ideas to creating final copy and will be responsible for all aspects of the yearbook production. Under the leadership of student editors, the yearbook staff will use a Web-based program to complete their assigned spreads within set publication deadlines. This class meets only once a week so participants should expect to spend additional time outside of class working on the production. Experience with photography is helpful but not required. Students may repeat enrollment in this course for subsequent years and may apply for editor positions as they gain additional skills and experience. This course is a credit/no credit offering.

Course length: Yearlong activity

II18 Student Health Advocacy Committee

The student health advocacy committee offers students the opportunity to both enrich their understanding of adolescent physical and social-emotional issues at Lakeside and to make significant contributions to their school community. With guidance and instruction from the Upper School counselors, students on this committee will meet twice per week and will deepen their understanding of common teenage health-related problems such as stress, depression, difficult relationships, eating disorders, anxiety, misuse of technology, and drug and alcohol use, through psychological and sociological research as well as community information-gathering and personal reflection. Additionally, this committee will be tasked with creating relevant and effective programming for the Lakeside students, faculty, staff, and/or parents and guardians that will increase awareness of and meaningful support for the health issues that the committee deems most pressing for the current and future Lakeside community. The committee is expected to offer such programming at least once per semester. Involvement in this committee will be an excellent window into the world of adolescent health for those students who may be interested in psychology, education, medicine, or other helping professions as possible career paths.

Course length: Yearlong activity

ACTIVITY PROGRAMS NOT FOR CREDIT

The activities listed below meet during regularly scheduled activity periods and do not receive credit on the transcript. These activities are approved by the Upper School administration and contribute significantly to the life of the school's mission.

Chess Team

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

GLOW

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

Imago

This is the school's online literary magazine. Students may join the editorial board and/or contribute poetry, fiction, photography, and artwork for publication. Imago is published online in the spring of each year.

LAPS

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

BSU

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

MIXED

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

SI SE PUEDE

Si Se Puede is an affinity group celebrating the heritage of our students of Hispanic backgrounds. Students meet on a regular basis to support students who identify as Hispanic and to celebrate its rich culture.

ACTIVITY CLUBS OUTSIDE OF CLASS

Clubs are activities that are student initiated and student driven each year. Options vary according to the interest and leadership of members of the student body. In order to start an official club, students must put together a thoughtful proposal (including purpose of the club, meeting times, anticipated participation, and faculty/staff advisor) that is submitted to Student Government. Student Government decides which clubs will exist each year. Official clubs are allowed to use Lakeside resources, including rooms, mailboxes and email. Official clubs also have access to funding through Student Government for expenses. Examples of the 25-plus student-initiated clubs that have been proposed and accepted are listed below.

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

Amnesty International is a worldwide human-rights organization that works to uphold the Universal Declaration of Human Rights to secure the physical and psychological safety of the people of the world. The Lakeside Amnesty International chapter's role is to write letters to governments around the globe and to increase awareness around the community.

Dodgeball Club: The Dodgeball Club provides a fun and exciting forum in the afternoons to promote friendly competition and provide ways for students of all grades to connect in a social and active way. Members are divided up into teams at the beginning of the year and play in double-elimination tournaments throughout the fall and winter terms. Club leaders form the various teams and all students are encouraged to join in and participate.

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

Energy Team: The students involved with the Energy Team are committed to environmental sustainability and awareness about how Lakeside uses its resources. The club meets on a regular basis to discuss fun and engaging ways for the students and faculty/staff to cut our carbon footprint as a school and to think about ways they can personally make small changes that have a large impact on the environment.

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