# CURRICULUM GUIDE 2018-2019

## TABLE OF CONTENTS

Click on the section titles below to go directly to each section.

<table>
<thead>
<tr>
<th>Section Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requirements for Graduation</td>
<td>3</td>
</tr>
<tr>
<td>Course Planning</td>
<td>4</td>
</tr>
<tr>
<td>Academic Procedures</td>
<td>6</td>
</tr>
<tr>
<td>Four-Year Planning Worksheet</td>
<td>8</td>
</tr>
<tr>
<td>Course Offerings by Department</td>
<td></td>
</tr>
<tr>
<td><strong>Arts</strong></td>
<td>9</td>
</tr>
<tr>
<td><strong>English</strong></td>
<td>15</td>
</tr>
<tr>
<td>Global Service Learning Program</td>
<td>24</td>
</tr>
<tr>
<td>History and Social Sciences</td>
<td>25</td>
</tr>
<tr>
<td>Languages</td>
<td>33</td>
</tr>
<tr>
<td>Mathematics and Computer Science</td>
<td>40</td>
</tr>
<tr>
<td>Outdoor Program</td>
<td>47</td>
</tr>
<tr>
<td>Physical Education and Health</td>
<td>53</td>
</tr>
<tr>
<td>Sciences</td>
<td>55</td>
</tr>
<tr>
<td>Global Online Academy</td>
<td>60</td>
</tr>
<tr>
<td>Summer School Programs</td>
<td>61</td>
</tr>
<tr>
<td>Library</td>
<td>62</td>
</tr>
<tr>
<td>Student Support</td>
<td>63</td>
</tr>
<tr>
<td>Service Learning</td>
<td>65</td>
</tr>
<tr>
<td>Interscholastic Athletics</td>
<td>67</td>
</tr>
<tr>
<td>Student Clubs and Activities</td>
<td>68</td>
</tr>
</tbody>
</table>
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).

<table>
<thead>
<tr>
<th>REQUIREMENTS FOR GRADUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>ENGLISH</td>
</tr>
<tr>
<td>E100; E200; E300 or E310; and two additional semesters at the 400-level (one fall and one spring).</td>
</tr>
<tr>
<td>HISTORY</td>
</tr>
<tr>
<td>H100 or H110; H200 or H210; and H300 or H310.</td>
</tr>
<tr>
<td>LANGUAGES</td>
</tr>
<tr>
<td>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 different languages.</td>
</tr>
<tr>
<td>MATHEMATICS</td>
</tr>
<tr>
<td>Within the sequence of yearlong classes offered by the mathematics department.</td>
</tr>
<tr>
<td>OUTDOOR EDUCATION</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>PHYSICAL EDUCATION</td>
</tr>
<tr>
<td>Yearlong wellness course to be completed in 9th grade and two semester electives to be completed in grades 10 and/or 11.</td>
</tr>
<tr>
<td>SCIENCE</td>
</tr>
<tr>
<td>Completion of three yearlong courses: one of biology; one of physics or chemistry; and a third of the student’s choice. If the biology requirement is waived by the department, students must still complete three yearlong science courses.</td>
</tr>
<tr>
<td>SERVICE LEARNING</td>
</tr>
<tr>
<td>Up to 20 hours may be served on campus.</td>
</tr>
</tbody>
</table>

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 the appropriate advisor, teacher, and 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. Students with medical waivers must still participate in all health and wellness instruction in physical education courses.

Requests for 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

By its nature, the amount of time that a student spends on homework varies from night to night and week to week. We anticipate that the average student taking five academic classes will spend between 2 hours and 2 1/2 hours per night on homework. Many factors may increase the homework load that students encounter. During busy times of the year (especially near midterms and the end of semesters), students might experience a heavier-than-normal load. Some students may process information or read more slowly than their peers, or they may complete assignments in a more detailed or more thorough manner. Finally, some students may elect to take a more robust course load with six academic classes, more challenging electives, or advanced/honors/accelerated core courses. In all of these cases, students may find themselves with more than three hours per night of school work. We encourage students to take a close look at all the ways they spend their time outside of school hours (homework, sports, lessons, activities, family and community time) and to talk to their advisor about crafting an academic course schedule that supports a healthy and manageable homework load. Students looking to reduce the amount of homework have several options, including substituting an arts class for an academic one, moving from a rapid-paced advanced/honors/accelerated course to a more moderately paced one, or opting to take an academic course during the summer at Lakeside Summer School.

While we believe that homework can be a worthwhile learning experience, we also know that students need real breaks from school work throughout the year. We ask that all teachers respect both the spirit and the letter of the school policy of not assigning homework over the following breaks: Thanksgiving, winter break, midwinter break, and spring break. This means that no homework is due for the first class back from break and nothing 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 previous classes and demonstrate the ability to keep up with the accelerated pace and work independently. Generally, this means a grade of at least an A- in a regular class. A grade of B- or lower in an honors course suggests that a student is not achieving at the expected level and should consider moving to a regular section. Consultation with and approval of the student’s teacher is 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 their level of skill, background, and knowledge at the moment.

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

**PLACEMENT IN LANGUAGE COURSES FOR STUDENTS NEW TO THE UPPER SCHOOL**
The goal of language placement is to have students enrolled in the course most appropriate to their individual levels of skill, knowledge, and experience, to build a productive learning environment for all students in the course.

It is not uncommon for students who have already taken one or two years of language classes, whether at Lakeside Middle School or other schools, to be placed into our level I classes. Lakeside Upper School language classes are fast-paced, and the modern languages use the immersion method, so some experience is helpful, but in no way required. The level I classes are designed with the true novice in mind, therefore students with three or more years of experience in a language at Lakeside Middle School are required to enroll in level II or begin another language. Students new to Lakeside in the Upper School will be placed in an appropriate language class based on a one-on-one interview with a language teacher on course sign-up day in the spring. The placement for each student is firm. However, a written placement exam is available and can be requested by families.

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

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

However, a small number of Lakeside classes are NOT NCAA-approved, typically because they are too innovative in teaching approach and subject matter to meet the NCAA’s traditional, narrowly defined requirements: Entrepreneurship; Introduction to Sports Medicine; Literary Explorations: Cinema; Literary Explorations: Film; and Literature & Culture of Infectious Diseases. In many cases, students can meet eligibility requirements by pairing these classes with other NCAA-approved classes. Lakeside advisors and college counselors work with students considering Division I or II sports to select combinations of courses that will ensure NCAA eligibility. Students can also contact the appropriate department head for guidance.
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 emailed to students and posted in the Upper School office). To request a change, a student needs to fill out an online course change form, and obtain the permission of the advisor as well as a parent or guardian, and for seniors, their college counselor as well. The Upper School administration has final approval. The school only entertains requests to change courses, not requests for different sections, teachers, or times of day. We cannot make changes to accommodate sports schedules or other outside activities.

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 third 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 add/drop 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 down from one level of a course to a lower level midyear (such as honors geometry to regular geometry), the date of the change will be noted on the transcript. The student will receive a W/P or W/F in the old course and a grade in the new course calculated collaboratively by the two teachers involved and proportionate to the time spent in each class.

GRADING
In the first three 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 our academic program based on student sign-ups, doing our best to maintain an average class size of 16-17, and capping most classes at 18 (with a few exceptions). To balance our teaching program, 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 of each semester. A student who receives any grade lower than a C- in any one school report period will be considered by the student support team for academic probation. A student who receives two or more grades below a C- in any one school report period will automatically be placed on academic probation. If the student is placed on academic probation, a parent/guardian conference will be convened to communicate any action to be taken and to discuss the probation criteria to be met for the student’s continuance at Lakeside. A letter documenting this meeting will be sent home. Those criteria will be constructed by 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.*

<table>
<thead>
<tr>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Arts</strong></td>
<td>(One year here and/or 10th grade)</td>
<td>(One year here and/or 9th grade)</td>
<td></td>
</tr>
<tr>
<td>2 years required</td>
<td>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.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>English</strong></td>
<td>English 9</td>
<td>English 10</td>
<td>Either American Studies or American Cultural Studies I and II *Optional semester elective</td>
</tr>
<tr>
<td>4 years required</td>
<td>Note: American Studies is the only class that counts for both history and English class simultaneously</td>
<td></td>
<td>Spring:</td>
</tr>
<tr>
<td><strong>History</strong></td>
<td></td>
<td></td>
<td>Fall:</td>
</tr>
<tr>
<td>3 years required</td>
<td>The Human Web (or Big History), The Modern World and You, U.S. History (or American Studies) taken in order</td>
<td></td>
<td>Spring:</td>
</tr>
<tr>
<td>Note: American Studies is the only class that counts for both history and English class simultaneously</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Language</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Through Level III</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mathematics and Computer Science</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 years required within the sequence of yearlong classes offered by the mathematics department</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Physical Education and Health</strong></td>
<td>9th Grade Wellness</td>
<td>(Two semesters completed by end of 11th grade)</td>
<td>(Two semesters completed by end of 11th grade)</td>
</tr>
<tr>
<td>2 years required</td>
<td>9th Grade Wellness, plus two additional semesters in 10th and/or 11th grade.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 years required</td>
<td>One year of biology, one year of physics or chemistry, and one additional yearlong science.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Summer School and/or Global Online Academy</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Service Learning</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>80 hours required; Up to 20 may be served on campus</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Outdoor Program</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Required for all students who spend two or more years at the Upper School</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Interscholastic Sports</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not required</td>
<td>Fall:</td>
<td>Fall:</td>
<td>Fall:</td>
</tr>
<tr>
<td></td>
<td>Winter:</td>
<td>Winter:</td>
<td>Winter:</td>
</tr>
<tr>
<td></td>
<td>Spring:</td>
<td>Spring:</td>
<td>Spring:</td>
</tr>
<tr>
<td><strong>Activities</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not required – Lakeside (clubs/programs, GSL, peer tutoring, elected positions, publications, assembly committee) and outside activities (other sports, etc.)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
COURSE OFFERINGS BY DEPARTMENT

ARTS

LAKESIDE ARTS PHILOSOPHY
We believe ingenuity, empathy, and resilience are essential skills in the modern world. 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. Our most advanced students become mentors, arts advocates, and community leaders who can 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.

RETREATS, FESTIVALS, AND TRAVEL
The majority of performing and visual arts students will be asked to participate in on-campus retreats and/or off-campus events. 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).

Drama and Theater Production

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 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.

A110 Drama I
Students experience an in-depth approach to acting technique with an emphasis on understanding and practicing three major concepts: given circumstances, action or intention, and character development. Also in focus are other parts of the theater arts process including playwriting, directing, and dramaturgy (research). Students apply their skills to monologues, scenes, improvisation, and acting for the camera. This class is 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

A210 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: Drama I

**A310 Drama III**
This course provides advanced instruction in the craft and profession of dramatic arts for juniors and seniors. Specific areas of focus include an actor's approach to Shakespeare, acting styles, movement and stage combat, audition techniques, and opportunities to develop original work and gain directorial experience. Major projects include performance of Shakespeare scenes, choreographing and performing stage combat scenes, writing scenes in the narrative theater style based on novels, and devising work created by the ensemble.

Course length: Yearlong course
Prerequisites: Drama II

**A410 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. Seniors are required to participate as actors, directors, or writers in the spring Drama Showcase.

Course length: Yearlong course
Prerequisites: Drama III

**A120 Introduction to Theater Production**
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

**A220 Advanced Theater Production**
Students expand on previous theater production knowledge and experience through the general production process and specific personal projects. Emphasis will be on strengthening design skills, 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: Introduction to Theater Production
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.

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.

INDEPENDENT STUDY: PRIVATE MUSIC LESSONS
To support individual development and success in the music courses, we offer private instructions on almost every instrument. Students can take private lessons on campus during unscheduled time, or off campus as teacher schedules permit. Fees are not included in tuition; however, financial aid applies to lessons. The cost of private lessons ranges from $50 - $83 per lesson depending on the length, with fees for lessons charged in equal monthly amounts to the student account. For more information about financial aid, please contact Associate Director of Admissions and Financial Aid Tearon Joseph (tearon.joseph@lakesideschool.org).

A130 Concert Choir
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

A140 Symphony Orchestra & Concert Band
This course includes all woodwind, brass and percussion, 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 can 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.
A150  Jazz Band
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

A160  Introduction to Drawing and Painting
This course is designed for anyone interested in drawing, painting and design. Students utilize foundational drawing and painting materials and techniques to express themselves visually. In looking at compositional elements of shape, contrast, and color students learn how to better communicate through their art. This course focuses on observational drawing, color theory, and the 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, as well as their own artwork. The class is structured to give students information through direct demonstration and gives ample studio time for exploration, idea development, and work completion.

Course length: Yearlong course
Prerequisites: None

A260  Intermediate Drawing and Painting
Intermediate Drawing and Painting offers an exciting range of projects while further establishing independence in studio practice. Using materials such as charcoal, graphite, clay, watercolor, oils, and acrylics, students create 2-D artworks such as larger-than-life portraiture, nonrepresentational and colorful drip paintings; and conceptual headscapes. Learning becomes increasingly focused on mixed media, experiments, and concept. Students refine techniques learned in intermediate drawing while exploring new approaches to image-making, including digital components as well as traditional watercolor and oil paintings. 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 showing their artwork.

Course length: Yearlong course
Prerequisites: Introduction to Drawing and Painting

A360  Advanced Drawing and Painting
Advanced Drawing and Painting 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 are encouraged to experiment with digital painting tools and apps in addition to keeping a sketchbook. 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. Level IV students will also learn to photograph and prepare a portfolio for use in college applications.

Course length: Yearlong course
Prerequisites: Intermediate Drawing and Painting

A170 Introduction to Photography
Photo I is designed to expose students to the creative and technical aspects of photography while establishing a foundation in the visual arts. Students work with both black and white film and digital cameras – building skills behind the camera, in the darkroom and with digital imaging tools. Students will gain a solid grounding in camera controls and printmaking while learning to appreciate the role that composition, design, color, and light play in the visual arts. Students will have opportunities to exhibit and showcase their photographs at Lakeside and learn to use digital tools for archiving and sharing their artwork. Film and digital cameras are available for student use, though some students may prefer their own cameras. Film and printing supplies are provided by the school.

Course length: Yearlong course
Prerequisites: None

A270 Intermediate Photography
Students continue their creative and technical exploration with more challenging assignments. They will learn to evaluate their images more critically and to hone their image adjustment and printing skills with new materials and new techniques – both in the darkroom and on the computer. Students will work with more sophisticated tools including infrared capture, medium format cameras, and advanced studio lighting techniques. Students will delve deeper into design using web-based tools to create their own photography websites. Students will have opportunities to exhibit and showcase their photographs on campus.

Course length: Yearlong course
Prerequisites: Introduction to Photography

A370 Advanced Photography
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 will begin to focus on self-directed in-depth, multiple-image photography projects. At the senior level, photography students will learn how to create, evaluate, and prepare a portfolio, which they may choose to use for college submission. They will also be exhibiting their work in culminating senior shows in the latter part of the school year.

Course length: Yearlong course
Prerequisites: Intermediate Photography

THREE-DIMENSIONAL STUDIO COURSES

A180 Introduction to Ceramics
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 by utilizing digital tools for generating ideas, presenting finished
artwork, and reflection. Appreciation for ceramics will grow through their own process, as well as exposure to historical and contemporary ceramic works of art.

Course length: Yearlong course
Prerequisites: None

A190 Introduction to Sculpture
Intro Sculpture is a project-based course designed to expose students to a broad range of materials and techniques for three-dimensional object-making. While establishing a foundation in visual arts, we will use materials such as clay, glaze, wood wire, plaster, hot glue, and cardboard to construct projects such as bridges, towers, cars, heads, and abstract sculptures. Students learn how to use power and hand tools to develop their creations they are encouraged to follow their personal interests and explore materials of their choice. 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: None

A280 Intermediate 3-D Art
Intermediate 3-D Art offers a dynamic range of projects while further establishing skills and techniques learned in Intro Ceramics and Intro Sculpture. Students learn new methods of making including wheel throwing, hand building, as well as digital modeling. Learning becomes increasingly focused on mixed media, experimentation and concept. Using materials such as clay, glaze, wood, wire, plaster, cardboard, and hot glue, students create 3-D artworks – at time collaborative works such as large-scale rocket ships, roller coasters, human and animal hybrid portrait busts, as well as functional ware such as plates, cups, bowls, and jars. 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: Introduction to Sculpture or Introduction to Ceramics

A380 Advanced 3-D Art
Advanced 3-D Art students learn to work independently on self-assigned projects while exploring materials of their own 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. Outcomes may range from functional pottery and craft to abstract or figurative sculpture. Students are encouraged to experiment with digital modeling tools and apps in addition to keeping a sketchbook. 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. They will also learn to photograph and prepare a portfolio for use in college applications.

Course length: Yearlong course
Prerequisites: Intermediate 3-D Art
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 noncanonical 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, prompts us to examine our own personal experiences and reflect on different forms of knowledge — and their accompanying risks and responsibilities. We 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 develop these goals. Additional selected texts may include works by Sherman Alexie, Lorraine Hansberry, 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 assignments, and creative projects. Texts include the anthology “Literature: The Human Experience,” “Interpreter of Maladies,” “The Dew Breaker,” a play by Shakespeare, and several additional novels, story collections, poems, and works of nonfiction.

Course length: Yearlong course  
Prerequisites: E100

Grade 11

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

**E301  American Cultural Studies I**

The first semester of American Cultural Studies explores what it means to be an American and how literature reflects a complex intersection of social, historical, economic, and cultural forces that shape the United States. We focus on key concepts that have helped form 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 contexts? Our work together covers a core group of literary texts — fiction, poetry, drama, and literary nonfiction — and focuses on improving students’ skills in writing, reading, critical thinking, and speaking. Core texts usually include works by or selections from Henry David Thoreau, Ralph Waldo Emerson, Walt Whitman, Emily Dickinson, F. Scott Fitzgerald, Zora Neale Hurston, Julie Otsuka, and Moises Kaufman.

Course length: Fall-term course  
Prerequisites: E200

**E302  American Cultural Studies II**

This second-semester course offers an historical and genre-based selection of American literature and culture. Students 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 vocabulary.

Course length: Spring-term course  
Prerequisites: E301

**E310  American Studies**

(Team-taught course, requiring simultaneous enrollment with H310 - 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 (E301 and E302). 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 H110), H200 (or H210), E100, and E200 or their equivalent
Students have the option to take either H300 or H310 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

E401 Studies in Literature: Victorians
What is Keira Knightley fighting against as she storms around the wind-swept countryside in “Pride and Prejudice”? Answer: 19th-century moral and social codes. And that’s why the Victorian era in Britain gives us so many classic novels: They are fascinating stories of people running up against outdated constraints, and they help us understand the transformation of socio-cultural values and the challenges to conformity in any era and in any setting. In this class, we will consider how the classic British Victorian novel plays out tensions between tradition and what will soon emerge as modernity. The Victorian novel perfectly dramatizes these contradictory discourses in the realms of class, power, gender, and sexual norms, and it illuminates how we have become the society we are today. Authors read may include Jane Austen, Charlotte and Emily Brontë, Jean Rhys, Charles Dickens, Thomas Hardy, Oscar Wilde, H.G. Wells, and Joseph Conrad.

Course length: Semester course
Prerequisites: E200

E405 Studies in Literature: Modernism
The world — and human understanding of it — changed dramatically at the turn of the 20th century, undermining many fundamental 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: E200
**E407 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 course  
Prerequisites: E200

**E409 Studies in Literature: 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 nonfiction, 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 Leavitt, Patrick Ness, Alison Bechdel, Andrea Gibson, Kay Ryan, and Janet Mock.

Course length: Semester course  
Prerequisites: E200

**E411 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.
E413 Studies in Literature: Russian Literature

Russia, one of the three powerhouses in the history of the European novel (along with England and France), has given us literary works that span the bustling streets of St. Petersburg, the icy expanses of Siberia, and the glittering courts of Imperial Russia. The class typically reads famous (and very long!) novels, such as Leo Tolstoy’s “Anna Karenina” and Fyodor Dostoevsky’s “Crime and Punishment,” along with shorter fiction by Anton Chekhov, Alexandr Solzhenitsyn, Svetlana Alexievich, and poems by Anna Akhmatova. We also examine related aspects of Russian history, religion, and art. Student assignments include literary analysis, creative writing, regular journal writing and presentations. A word of advice: This course is appropriate for those who can commit to a rigorous reading schedule.

Course length: Semester course
Prerequisites: E200

E415 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 but will also delve into how the essential question can be answered by those non-African blacks. Literature and media may include Toure, Colson Whitehead, Adam Mansbach, Paul Beatty, Taiye Selasi, Elizabeth Alexander, Dave Chappelle, “Black-ish,” and Zadie Smith, among others.

Course length: Semester course
Prerequisites: E200

E417 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, including our current time. 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 Kaveh Akbar, Franny Choi, Safia Elhillo, Layli Long Soldier, Celeste Ng, Claudia Rankine, Craig Santos Perez, Sam Sax, Anna Deavere Smith, Danez Smith, Justin Torres, and Natasha Trethewey.

Course length: Semester course
Prerequisites: E200

E419 Studies in Literature: Chaos Theory

Chaos principles are everywhere in nature, but what do they have to do with great literature? It turns out there are surprising parallels between certain key literary works and the upheavals in physics and mathematics of the 19th and 20th century. In an effort to bridge the gap between the humanities and the fields of mathematics and science, this class will read and interpret important and challenging books in several genres through the lens of particular chaos phenomena, such as sensitive dependence, scalable self-similarity, emergence, and fractals. We will delve into (among others) Jorge Luis Borges’ metaphysically dizzying speculations, Connie Willis’ novel about cultural fads, Italo Calvino’s microscrutinies of daily patterns, Margaret Atwood’s sobering account of reckless bioengineering, and Colson Whitehead’s crisp portraits of city life. In each case, we will examine how key chaos principles of dynamic systems are manifested, and we will look for illuminating patterns across disciplines. Students will write in a variety of modes, run class activities, and work on projects combing literary and mathematical thinking.
Course length: Semester course
Prerequisites: E200

**E421 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 film? Covering a broad range of different genres, this course will begin globally, with works by authors such as Jorge Luis Borges, Italo Calvino, and Samuel 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: E200

**SECOND SEMESTER**

**E452 Literary Explorations: Art and Literature**
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 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 Literature will sit alongside Donna Tartt’s “The Goldfinch,” a work inspired by Carel Fabritius’ painting of the same name.

Course length: Semester course
Prerequisites: E200

**E454 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 course
Prerequisites: E200 and S100

**Note:** This course is not yet approved by the NCAA. Students planning to play Division I or II collegiate sports should discuss with their college counselor the impact of this class on their NCAA eligibility. This course does not impact eligibility for students intending to play Division III.
**E456  Literary Explorations: Cinema (Scene Analysis and Film Making)**

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, from directors like Ingmar Bergman, John Ford, and Alfred Hitchcock, to Francis Ford Coppola, and Fernando Meirelles.

Course length: Semester course  
Prerequisites: E200  
**Note:** This course is not yet approved by the NCAA. Students planning to play Division I or II collegiate sports should discuss with their college counselor the impact of this class on their NCAA eligibility. This course does not impact eligibility for students intending to play Division III.

**E458  Literary Explorations: Film (Narrative Analysis and Screenplay Writing)**

Film is a different animal than many other forms of media, and it takes a unique knowledge of three-act film structure, and screenwriting in particular, to understand why some films are blockbuster hits (“Lord of the Rings”), some become cult classics (“The Shawshank Redemption”), and some crash and burn (“The Time Traveler’s Wife”). Unlike most film studies courses, in this course, you will learn the foundation of narrative in Hollywood cinema, and you will use that information to build written pieces of your own original film idea: from logline to scripted scene to final pitch. You will watch a variety of films and read several screenplays to give you examples of the various ways that a narrative can be crafted while still adhering to three-act structure. Some of the films studies may include: “Memento,” “Do the Right Thing,” “The Hunger Games,” “Being John Malkovich,” and “Twenty Feet from Stardom.”

Course Length: Semester course  
Prerequisites: E200  
**Note:** This course is not yet approved by the NCAA. Students planning to play Division I or II collegiate sports should discuss with their college counselor the impact of this class on their NCAA eligibility. This course does not impact eligibility for students intending to play Division III.

**E462  Literary Explorations: Fiction Writing**

Do you miss writing stories? Ever read one and thought, “Wait, I want to do that again!” Well here’s your chance to get some experience. In this course, students will study the craft of fiction in the stories of a variety of 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 course  
Prerequisites: E200
**E464  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: E200

**E466  Literary Explorations: Utopias/Dystopias**
What will society look like in the future? What can science fiction teach us about what we are now? What role do utopias and dystopias play in our collective consciousness? Robots, computers, artificial intelligence, cybernetics, bioengineering, and space exploration are not just booming fields of research: they are already woven into our lives. How might these and related areas impact us 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 works of speculative fiction and contemporary works of science fiction that deplore or explore the consequence of trying to unify human differences or transcend human limits. Works include well-known classics (e.g., by Thomas More, George Orwell, and Margaret Atwood), contemporary science fiction (e.g., Ursula Le Guin, Alastair Reynolds, Iain M. Banks, Octavia Butler, and Ken Liu), and film (e.g., “Moon,” “Gattaca,” “Her,” “Ex Machina,” and “The Truman Show”). Students write in many different modes, run all-class activities on relevant trends and concepts, and do various kinds of creative projects.

Course length: Semester course
Prerequisites: E200

**E468  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: E200

**E472  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 and notes: Approximately $750. Financial aid applies. Details are available from Associate Director of Admissions and Financial Aid Tearon Joseph (tearon.joseph@lakesideschool.org). Students’ teachers will support them when they return from the trip in making up what they missed, with an eye toward limiting the makeup work to what they truly need to successfully complete their courses.

E474 Literary Explorations: Fantasy Literature
How many hours have we each spent swallowed up in a great work of fantasy? Much of this feels like a delicious escape, but we must remember that stories of fantasy are rooted in a long tradition of storytelling, religious symbolism, social upheavals, and even military conflicts. In this course, we will read a limited number of epic fantasies, in whole or in part, to become better readers of this genre and to learn how to write our own stories. We will look carefully at craft, including story structure, world-building, naming conventions, invented languages, and the parameters of magic, and we will explore each individual work’s cultural references, including religious and historical allusions, as well as important socio-cultural issues. Our exploration of this genre will include a look at other genres and media, from religious texts to films, from folklore to graphic novels, and we will assess each work’s social impact and cultural significance. Texts may include “The Name of the Wind” by Patrick Rothfuss; “The Fifth Season” by N.K. Jemisin; “The Lord of the Rings” by J.R.R. Tolkien; “A Wizard of Earthsea,” by Ursula Le Guin.

Course Length: Semester Course
Prerequisites: E200
Note: This course is not yet approved by the NCAA. Students planning to play Division I or II collegiate sports should discuss with their college counselor the impact of this class on their NCAA eligibility. This course does not impact eligibility for students intending to play Division III.
GLOBAL SERVICE LEARNING PROGRAM

Lakeside's Global Service Learning (GSL) program provides students a unique and extraordinary opportunity to live and work in areas of the world that they may not otherwise experience until much later in life. Students spend four weeks immersed in a country in the developing world, living with host families and working with local communities on service learning projects. In summer of 2018, programs are offered in the China, Ecuador, Fiji, French Polynesia, Nicaragua, Tanzania, and Thailand.

Details on trips and projects for summer 2018 were announced this fall via email, a family information evening presentation, and the Lakeside website. Please check for updates as locations may change.

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

As part of the program, students learn about global issues — global health, poverty, philanthropy, development economics, education — as they pertain to their specific site, through 30 hours of curriculum sessions immediately preceding the overseas trip and hands-on experience in-country. Once students have participated in the post-trip GSL day and/or submitted a written reflection evaluation, the GSL experience is listed on the student transcript. Students can count up to 20 GSL hours toward Lakeside's graduation requirement of 80 service-learning hours. Please direct any questions to the director of global education.

Three yearlong academic courses include GSL experiences (see History, Languages, and Science).
“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. Additionally, department courses seek to broaden students’ understanding of others and to develop empathy through engagement with diverse peers.

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 (H110)
- The Modern World and You (H200) OR The Modern World and You: GSL Peru (H210)
- United States History (H300) OR American Studies (H310)

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 three interdisciplinary options for required courses. Students have the option to take either H100 or H110 to fulfill the initial course in the two-year world history sequence requirement. For modern world history, they may take either H200 or H210. They may take either H300 or H310 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 ancient history to the Enlightenment. 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, inequality, and global economic integration. Projects include an ancient cultural heritage preservation project; a role-playing “diplomacy..."
challenge” project for early modern 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

**H110  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 H110

**H210  The Modern World and You: GSL Peru**

Why is our world the way it is? How did we get here, and where are we going? This class incorporates the GSL experience into a yearlong history course. Classroom learning begins with an exploration of the cauldron of political, economic, and social transformation after 1750 and runs to current events and issues, with Peru’s experiences and Latin American trends used as touchstones. Examples of this include our focus on Peru’s independence movement, history of military coups, and relationship with human rights, and on how its economy has been changed by globalization. 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. They will also 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 culminating globalization project in the final quarter. The GSL focus will include Seattle-based service learning during the fall semester, pre-trip orientation and preparation in the spring semester, and a final globalization project that will draw from students’ service and experiences in Peru. While on the trip, students will live in homestays, participate in significant service projects in the village, and visit sites of historical interest around Cusco, including Machu Picchu.

Course length: Yearlong course
Prerequisites: H100 or H110

Time commitment and cost: Students in the course must participate in all the Seattle-based components of the class and the GSL experience. The trip to Peru will be three weeks, including spring break and the weeks before and after the break. An additional course fee equivalent to the cost of a GSL trip will apply to cover the costs of travel. Financial aid for travel is available. A student can count up to 20 hours of global service learning hours toward Lakeside's graduation requirement of 80 hours of service. Students' teachers will support them when they return from the trip in making up what they missed, with an eye toward limiting the makeup work to what they truly need to successfully complete their courses. More information on the trip and the class is available on the global programs webpage, https://lakesideblended.haikulearning.com/global/programs

H300 United States History
James Baldwin asserted that "the great force of history comes from the fact that we carry it within us, are unconsciously controlled by it in many ways, and history is literally present in all that we do." This yearlong course provides students with a foundation for understanding the modern United States in all of its complexity. It also provides a foundation for active citizenship, exploring themes of power, the establishment of a republican form of government, and the intersection of politics and economics. The course is built around essential questions in the study of United States history, such as how foreign policy has changed over the past two centuries. Writing is an important feature of the offering and students will engage in both historical analysis and research projects. Motivated students who wish to take the United States AP exam are encouraged to consult their teacher early in the year regarding additional preparation to increase the chances of success.

Course length: Yearlong course
Prerequisites: H100 (or H110) and H200 (or H210)

H310 American Studies (Team-taught course, requiring simultaneous enrollment with E310 — receives English and history credit)
This team-taught course offers an interdisciplinary approach to the themes, texts, and content of United States History (H300) and American Cultural Studies I and II (E301 and E302). 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 H110), H200 (or H210), E100, and E200 or their equivalent
Students have the option to take either H300 or H310 to fulfill the U.S. history requirement.

FIRST SEMESTER ELECTIVES

H401 Genocide in the Modern World
In this course we will examine the Holocaust in Europe and genocide in Rwanda and Armenia. 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.
H405 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

H409 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

H413 Social and Business Entrepreneurship

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

Course Length: Semester course
Prerequisites: None

H415 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. Students will read broadly, across disciplines; in addition to the texts, they will engage with graphic novels, news sources, literature, and scholarly journal articles. Multiple guest speakers will add another rich layer to the course. This is a writing- and reading-intensive course. Assessments include simulations, as well as shorter writings and presentations.
A History of Capitalism

What is capitalism, exactly? In what ways has it succeeded and failed as an economic 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, among others, Adam Smith, Eliot Spitzer, Thomas DiLorenzo, Ha-Joon Chang, Hernando de Soto, and Thomas Piketty. We will look 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, examining the effect of capitalist ideals on a business or government.

Mathematics of Democracy (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? In this course students will draw from the disciplines of math, history, and political philosophy to better understand why democracies around the world work the way they do – and to consider whether some work better than others. The course will be organized around questions such as what makes a fair election, what the barriers are to fair election, and what the role of polling is in a democracy. The culmination of the course will be a final project in which students will draw from multiple strands of the course to pursue a question that is of interest to them (counts as either a History or Mathematics credit).

Advanced Research Seminar

If you could investigate anything in history, what would you pick? This research-based course consists of a close study of a major piece of nonfiction writing followed by a deep-dive, independent research project from any era or region of a student’s choosing. Adam Hochschild’s account of Belgian atrocities in the Congo, “King Leopold’s Ghost,” will be the focus of the first quarter: “The world we live in,” Hochschild writes, “its divisions and conflicts, its widening gap between rich and poor, its seemingly inexplicable outbursts of violence — is shaped far less by what we celebrate and mythologize than by the painful events we try to forget.” The historian seeks to investigate the past, remind us of things forgotten, and reframe history within the questions that occupy us in the present. Hochschild’s acclaimed book will serve as a case study of the construction of historical narrative and argument that will prepare students for their own research, the final products of which will be presented in a public forum.
SECOND SEMESTER ELECTIVES

**H452 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: Open to juniors and seniors

**H456 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 to generate thoughtful and earnest discussion on the justice system.

Course length: Semester course
Prerequisites: None

**H458 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

**H462 Geopolitics and Game Theory: Analyzing Power** *(cross-listed with Mathematics)*
How can game theory be used to understand world events and decision-making? In this course students will apply a variety of mathematical tools and game theory models to analyze geopolitical decision-making. Students will study episodes of conflict and compromise, delving deep into source materials and devising analytical models with which to discern causes and consequences of the choices 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 nonalignment conference of 1955; the Cuban Missile Crisis; the North American Free Trade Agreement (NAFTA); and the South Africa’s Truth and Reconciliation Commission. (Counts as either a History or Mathematics credit)

Course Length: Semester course
Prerequisites: Open to juniors and seniors

H464  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: Open to juniors and seniors

H468  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 biological, developmental, cognitive, and 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

H472  News and Media Literacy in the Digital Era
There’s A LOT of information out in the world today at the touch of our fingertips. Much of our news and the ways we interact with it comes from online sources and with this new form of media comes a host of exciting opportunities, but also problems. How do we get our news and how does this impact our understanding of the world? How do we know what sources to trust? What are techniques that are used to present and share information? Using current events, this course will explore these questions and issues to help students to continue to develop the critical skills of evaluating and analyzing sources and be more discerning consumers of media. Topics will include digital advertising; data visualization and presentation; pseudoscience and pseudohistory; and news on social media. Assignments will include following a developing news story and its presentation in various forms of media; journal entries on class questions and “Pictures of the Day”; and analytical responses to websites, advertisements, and more. Students will embark on a major project in a specific topic of their choosing as it relates to how information is shared and presented in the world today.

Course Length: Semester course
Prerequisites: Open to juniors and seniors
A Cultural History of Seattle

How much do you really know about the city where you live? Seattle has long been a city of communities, composed of different peoples with varying perspectives on the region, each contributing to the story of this place. Just as the demographics of this port city have shifted, so, too, has its character. Over time Seattle has undergone multiple reinventions, from boom town to company town to a center for technology. Seattle’s people have been variously interned, conquered, excluded, elevated, segregated, integrated, impoverished, emboldened, and enriched. Through it all, Seattle has grown more complex and layered, with the past sometimes honored and sometimes paved over. This class will expose students not only to the history of Seattle, but also to the practice of being local historians, wading into the world around them to better understand the place where we live. Additionally, students will further develop skills of close reading, learning from artifacts, historical analysis, content creation, and curation.

Course length: Semester course
Prerequisites: None
The Upper School languages program offers three modern languages (Chinese, French, and Spanish) and one classical language (Latin). In our modern language program we prioritize oral proficiency and functional use of the target language as we seek to develop listening, speaking, reading, and writing skills. 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. To this end, the department has begun to use the Integrated Performance Assessment as our benchmarking assessment tool in all languages, and the highest-level classes in each language combine to present a language showcase event for the community every spring.

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

**L140 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

**L240 Chinese II**
This course is a continuation of Chinese I and focuses on building students’ command of oral communicative structures in more sophisticated contexts. In 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.
L340 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 intermediate mid level, as designated by the American Council on the Teaching of Foreign Languages (ACTFL), 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

L440 Chinese IV
Students in this course will work to build functional expressive skills using the textbook “Encounters, Chinese Language and Culture, Book III” as well as with supplemental readings from news reports online and other publications. Thematic units focus on essential life skills such as shopping, cooking, seeing a doctor, opening a bank account, choosing a cellphone plan, etc. A selection of film clips that illustrate social changes in contemporary China will also be included. Our goal is to increase students’ range of vocabulary, to gradually approach more advanced listening and speaking skills, and to develop the skills and stamina to read longer essays. Students write short expository essays in Chinese and engage in presentations, and role play in class. Students will work solidly in the ACTFL “intermediate mid” level and 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

L540 Chinese V
This course centers on learning about social issues in China using the text “Reading into a New China” with supplemental readings from news reports online and other publications. Thematic units focus on a wide range of issues current in China, including population issues and family planning policy, the educational system, environmental problems, love and marriage, and the divide between traditional and modern culture. Our goals are to increase students’ range of vocabulary and structures, to continue to progress toward advanced listening and speaking skills, and to develop the skills required to read more complex essays in formal language. Students are guided to write longer essays in different genres and engage in debates, presentations, and role play in class. They will also perform interviews of Chinese speakers at Lakeside and in the wider Seattle community and make documentaries based on their interviews and research. Over the course of the year, students will also view 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 “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

L110 French I
Introduction to French language and culture. This course is designed for students beginning a first foreign language as well as students who want to add another foreign language to their repertoire. Working with an e-textbook that includes significant opportunities for guided practice and authentic materials like a feature film and pop music, students learn skills and vocabulary needed to begin to communicate effectively in French and understand the culture of the French-speaking world. Oral proficiency is our primary goal, so teachers and students use only French in the classroom. Among the skills acquired are: asking and answering questions; describing and assessing people, places, and objects; narrating in present, future and past time; expressing opinions; and giving instructions to others. These functions are performed in familiar contexts such as talking about the family, home and school life, and leisure activities or going to a store, restaurant, party, etc.

Course length: Yearlong course
Prerequisites: none

L210 French II
Using materials developed by the instructor, students continue to build on the functions described in French I with a greater level of fluency, adding variety of structure and vocabulary, and covering a wider range of topics. Added functions 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.

L310 French III
What does it mean to come of age in the French-speaking world? This course builds on skills taught in French II and emphasizes greater oral and written proficiency in French as students explore what it is like to grow up and come of age in France and other countries in the francophone world. Students expand their vocabulary by engaging in conversations, including role playing and problem-solving. Though much of their writing is creative, students will also explore various aspects of French and francophone culture, from literature to music, from climate change to pop culture, from politics to film, and will produce both oral and written reports. Students view at least one French film (a recent example is “La Famille Bélier”) and read several works of fiction, which in previous years have included “Le Petit Prince”; “Le temps des miracles,” a novel about refugees fleeing to France; and the coming-of-age stories “Persepolis” and “M Ibrahim et les fleurs du Coran.”

Course length: Yearlong course
Prerequisites: C or better in French II or equivalent

L410 French IV
The two main goals of this class are for students to improve their accuracy and style in speaking and writing and to increase their awareness of cultural and other current issues in the Francophone world. The course utilizes a selection of materials such as literature, art, music, film, journalism, and audio-and 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 Driss Chraïbi's novel “Civilisation, ma mère” (Morocco), Faïza Guène's novel “Kiffe kiffe demain” (about life in the Parisian suburbs); Edmond Rostand’s “Cyrano de Bergerac” (France), and Jean-Paul Sartre’s play “Huis clos” (France). This course prepares students to take the AP French Language Exam.

Course length: Yearlong course
Prerequisites: B- or better in French III

**L510 French V**
The culmination of our French program, this course challenges students to broaden their cultural competency and to communicate with more accuracy, at a more refined level, and with a greater lexical repertoire. Using a variety of authentic materials such as plays, short stories, poetry, films, and articles from the current press or the Internet, the class explores topics of historical and cultural interest. Student productions include leading a discussion, acting out a scene, relating the literature to cultural elements of its era or our own, and creating a multimedia presentation. 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 Negritude movement and contemporary poetry, Tahar Ben Jelloun’s “Le racisme expliqué à ma fille” (exploring the roots of racism), and films such as “Entre les murs.” In the second half of the spring, students are involved in larger projects where their use of French is integrated into broader contexts. Past projects include organizing workshops at a local French elementary school and writing and performing a play in front of a wide audience.

Course length: Yearlong course
Prerequisites: B- or better in French IV

**French IV/V**
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**

**L130 Latin I**
In Latin I students are introduced to the language and culture of the Romans. Emphasis is placed on Latin syntax grammar, although significant time is also devoted to Classical history, philosophy, mythology and etymology. Using the Cambridge Latin Course, students will read Latin from the first day of class. Students will also work with oral and written Latin and will translate and study a wide variety of authors from both the Roman Republic and Empire. The class is conducted in English and Latin with readings and assignments in English and Latin.

Course length: Yearlong course
Prerequisites: None

**L230 Latin II**
Students will continue studying the fundamentals of Latin grammar using the Cambridge Latin course while building reading proficiency and speed. Students will further their knowledge of Classical history, philosophy, mythology and etymology, with focuses on Roman religion, military structure, and imperial organization. At the end of the year, the
students will be ready for the transition to authentic, 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.

**L330 Latin III**
In the first semester of Latin III students will continue studying the fundamentals of Latin grammar using the Cambridge Latin course while building reading proficiency and speed. Students will further their knowledge of classical history, philosophy, mythology, and etymology, with the focus on Roman Imperial politics, education, and marriage. In the second semester, students will read a variety of authentic Latin texts, including works by Catullus, Cicero, Vergil, Horace, Livy, Ovid, Pliny, and Petronius. The class is conducted in English and Latin with readings and assignments in English and Latin.

Course length: Yearlong course
Prerequisites: C or better in Latin II

**L430/530/630 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**

**L150 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 the following communicative tasks: talking about themselves, others, and their friends and family; requesting and giving information; expressing likes, dislikes, and preferences; describing and comparing cities and places; making recommendations and giving advice; and giving instructions. Concepts around cultural competence are introduced at this level. 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

**L250 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 the following communicative tasks: describing their own and others' emotional states; narrating past events; talking about health and giving advice and recommendations;
expressing sensations, feelings, difficulties, and value judgements; stating likes and dislikes; describing people’s personalities; planning future activities; giving orders to others; and debating issues and justifying opinions with arguments. Projects include writing, illustrating, and binding an original children’s book in Spanish and creating brochures about health, tourist activities, and related topics. Students also read a short novel in Spanish, “The House on Mango Street” by Sandra Cisneros.

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.

L350  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 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.

L450  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, 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

L490/590  Resistance, Empowerment, and Independence: GSL Included (Spanish IV or V)
This course is designed as a capstone course that includes a GSL component. It offers students a language immersion experience that complements the language skills they have developed in their Spanish courses at Lakeside. This class is not a grammar or literature-focused class. Rather, through classroom learning, research, cultural experiences, and service learning, this course addresses the themes of resistance, empowerment, and identity in Latin America. We draw on podcasts, film, news media, music blogs, and documentaries to explore indigenous movements in Guatemala and Peru, ethnic and national movements in the Caribbean, and the transition back to democracy in Spain and the Southern Cone.

The key feature of the class is a three-week GSL component in Nicaragua. This is a unique opportunity for students to use their language skills authentically in real-life situations in Nicaragua. The Central American nation is the birthplace of
the Sandinistas, a politically centered movement that resisted U.S. occupation in the 1930s and later overthrew of the Somoza regime in 1979.

The service our students offer the NGO, Grupo Fenix: the Solar Women of Totogalpa, will be twofold: contributing to the NGO’s service projects in the community, and creating podcasts that tell the stories of community members’ journey toward empowerment and independence. By living with host families and connecting with community members, students will gain a deeper understanding of the community’s journey to self-sufficiency and growth and how its experience relates to that of other groups in Latin America.

Course Length: Yearlong course
Prerequisites: Open to juniors and seniors entering either Spanish level IV or V. Student transcripts will list the student’s sequential level. For example, a junior who took Spanish III in 10th grade would see “Resistance, Empowerment and Identity: Spanish IV” on the student’s transcript.
Time commitment and cost: Students in the course must participate in all the Seattle-based cultural components of the class (these may include but are not limited to: film screenings, visit to the local NGO, events with the local Hispanic community) and the GSL experience. Students can count up to 20 GSL hours toward Lakeside’s graduation requirement of 80 service-learning hours. The Nicaragua component of the class will be three weeks in length and will include midwinter break. Students’ teachers will support them when they return from the trip in making up what they missed, with an eye toward limiting the makeup work to what they truly need to successfully complete their courses. An additional course fee equivalent to the cost of a GSL trip will apply to cover the costs of travel. Financial aid for travel is available. More information on the trip and the class is available on the global programs webpage, https://lakesideblended.haikulearning.com/global/programs

L550/650 Spanish V/VI
As the culmination of our Spanish program, this course continues to challenge students to communicate with more accuracy, at a more refined level, and with a greater lexical repertoire. At this level, students are expected to hypothesize, express opinions, debate, and formulate original thoughts in a less structured, more free-flowing manner 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. Students interested in taking either an honors or accelerated level course should seek departmental approval (required departmental signature) by consulting with their current Lakeside math teacher to decide if the pace and focus of the course is appropriate. For incoming students, the department considers each student’s test scores and academic background to decide an appropriate starting course (Algebra I, Algebra II, Geometry, 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. Students wishing to use another type of calculator should discuss the advantages and disadvantages with their 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.

M110 Algebra I
This course develops algebraic skills through multiple perspectives: analytically, graphically, and numerically. There is a focus on analyzing functions, particularly linear and quadratic functions, in a variety of contexts. Core skills are built for later math classes, including work with exponents, fractional expressions, basic right triangle trigonometry, and complex numbers. An emphasis is placed on algebraic problem-solving skills, conceptual understanding of mathematical situations, graphical analysis of functions, and general problem-solving strategies. Students in this class will gain facility with various technologies, such as extensive use of the graphing calculator and Excel spreadsheets.

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, logarithmic, rational, and trigonometric. Additional topics in discrete mathematics such as statistics, matrices, combinatorics, and probability will give students the tools to analyze interesting, highly relevant problems. Both computers and graphing calculators will be used throughout the course. Students will also learn dynamic spreadsheets to further their understanding of the mathematical concepts.

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, and coordinate geometry. Trigonometry is 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 and linear algebra (through geometric transformations). 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, conditionals, 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 and statistics; sequences and series — finite and infinite; limits; and rates of change. Additional topics such as parametric representation of functions, matrices, and vectors may be introduced as time allows. The course materials and assessments are designed to promote and emphasize: communication of mathematical ideas, persistence in solving challenging problems, self-reliance and resilience, resourcefulness, and collaboration. Students will also be expected to use appropriate technology while problem-solving, including (but not limited to) Excel, graphing software, and graphing calculators. Topics in computer programming including variables, expressions, scripts, conditionals, loops, and functions will be reviewed and used to explore mathematical content.

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

Course length: Yearlong course
Prerequisites: All accelerated/honors courses require departmental approval.

**M500  Accelerated Calculus AB**
This course is an introduction to differential and integral calculus, equivalent to a robust semester of college-level calculus, for students with no previous exposure to calculus. This course emphasizes an intuitive, geometric understanding of calculus concepts and utilizes varied applications and problem-solving techniques from numerical, graphical, and algebraic perspectives. Topics include limits and continuity, the derivative and applications, the integral and applications, the Fundamental Theorem of Calculus, and differential equations with slope fields. This course prepares students for success on the AP Calculus AB exam in May.

Course length: Yearlong course
Prerequisites: Excellent work in Precalculus or successful completion of Accelerated Precalculus. All accelerated/honors courses require departmental approval.
M510  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, and polar 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: Excellent work in Accelerated Precalculus or successful completion of Accelerated Calculus AB or Honors Precalculus. 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
MATH SEMESTER ELECTIVES

M421  Mathematics of Democracy (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? In this course students will draw from the disciplines of math, history, and political philosophy to better understand why democracies around the world work the way they do – and whether some work better than others. The course will be organized around questions such as what makes a fair election, what the barriers are to fair election, and what the role of polling is in a democracy. The culmination of the course will be a final project in which students will draw from multiple strands of the course to pursue a question that is of interest to them (counts as either a History or Mathematics credit).

Course length: Fall-term course
Prerequisites: Open to juniors and seniors

M462  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 nonalignment conference of 1955; the Cuban Missile Crisis; the North American Free Trade Agreement (NAFTA); and the South Africa’s Truth and Reconciliation Commission. (Counts as either a History or Mathematics credit)

Course Length: Spring-term course
Prerequisites: Open to juniors and seniors

M601  Linear Algebra
This is a standard, college-level study of the fundamental topics in linear algebra: systems of equations, matrices, vector spaces, linear transformations, orthogonality, inner products, determinants, and eigenvectors. Students will be expected to lead discussion, write proofs, and participate in mathematical inquiry. There will also be opportunities for implementing algorithms, exploring conjectures, and studying additional topics, which might include quadratic forms and differential equations.

Course Length: Fall-term course
Prerequisites: Successful completion of M620 or permission of the department
Computer Science and Engineering within the Mathematics Department

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

M542  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 interactivity and games (Scratch, Lua, or Python). Additional possible areas of study include data science, robotics, or art and animation. 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

M543  Computer Science II
This fast-paced fall semester course introduces students to computer programming through the Java language. The course begins by studying elementary algorithms, data types, flow of control, user input, file input/output, recursion and some graphical applications using procedural programming techniques. Problem analysis, planning, coding, and debugging will be emphasized 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 of Computer Science I

M544  Computer Science III
This spring semester 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 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
M545  Computer Science IV
This fall semester 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 two to three 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 and III or in rare cases departmental permission.

M546  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. 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
OUTDOOR PROGRAM

What follows is the basic information students and parents/guardians should know about the Lakeside Outdoor Program before doing course sign-ups for summer 2018 and second-semester 2019 course offerings. More detailed information, and updated course descriptions, “TBA” dates, etc., can be found on the Outdoor Program’s webpage at https://lakesideblended.haikulearning.com/outdoorprograms/upperschool.

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

The most important of these goals are that students work cooperatively with a group of peers in a challenging, 24-hours-a-day setting for an extended period; learn about the natural, 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 18 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 2018-2019 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 kristen.lesoing@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. Some trips will be “claimed” by an advisory group. For more about the student selection process please see the Outdoor Program’s webpage.

NOTE: We are committed to making Outdoor Program trips accessible and affordable. The trips that require bus travel from Seattle (15 trips) involve no additional charge. The courses that involve airplane travel and hotel stays (three trips) 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 2018

Student selection for summer programs begins February 2018.

W11 W1 Deschutes River Rafting #1: June 13, 15, 16-21, 2018 Parent/Guardians/Student information meeting: June 13, 7-9 p.m. in Kent Evans Mandatory pre-trip meeting: June 15, 2-4 p.m. in St. Nicholas Hall basement Trip dates: June 16-21, 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

W114 Deschutes River Rafting #2: June 13, 22, 23-28, 2018
Parent/Guardians/Student information meeting: June 13, 7-9 p.m. in Kent Evans
Mandatory pre-trip meeting: June 22, noon-2 p.m. in St. Nicholas Hall basement
Trip dates: June 23-28, start/end in St. Nicholas Hall basement

Same description as that for Deschutes River Rafting #1.

W113 San Juan Sea Kayaking #1: June 13, 16, 17-22, 2018
Parent/Guardians/Student information meeting: June 13, 7-9 p.m. in Allen-Gates
Mandatory pre-trip meeting: June 16, 10 a.m.–3 p.m.
Trip dates: June 17-22, 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.

W121 San Juan Sea Kayaking #2: June 13, 24, 25-30, 2018
Parent/Guardians/Student information meeting: June 13, 7-9 p.m. in Allen-Gates
Mandatory pre-trip meeting: June 24, 10 a.m. – 3 p.m.
Trip dates: June 25-30, start/end in St. Nicholas Hall basement.

Same description as that for San Juan Sea Kayaking #1

W112 Ross Lake Canoeing #1: June 13, 17, 18-23, 2018
Parent/Guardians/Student information meeting: June 13, 7-9 p.m. in Allen-Gates
Mandatory pre-trip meeting: June 17, 10 a.m.-3 p.m. in St. Nicholas Hall basement
Trip dates: June 18-23, 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.
**W120  Ross Lake Canoeing #2: June 13, 25, 26 – July 1, 2018**

Parent/Guardians/Student information meeting: June 13, 7-9 p.m. in Allen-Gates
Mandatory pre-trip meeting: June 25, 10 a.m.-3 p.m. in St. Nicholas Hall basement
Trip dates: June 26 – July 1, start/end in St. Nicholas Hall basement.

Same description as Ross Lake Canoeing #1

---

**W115  Mount Baker Mountaineering: July 16, 21, 22-27, 2018**

Parent/Guardians/Student information meeting: July 16, 7-9 p.m. in Kent Evans
Mandatory Pre-Trip Meeting: July 21, 10 a.m.-4 p.m. in St. Nicholas Hall basement
Trip dates: July 22-27, start/end in St. Nicholas Hall basement

The 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.

---

**W116  Lakeside/Washington Trails Assoc. Trail Maintenance Program: August 2018**

Parent/Guardians/Student information meeting: Monday before trip starts, TBA, 7-9 p.m. in Kent Evans
Mandatory pre-trip meeting: Friday before trip starts, TBA, noon – 3 p.m.
Trip dates: Saturday-Saturday, TBA, start/end in St. Nicholas Hall basement
Check for updates online. Trip dates will be Aug. 4-11 or (most likely) Aug. 11-18

This is an offering in which the Lakeside Outdoor Program will join with the Washington Trails Association to take 10 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 10 students. At this point trip dates have not been set by WTA; updated information will be found on the Outdoor Program webpage.

Course length: 9 days
Prerequisites: None
Cost: None; cancellation fee of $230

---

**W117  Deschutes River Rafting #3: July 31, Aug. 4, 5-10, 2018**

Parent/Guardians/Student information meeting: July 31, 7-9 p.m. in Kent Evans
Mandatory pre-trip meeting: Aug. 4, noon-2 p.m. in St. Nicholas Hall basement
Trip dates: Aug. 5-10, 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: July 31, Aug. 11, 12-17, 2018**

Parent/Guardians/Student information meeting: July 31, 7-9 p.m. in Kent Evans
Mandatory pre-trip meeting: Aug. 11, noon-2 p.m. St. Nicholas Hall basement
Trip dates: Aug. 12-17, 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. 1, 5, 6-11, 2018**

Parent/Guardians/Student information meeting: Aug. 1, 7-9 p.m. in Kent Evans
Mandatory pre-trip meeting: Aug. 5, 10 a.m.-3 p.m. in St. Nicholas Hall basement
Trip dates: Aug. 6-11, start/end in St. Nicholas Hall basement.

We will explore the alpine terrain of the Cascade Range, at a location TBA. 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 $200

**W118  9th Grade Olympic Peninsula Backpacking: Aug. 9, 12, 13-18, 2018**

Parent/Guardians/Student information meeting: Aug. 9, 7-9 p.m. in Kent-Evans
Mandatory pre-trip meeting: Aug. 12, 10 a.m.-3 p.m. in St. Nicholas Hall basement
Trip dates: Aug. 13-18, 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 $200
Second Semester 2019

Student selection for second-semester programs will happen in October 2018.

**W130  White Pass Ski Touring: Midwinter Break, February 2019**
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 $200 (rental of ski gear required)

**W131  Grand Canyon Backpacking: Midwinter Break, February 2019**
Dates TBA: Either Saturday-Saturday or Sunday–Sunday 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; 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 9 students. This is one of the more physically demanding Outdoor Program offerings. A restricted backcountry permit from the Park Service is required; if we are unable to obtain this permit another no-snow location backpacking trip will be arranged.

Course length: 9 days
Prerequisites: None
Cost: Approximately $750, variable cancellation fee

**W140  Canyonlands Backpacking: Spring Break Week 2019**
Dates TBA: This trip will take all 10 days of spring break, Saturday-Monday

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: 10 days
Prerequisites: None
Cost: Approximately $700, variable cancellation fee

**W141  Spring Break Deschutes Rafting #1: Spring Break 2019**
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

**W142  Spring Break Deschutes River Rafting #2: Spring Break 2019**
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 of school post-break.

Same description as Spring Vacation Deschutes Rafting #1.

Course length: 7 days
Prerequisites: None
Cost: None; cancellation fee of $200

**E472  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 $800, variable cancellation fee
Lakeside's physical education program is a comprehensive curriculum focusing on emotional, mental, physical, and social well-being. This program aims to manifest the Lakeside mission of developing healthy bodies and ethical spirits.

The program begins with a required 9th grade course, Wellness, that combines physical education and health. After this year, students take, over the course of their sophomore and junior years, two semesters of Physical Education electives. Students can choose among four electives to further pursue their personal fitness: Strength and Conditioning, Games and Movement, Blended Fitness, and Yoga Fusion.

**P100 9th Grade Wellness**
This introductory wellness course is designed to empower students to be healthy, safe, and active. We integrate fitness activities with instruction about physical, personal, and social development, exploring the various aspects of well-being, including mental, physical, emotional, social, and intellectual health. Goals include increasing students’ capacity for self-care, compassion, and empathy. This course is designed to help students make the transition into high school smoothly and set a strong foundation of well-being for their high school experience.

Course Length: Yearlong course  
Prerequisites: None

**PE 200 PE Electives (2 semesterlong electives, to be taken by the end of junior year)**
Building on the foundation of the Wellness course, Lakeside students must complete two semester courses by the end of junior year. Students can take both required semester classes their sophomore year, or both their junior year, or one class each year. They have four courses to choose from in the 2018-2019 year: Games and Movement, PE Blended, Strength and Conditioning, and Yoga Fusion. It may not be possible to take two different courses in the same year. But students can take the same course twice for credit. Students are encouraged to choose a PE course that suits their needs and interests in a time frame that works well in their academic/athletic schedule.

Prerequisites: 9th grade Wellness

**P201/P202 PE Games and Movement (fall and/or spring semester)**
This class incorporates movement activity through games. Each game-activity will involve a three-week unit in which students are introduced to the rules and strategies, drill to develop skill sets, and develop teamwork strategies, until they are able to fully play and enjoy each game.

Game activities include: Ultimate Frisbee, flag football, pickleball, Spikeball, floor hockey, team handball, badminton, rounders, softball, and indoor soccer.

**P211/P212 PE Blended Fitness (fall and/or spring semester)**
This class will focus on a variety of activities designed to allow students to develop and improve a variety of physical fitness attributes, from circuit training to develop strength, cardiovascular training to develop stamina, yoga and flexibility training, to some game activities to round out the menu.

The course is designed for the student looking to develop multiple aspects of their fitness.

**P221/P222 PE Strength & Conditioning (fall and/or spring semester)**
This class has a focus toward developing core strength and stability, improving athletic postures, strength, balance, power, and recovery from exercise. We employ the medicine ball, jump rope, dumbbells, foam rollers, body weight
resistance, Olympic and power training skills and methods as the tools and fundamentals for instruction. Emphasis is placed on the execution of skillful technique and progressive intensity. The intent is that the training program makes sense for both the overall and immediate development objectives of the student. Evaluations take into account students’ attendance and punctuality, effort, and working with a positive attitude and approach to class and other students.

**P231/P232 PE Yoga Fusion (fall and/or spring semester)**
Looking for ways to connect with your body, strengthen your muscles, improve your flexibility, and feel more grounded? In this class, students will learn the foundations of a yoga practice, the poses and breathing techniques to increase energy, focus, and inner calm. Students will be taught different ways to make poses more or less challenging depending on their need in that moment. The fusion aspect of this class allows students the opportunity for personal workouts and/or friendly team games. This PE elective may work well for athletes who would like guided time to stretch their muscles and improve their flexibility. All levels of yoga experience are welcomed in this class.
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 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 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, circuits, magnetism, and various topics in modern physics. Students will also learn authentic professional skills such as technical communication (reading, writing, speaking, listening), proportional reasoning, computational thinking, time management, and how to collaborate successfully in a group.

Course length: Yearlong course  
Prerequisites: Completion of Biology and completion of Algebra II or Honors Geometry

**S220  Honors Physics**
This rigorous lab course is offered as an intensive introduction to physics for students with a strong interest in science along with good insight, ability, and confidence in mathematics. Topics are essentially the same as those in the Physics course. In comparison to Physics, the core topics are covered in greater depth, requiring more sophisticated problem-solving.

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 before 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, effective 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

**S320  Honors Chemistry**
This is a very challenging lab-based course. Honors Chemistry emphasizes a strong conceptual understanding of chemistry, effective laboratory techniques, quantitative problem-solving, and critical thinking. The first semester focuses on 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.)
S510  Advanced Biology: Molecular and Cellular Biology
This yearlong lab course tackles a broad range of topics in modern biology, with emphasis on the molecular basis of biology. Topics include molecular biology, 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 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 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.)

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.)

S550  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.)

S560  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 strumsticks, emphasizing the EDP, problem-solving, craftsmanship, and mechanical physics concepts. The boards will be donated to local charities (e.g. Skate Like a Girl, ROAR Auction). 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.)

S570  Advanced Ecological Studies: GSL French Polynesia
This course incorporates the GSL experience into a yearlong science course. Through classroom learning and investigative research, field and cultural experiences, and service learning, this course will use ecosystems of the French Polynesian islands as a case study to explore the intersection and interaction between biology, conservation, sustainability, and economics; it will also include a three-week GSL trip to the region. A primary focus of the course will be the investigation of fundamental concepts of ecosystem structure and dynamics, followed by an examination of human impacts on ecosystems, including climate change, and the extended range of implications these have on ecosystem services. Resource management and conservation case studies will be used to understand the economic impacts these efforts can have on local and national economies.

During spring semester, students will travel to French Polynesia to engage in ongoing ecological studies aimed at establishing an understanding of the structure of the local ecosystem, as well as human impacts on it. Students will stay in homestays and will participate in significant service projects in the local village. A culminating project for the course will tie together the students’ experiences and communicate them to the Lakeside community.
Course length: Yearlong course
Prerequisites: Senior-year status and completion of two years of science

Time commitment and cost: Students in the course must participate in all the Seattle-based components of the class and the GSL experience. The trip to French Polynesia will be three weeks, including spring break and the weeks before and after the break. An additional course fee equivalent to the cost of a GSL trip will apply to cover the costs of travel. Financial aid for travel is available. Students can count up to 20 GSL hours toward Lakeside’s graduation requirement of 80 service-learning hours. Students’ teachers will support them when they return from the trip in making up what they missed, with an eye toward limiting the makeup work to what they truly need to successfully complete their courses. More information on the trip and the class is available on the global programs webpage, https://lakesideblended.haikulearning.com/global/programs

Semester Courses

**S401  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

**S452  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
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 cover very similar material. A GOA course is comparable in workload and credit to a standard Lakeside class, and thus may not be taken as an eighth 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. 26, 2018 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 enrolled students will be notified by the GOA that they have been added to the course, and any additional Lakeside students will be put on the waitlist.

Dropping a GOA course follows a similar policy as the one at Lakeside School. A course may be dropped any time within the first week and a half of the semester with no reflection on the student’s transcript. If a student wants to drop a course after the designated 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. Please note that the GOA-designated drop date might be earlier than the final Lakeside School drop date, and that we must honor the earlier date for GOA courses.

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 the 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 the 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. More information and a list of available courses can be found in the GOA Course Guide (http://www.globalonlineacademy.org/student-program/courses/).

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

Students entering grades 9–12 can take one or more classes in the summer through Lakeside’s Summer School Programs. Financial aid is available for all qualifying students. Students who receive financial aid during the school year will receive the same percentage of aid during the summer school if they register before May 1, 2018. No additional form needs to be filled out. For students who do not receive school-year aid or who are applying after May 1, 2018, there is a separate form that will need to be submitted for consideration for summer financial aid.

REGISTRATION PROCESS
Registration opens for Lakeside students and for children of Lakeside School alumni on Thursday, Feb. 1, 2018. Registration is open to the public beginning Thursday, March 1, 2018.

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

- Go to www.lakesideschool.org/summer 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 precaution ensures 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 offerings fall into three 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. Skills-based courses – Students can enroll in noncredit skills-building classes to help prepare them for coursework during the academic year. One example of such a course is the 9th/10th Grade Writing class.

3. 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.

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.

SUMMER 2018 COURSE OFFERINGS (Subject to change.)

<table>
<thead>
<tr>
<th>Physics</th>
<th>World History: The Human Web</th>
<th>SAT Prep</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>Spanish I</td>
<td>ACT Prep</td>
</tr>
<tr>
<td>Computer Science I</td>
<td>9th/10th Grade Writing</td>
<td>Applying to College</td>
</tr>
<tr>
<td>Algebra II</td>
<td>9th/10th Grade Literature</td>
<td>Service Learning Experience</td>
</tr>
<tr>
<td>Precalculus</td>
<td>Shakespeare Live!</td>
<td></td>
</tr>
</tbody>
</table>

For up-to-date course offerings and descriptions, visit www.lakesideschool.org/summer.

If you have 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 space for independent study, collaboration, 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. It is an intellectual hub and academic 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 the tools and supplies needed for students to complete assignments and projects.

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 an 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 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 Directors**

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

Service learning is a powerful and important part of students’ education at Lakeside Upper School. The program enables students to respond to real needs in the community while cultivating compassion, developing a sense of social justice, enhancing moral character, and broadening personal perspective through guided reflection.

Service hours can be earned in a variety of ways: in the on-campus Lakeside community, in the larger community outside of Lakeside, and in the global community. Students are eligible and encouraged to begin earning hours once they graduate from 8th grade. Students are required to report hours in the semester in which these are completed. The service-learning coordinator approves local service-learning hours and is available to help students choose and arrange individual and group service projects. Students can also find ideas by browsing the list of approved organizations on x2Vol and the Den. All eligible service is recorded on each student’s grades and comments twice a year and on transcripts.

GRADUATION REQUIREMENTS
Each student is required to complete 80 hours of service and a capstone project to fulfill the graduation requirement. Approved hours can be a combination of service off and on campus; at least 60 hours must be off campus during the four high-school years. There is no limit to the overall number of hours a student may serve. The number of hours approved will be noted on the student’s transcript, which is updated for times a year. For those who enter Lakeside in 10th, 11th or 12th grade, the requirement is 20 hours for each year of attendance and up to one-fourth of the required hours may be earned on campus. A student can count up to 20 hours of global service learning hours toward the required 80 service-learning hours.

OPTIONAL ON-CAMPUS SERVICE LEARNING HOURS
Students are notified regularly of on-campus service opportunities and urgent needs through the service bulletin boards, the daily bulletin email, and announcements at assemblies. Students and adults in the community often collaborate on on-campus service projects. On-campus service projects include peer tutoring, coaching at the Middle School, assisting the Parents and Guardians Association on projects, and playing an instrument for a school musical.

OFF-CAMPUS SERVICE LEARNING HOURS
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. Service sites must be approved by the service-learning coordinator (see guidelines below). Approved service sites include nonprofit or public organizations that are open and inclusive to all. Examples of service activities in the community include volunteering in a health or social service organization, tutoring young children at a public school, practicing environmental stewardship, working on a political campaign, helping with civic projects, providing office or warehouse support, and participating in community programs such as Orion Youth Center.

GUIDELINES
Upper School students have the freedom to choose the organization(s) for which they volunteer. Not all nonprofit organizations will be approved for service, so students are strongly advised to have new sites approved before they start their service. Students can check the service-learning Den site (formerly Haiku) for approved organizations and students can also suggest new service sites that meet the defined guidelines and criteria.

When considering any site students are asked to think about the purpose of the organization, their commitment to the community, and if they meet the minimum guidelines.
Without exception, all places of service must meet the following criteria:

- Organizations must be 501(c) 3 recognized by the State of Washington as a nonprofit.
- Organizations must address a demonstrated “need” in a community of “need” asking for help.
- Organizations must have a mission or vision statement addressing their commitment and/or contribution to the greater community.
- Organizations must show evidence of how they support applicants who can’t afford the price of participation through reduced fees, scholarships, financial aid or other inclusion mechanism.
- Organizations must have access to a number of activities that engage students with program participants and the community the organization serves.
- Organizations must have a current contact including volunteer or service coordinator, a phone number, and/or email address.
- Organizations must have a physical address for service unless cleared beforehand.
- When suggesting a new service-learning site, students must provide complete data or neither the site nor the hours will be approved.

All students are preregistered in Lakeside’s online service tracking and reporting platform, x2VOL. After registering, students use x2VOL to document hours over time; descriptions of projects; and, through journal entries, capture their thoughts and feelings on ongoing work. Journal entries are the foundation for the capstone project, which is a culminating reflection project that students must complete once they have concluded all of their required hours. Completion of the capstone project fulfills students’ service-learning graduation requirement.

Please contact the Upper School Service Learning Program coordinator for more information.
INTERSCHOLASTIC ATHLETICS

(THREE SEASONS: FALL, WINTER, AND SPRING)

<table>
<thead>
<tr>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Crew (Boys)</td>
<td>Basketball (Boys)</td>
<td>Baseball (Boys)</td>
</tr>
<tr>
<td>Fall Crew (Girls)</td>
<td>Basketball (Girls)</td>
<td>Spring Crew (Boys)</td>
</tr>
<tr>
<td>Cross-country (Boys)</td>
<td>Swimming and Diving (Boys)</td>
<td>Spring Crew (Girls)</td>
</tr>
<tr>
<td>Cross-country (Girls)</td>
<td>Wrestling (Boys)</td>
<td>Lacrosse (Boys)</td>
</tr>
<tr>
<td>Football (Boys and Girls)</td>
<td>Wrestling (Girls)</td>
<td>Lacrosse (Girls)</td>
</tr>
<tr>
<td>Golf (Boys)</td>
<td></td>
<td>Soccer (Boys)</td>
</tr>
<tr>
<td>Golf (Girls)</td>
<td></td>
<td>Tennis (Boys)</td>
</tr>
<tr>
<td>Soccer (Girls)</td>
<td></td>
<td>Tennis (Girls)</td>
</tr>
<tr>
<td>Volleyball (Girls)</td>
<td></td>
<td>Track and Field (Boys)</td>
</tr>
<tr>
<td>Swimming and Diving (Girls)</td>
<td></td>
<td>Track and Field (Girls)</td>
</tr>
<tr>
<td>Ultimate (Boys)</td>
<td></td>
<td>Ultimate (Girls)</td>
</tr>
</tbody>
</table>

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

Fall season turnout dates: Football – Wednesday, Aug. 15, 2018; all others – Monday, Aug. 20
Winter season turnout date: Monday, Nov. 12, 2018
Spring season turnout date: Monday, Feb. 25, 2019

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

II 10  Student Government

This class consists of 16 elected representatives, four from each grade. They meet once a week and work on issues ranging from club approval, funding, and oversight to school policy recommendations. Elections for 10th, 11th, and 12th grades are during spring semester for the following school year. Ninth-grade elections are divided so students from the Middle School and students new to Lakeside both can participate. Rising 9th graders are elected in the spring and students new to the 9th grade hold their elections in the first weeks of school in the fall. This course is a credit/no credit offering.

Course length: Yearlong activity

II 20  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

II 30  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
1140  **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

1150  **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

1201/1202  **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

**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.

Sí Se Puede
Sí 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. 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 can 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, rehearses at least once a week, and sometimes performs 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.

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 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.