

Lake Forest Academy



2010-2011 Course Offerings

NOTES:

Advanced Level and Advanced Placement (AP) courses
LFA's Advanced level and Advanced Placement (AP) courses have the distinction of being our most challenging academic programs. Students planning on applying for admission to an Advanced level or AP course need to position themselves by performing well in their current academic course. The decision to apply for entry into an Advanced level or AP course should be made in consultation with the LFA advisor, the parents, and the individual academic department. Admission to Advanced level and AP courses is decided by the appropriate department in conjunction with the Academic Dean. The respective department head should be approached for further information. LFA does not weight grades for Advanced level and AP courses in computing a student's GPA.

Independent Study

Lake Forest Academy believes in the concept of Independent Study for interested, qualified, and mature students. To assist our students in acquiring the techniques necessary to work independently outside the framework of standard, in-class courses, and to encourage and cultivate intellectual curiosity, LFA offers students the opportunity to seek out and interpret for themselves the facts of an approved and significant study.

Procedure: Independent Study is open to students of all grades, but because of the qualifications necessary for admission, our expectation is that juniors and seniors are the most natural candidates. The following general procedures are used in requesting the Independent Study program (each department may have specific guidelines or criteria that require consideration):

1. The student must enlist a faculty supervisor and work out a written proposal to be submitted to the Academic Dean within the first cycle of the semester. The proposal should include a detailed course summary, materials covered, activities, methods of evaluation, who will serve as the faculty supervisor and how frequently meetings are to take place (student and supervisor should expect to meet between one and three times per cycle).
2. The faculty supervisor is to serve as a guide, meeting with the student for encouragement, answering questions, and reviewing work.

3. The student and faculty supervisor must obtain approval for the independent study from the appropriate department head. The completed written proposal must include the signatures of student, supervisor, department head, advisor, and parent/guardian. This should be completed and submitted to the Academic Dean.

4. The Academic Dean will make the final decision and communicate it as soon as possible.

5. Assessment will follow the normal grading procedures for a semester course. The final grade is determined by the supervisor of the project. All Independent Studies are graded on a semester basis. Generally, an Independent Study represents one-half credit. If the student wishes to extend the study beyond the semester, a revised proposal must be submitted. The revised proposal must include the same elements as the original.

6. Once an Independent Study is entered on a student's schedule, it will be subject to all of the same conditions as any other course.

School Year Abroad

School Year Abroad founded in 1964, is a program sponsored by the three charter schools of Exeter, Andover, and St. Paul's. The heads of these three schools serve as permanent members of SYA's board of trustees. In addition to these three charter schools; SYA's association includes a consortium of other top U.S. independent schools that have demonstrated a strong commitment to foreign and classical language instruction as well as international education. Admission to these programs is competitive. The total enrollment in each program is about 60 students. Since the program in Italy begins in 2001-02, the projected enrollment is not yet determined

The programs are conducted during the school year in Beijing (China), Rennes (France), Viterbo (Italy), and Zaragoza (Spain). Its courses have been fully accredited by LFA and other schools within the consortium. The purpose of these programs is for students to participate in a full academic year as well as to reap the benefits of living in a foreign culture while achieving a level of real fluency or skills virtually impossible to attain at their home schools. Since some of LFA's graduation requirements (e.g., US History or science) cannot be fulfilled in Beijing,

Rennes, Viterbo, or Zaragoza, interested students should develop as early as possible a long-range plan of studies that will assure their eligibility.

In each program, students live with host families and participate fully in their lives. They join athletic and cultural organizations with their Chinese, French, Italian, or Spanish counterparts and travel both on several school-sponsored trips as well as independently. Academically, each student pursues a minimum of five courses selected from a curriculum especially designed for School Year Abroad students. Standard junior and senior English and mathematics courses are taught in English, generally by teachers from the charter or member schools. Subjects such as literature, language, history, civilization, and art history are taught in the target language by native instructors. The classes are rigorous and reflect the standards of the sponsoring schools. All College Board examinations are offered.

The programs in France, Italy, and Spain are designed for students going into their junior or senior year who have completed two years of French, Latin, or Spanish. The program in China is for students also going into their junior or senior year, but no previous study of Mandarin is necessary for students who wish to spend their junior, senior or post-graduate year in Beijing. Each of these programs offers a full year of residence and study in the respective country. The program in China offers the option of a fall term as well.

The cost of each program does not differ significantly from the cost of a year as a boarder at LFA. Financial aid is available. Catalogs and further information on application to the program may be obtained from the LFA SYA coordinator.

ENGLISH

Yearlong Courses

English 9: Literary Foundations

This course addresses the foundational skills of close reading and critical writing. Students are taught to think with precision, specificity and clarity in order to engage in sophisticated literary analysis. Daily writing assignments range from short, analytical papers to a variety of personal and creative pieces. This work ultimately culminates in the students' understanding of how to construct and logically develop a formal argument in a sustained essay of three to five pages in length. Students will study literary terms and devices, and varied genres and poetic forms in order to develop voice and authority in their own writing. Special attention is paid to basic grammar, punctuation and sentence structure. In addition to poetry and short stories, the major texts studied are *The Odyssey* and *Macbeth*.

English 10: Global Narratives

The Global Narratives course enhances and expands critical reading and analytical writing skills. Students continue their study of critical terminology, sharpen their interpretive recognitions, and broaden their knowledge of the forms, metaphors and themes of literature from around the world. A major focus of the course is the Sophomore Narrative, a lengthy personal and imaginative memoir. In their study of *The Catcher in the Rye*, *The Bluest Eye*, and *1984* students encounter characters who self-consciously create narrative to negotiate conflict and forge identity. Students also focus on more global, non-western approaches to narrative, by reading short stories and memoirs from a diverse range of authors like Chang-rae Lee, Gabriel Garcia Marquez, Hermann Hesse and Chinua Achebe.

English 11: Literary Analysis

This course develops students' capacities for critical thinking and writing and builds awareness of how meaning is constructed in works of great literature. The main goal of the course is to nurture students' enjoyment and comprehension of literature while providing them with the skills they need to be confident, empowered readers and writers ready to work at the college level. Students develop their written voices in a variety of genres, and instructors emphasize writing as a process. Course texts include: William Shakespeare's *Hamlet*, F. Scott Fitzgerald's *The Great Gatsby*, Arthur Miller's *Death of a Salesman*, Tim O'Brien's *The Things They Carried*, and Ralph Ellison's *Invisible Man*.

English 11: AP Language and Composition

AP Language and Composition is a college-level level literary analysis course open to qualified juniors who have demonstrated success in the subject. This class engages students in the study of rhetoric and emphasizes expository, analytical and argumentative writing. Significant attention will be given to writing with greater sophistication and using more complex syntax and sentence structure to convey ideas. In this course, students will read fiction, nonfiction and primary sources spanning genres and historical time periods in order to gain a deeper understanding of the ways in which language is employed to convey a variety of meanings. Although this course is not a prerequisite for AP Literature and Composition, it will be of use to students who go on to take it. Students must apply for this course. When considering admission, English 10 grades, English and history teacher recommendations and PSAT scores are considered.

AP English Literature and Composition

AP English Literature and Composition is a college-level literary analysis course open to qualified seniors who have demonstrated success in the subject. Students engage in careful readings of poetry, prose, and drama from the sixteenth through twentieth centuries. The aim of the course is to help students develop and nurture their

critical capacities as readers and writers through a rigorous analysis of challenging literature. This course builds on what students have learned in previous years at the Academy by helping students become more deeply aware of how a wide variety of literary forms create meaning in complex works of literature. Like all English courses at LFA, this course emphasizes the value of reading as an inherently pleasurable experience. Authors studied include: Shakespeare, Woolf, Joyce, Beckett, Austen, and others. Students must apply for this course. When considering admission, English 11 grades, English and history teacher recommendations and PSAT scores are considered

Journalism I is designed to give new students a semester-long introduction to several key journalistic skills and topics including:

- Responsibilities of being a journalist
- Journalistic ethics and law
- News writing, features writing, opinion writing, sports writing
- Becoming a more powerful, more readable writer
- Interviewing
- Developing a nose for news
- Covering a beat
- Copy editing
- Writing headlines
- Photography basics

Many of the lessons presented in class will focus on real-world examples, using both professional publications and *The Spectator* as starting points for discussion. No previous experience is required; personal integrity and an eagerness to learn are required. After taking this course, students will be eligible to join and write for the newspaper at any time. [Requirements: Students will try their hand in all genres of newspaper writing during the semester. Students will be graded according to effort, meeting deadlines, and a class journal. Half year. Half credit.]

This course will be offered twice next year: during both the fall and spring semesters.

Journalism II: Newspaper This course will give students the opportunity to learn about journalism firsthand by producing a monthly newspaper. Students will write in a variety of genres, from straight news writing to features and opinions writing. Students will cover beats around the school and will have real input into what goes into print each month. Because of the team—and deadline—driven nature of publication, students on the newspaper must be willing to communicate proactively and openly about the status of their on-going work with their classmates and the teacher and show a real commitment to meeting deadlines consistently. The newspaper will help students develop the following skills:

- Effective and powerful writing for publication
- Time management
- Making ethical decisions in a real-world setting
- Working with others to get jobs done
- Effective reporting

- Effective interviewing
- Giving and receiving feedback

In addition, students in this course will build a portfolio of published clips and may have opportunities to write for local professional publications, all while having fun.

English Electives

NOTE: English elective courses are designed for seniors and extremely able juniors. The English Department encourages all interested juniors (current sophomores) to apply by obtaining a form from their current English teacher. For a junior, an elective would be a course in addition to the required English 11. A junior's candidacy would be assessed according to the following criteria: his or her demonstration of the intellectual curiosity, the interpretive and expressive abilities, the imaginative thinking, and the work ethic to handle the demands of an elective course. Preference in course enrollment will be given to seniors. Taking one or two electives does not exempt a junior from the English requirement as a senior.

Fall Semester Courses

Contemporary Canadian Literature

"To Americans, a bestseller in Canada is like a tree falling in the forest," said critic Ron Charles. In this class we will examine the richness of contemporary Canadian fiction in English. The lens through which we read these texts will be comparative, focusing on the efforts of English Canadian writers to define a national literature in spite of national influence from Britain and the United States. Throughout the semester, we will endeavor to answer the following questions: What is Canadian literature? How have Canadian writers attempted to separate themselves from other English-speaking writers? What common themes, subjects, motifs, or struggles do Canadian authors attempt to address? We will be focusing on the novels, short stories, and poetry of Michael Ondaatje, Yann Martel, Alice Munro, Alistair MacLeod, Carol Shields, Guy Vanderhaeghe, Margaret Atwood, Leonard Cohen, and Margaret Lawrence. [One semester, Half credit.]

Literature of the African Diaspora

This course is a survey of literature of the African Diaspora - an introduction to the concept of the diasporas, the geographical location of diaspora communities around the world, and the major political, economic, and cultural issues facing these communities - Pan-Africanism, Harlem Renaissance, negritude movement, Black consciousness, etc. Through prose, poetry, drama, and film, students will examine gender, nationality and transnationalism as constructed and interrogated boundaries, identities, and affiliations that influenced the shape of African diasporas in the Americas, Europe, the Caribbean, Latin America, Canada, United Kingdom, and France. [One semester, Half credit.]

Madness in Literature

In this course the students will be reading, discussing, and writing about those aberrations of the human mind and emotions that allow for a fuller understanding of the make-up of the personality overall and that provide insights into how we may all function more effectively in the world around us, the microcosm as well as the macrocosm. Through the careful study of certain works such as *The Bell Jar* by Sylvia Plath, *Bartleby the Scrivener* by Herman Melville, and *Suddenly last Summer* by Tennessee Williams, the students will be able to identify those traits, characteristics and attributes which, to varying degrees, we share in common, indeed which mark us as human and contributing members to society. In addition to pursuing a demanding reading curriculum, the students will make reference to works they have already met by the master of the presentation of psychological conflict in any age, William Shakespeare (see *Macbeth* and *Hamlet*). They will continue their efforts to hone their skills in all aspects of language communication and expression.

Goals include improving and enhancing all the basic language skills: reading and listening comprehension (interpretive and inferential thinking), writing of various kinds (analytical, expository, creative, etc.), and speaking (both formally and informally). Vocabulary enhancement is of importance also—from specialized terminology to more precision in diction. Certain assessment exercises (tests and quizzes) will take place in due course. There will be a final project or examination. [One semester, Half credit.]

Narrative and Film

Narrative and Film will explore traditional and non-traditional narrative forms in the medium of film. We will begin with an examination of Classical Aristotelian dramatic form and apply it to “Hollywood” mainstream films. The class will also consider a unique kind of narrative transformation: how literary texts translate to cinematic ones. We will then examine films that use non-traditional narrative forms. Students will be expected to critically analyze films using cinematic techniques, such as shot composition, camera angles and movement, lighting, montage, mise en scène, music, acting, etc. The analysis will be very similar to literary analysis in terms of applying cinematic techniques and language to analyses of films as fully developed, self-contained texts with themes, symbols, etc. Students can expect to write at least one critical essay and to keep viewing journals throughout the semester, in addition to creative assignments. Students can expect to spend considerable time in and out of class watching and studying films. Ultimately, the course will endeavor to help students examine film as a unique medium—with its own language and artistry—that provides us with compelling, provocative, resonant narratives. [One semester, Half credit.]

Playwriting

This class introduces the craft of writing for the stage. Students will study selected plays, one-acts and monologues, from Brecht to Bogosian. The text will serve

as a springboard for students to create their own original work. Students will begin to understand playwriting technique and they will develop a portfolio of work which will include three ten-minute plays and a series of monologues. In addition, students will experiment with multiple mediums, finding increasingly complex ways to express their own voice and vision. This class focuses on process and risk-taking, and we will read aloud from students’ works in progress. Though this type of daily consultation, students will receive constant critique and will be given the guidance and support to explore style, form and content. Students must see plays in performance and will develop an appreciation for dramatic literature as they design to write it. Students will submit their work for publication and production. [One semester, Half credit.]

Shakespeare

For almost 500 years, the plays and sonnets of William Shakespeare have been recognized as one of the high points of English literature. One of the great reasons for the popularity of Shakespeare’s works is that they are part of our oral tradition. Shakespeare was meant to be heard – and performed – not merely read by students from a text.

Emphasis in the course will be placed on the spoken word. Students will learn the techniques taught to actors at the Chicago Shakespeare Theater that help modern actors to both understand the language and perform Shakespeare’s plays. Students will prepare and eventually perform scenes from a number of plays while analyzing the plays for themes, motifs, symbols, figurative language and literary devices.

Students will look at a comedy, a tragedy and a history (possibly *The Taming of the Shrew*, *Othello* and *Richard III*). They will also extensively study and analyze the sonnet form of poetry, both Shakespeare’s and his predecessors’.

There will be one research project where students will delve into a Shakespearean topic (such as the authorship controversy, the First Folio, Elizabethan theater, etc. or the origins of one of Shakespeare’s plays), write a paper and make a presentation to the class.

There will also be two possible field trips: one to the Chicago Shakespeare Theater for a play and one to the Newberry Library to view an actual First Folio manuscript. [One semester, Half credit]

The Indian Subcontinent: An Exploration

This course is directly linked to the Head of School Symposium for 2010-2011. Students will examine the Indian Subcontinent from the perspective of a number of different disciplines: history, political science, literature, economics, geography, environmental science, among others. The multidisciplinary course will be team taught by several faculty members. Students will have the opportunity to study this rich geographical location using the benefits of technology and varied forms of assessment. The final project will be in a discipline of the

students' choosing and will count for .5 credits in that subject area. **Note: This credit does not replace a graduation requirement.**

Spring Semester Courses

Leavetakings: Literary Endings and Departures

"The realization that one is to be hanged in the morning concentrates the mind wonderfully," Samuel Johnson wrote – and indeed, the literary characters nearing their fictional ends (both physical and metaphorical) in this course's texts reveal much about what they find valuable and meaningful about existence. They confront old age (Dylan Thomas's "Fern Hill"), cancer (Margaret Edson's *Wit*), AIDS (Tony Kushner's *Angels in America*), their judgment by God (John Donne's Holy Sonnets), a planet approaching apocalypse or already there (the film *Children of Men*), emptiness (Samuel Beckett's *Endgame*), the death of a loved one (Alison Bechdel's *Fun Home*), and life after "happily ever after" (Stephen Sondheim and James Lapine's *Into the Woods*). By examining the priorities they set, the memories they recall, the images they construct, and the wisdom they gather, the seniors in this course will, I hope, draw from these characters' experiences an enhanced sense of what is beautiful, important, and true as they prepare for their own leavetaking at the end of the school year. Students in this course will produce both critical papers and reflective personal essays, but the most important requirement is that everyone arrives in class willing to participate vigorously in our discussions of literature and of life. [One semester, Half credit.]

Literature and Philosophy

In this course, we will read some of the foundational texts in western philosophy. The central questions we will ask are as follows: What is the good? What does it mean to live a good life? What is meaning? These questions will inform the way in which we interrogate the texts we read. The goals of the course are to introduce students to the method of philosophical investigation and to help them begin to think about what it means to live a purposeful life. We will read the following texts: Plato's *Apology* and *Crito*, Aristotle's *Nicomachean Ethics*, Kant's *Foundation for the Metaphysics of Morals*, Levinas' *Basic Philosophical Writings*, and Dillard's *Pilgrim at Tinker Creek*. Students can expect reading quizzes every other cycle and to write a final paper in lieu of an exam. [One semester, Half credit]

Literature of Chicago

When an American wanted a fresh start on life or a new opportunity in the late 20th century, he or she moved to California. In many respects, California was the "last" frontier where Americans could expand, start over, or find their fortune. During the same time period, when an American wanted the ultimate in excitement and titillation, he or she went to Las Vegas. What happened in Vegas stayed in Vegas.

In late 19th century America, however, Chicago was the place of opportunity, fortune-building, or merely starting over. If it was excitement and illicit activity that you craved, Chicago was the place where Americans could "let loose."

Waves of people came to Chicago for a plethora of reasons. The literature of Chicago reflects the effects of each of these waves of people. People left the farms of the Midwest – particularly young women – and flocked to Chicago for the chance at industrial careers and escape from their families. European immigrants came to Chicago for its burgeoning number of jobs in manufacturing and meat packing. Black Americans came to Chicago from many deep, southern states in hopes of escaping poverty and jump-starting their lives after the Civil War era. Each group added imagery, highlights, shadings, and nuances to Chicago literature.

In the Literature of Chicago Seminar students will read, analyze, and discuss representative works from each of these segments of people who re-settled in Chicago. Students will explore the poetry of Carl Sandburg that reflected the many facets of what was America's fastest-growing city and helped create an indelible identity for the city across the rest of the nation and the world. The class will consider *Sister Carrie* by Theodore Dreiser, a book that outraged many male Americans of the age and that is now considered one of America's first feminist novels. The world was shocked – and perhaps LFA students will be as well -- by Upton Sinclair's graphic observations about the Chicago meat-packing industry in his novel, *The Jungle*. The European immigrant experience will be considered through the works of Saul Bellow and his famous character, Augie March. Finally, the wave of African Americans who came to Chicago found their lives detailed in the work of Gwendolyn Brooks and other Bronzeville poets, as well as the novel *Native Son* by Richard Wright. [One semester, Half credit.]

Literature of Rebellion, Social Change (and Service Learning)

This course examines the many ways that literature serves as an act of social rebellion and how, ultimately, it can become a catalyst for social change. The course will focus on the authors and texts whose central themes have challenged the status quo and inspired many to critically examine their own lives, communities, and cultures. Students will begin to really engage in a post-structural critique of literature. They will not be "passive" learners in this class, but will challenge their own assumptions and their own perception of "normal" by engaging in serious, self-designed service learning opportunities throughout their extended community. This course allows students to investigate diverse American authors, memoirs, stories, philosophies, poetry, drama, documentary and narrative film, essays and news articles. It gives students the tools to think about social change and to begin to enact that change. This is a course for students interested in reading and writing in various genres. Throughout the semester,

students create a portfolio of writing that includes essays, poetry, short fiction, literary criticism, and memoir. Service learning is a required component of this course and students will participate in a mandatory service learning trip. Readings are taken from American Protest Literature and include Douglass, King, X, Jacobs, Shakur, Moody, Alexie, Sinclair, Ehrenreich, Riis, Kovic, Salvo, Thoreau, Whitman, Friedan, Ginsberg, Olsen, Addams and Gilman.

Mythology

In this class we examine some of the major myths of the Western World not only for their impact on the belief systems of the countries and epochs in which they were embraced but also for their influence on modern thought as reflected in various literary works of the European/American tradition. Among other things, we study the creation stories and associated legends of the Greco-Roman and the Norse worlds, although we will concentrate on the latter as the freshman curriculum emphasizes the former and most students should already be aware of our Mediterranean heritage. We peruse modern versions or retellings of these stories in addition to those original works which, while they find their inspiration in what has moved humanity in the past, have provided a vibrant and vital mythology, or perhaps a number of mythologies, for our own age—the underpinnings for an operational philosophy in the here and now. We write a variety of compositions, including analytic essays and some pieces of a more original and creative nature. Texts include Hamilton's *Mythology*, Atwood's *Penelopiad*, Crossley-Holland's *Norse Myths*, and Tolkien's *The Fellowship of the Ring*.

Goals include improving and enhancing all the basic language skills: reading and listening comprehension (interpretive and inferential thinking), writing of various kinds (analytical, expository, creative, etc.), and speaking (both formally and informally). Vocabulary enhancement is of importance also—from specialized terminology to more precision in diction. Certain assessment exercises (tests and quizzes) will take place in due course. There will be a final project or examination. [One semester, Half credit.]

Power and Politics in the Hiphop Culture

This course will trace how hip hop emerged as a social movement and a cultural, political and artistic form in the US. The class will examine the history of hip-hop's four elements: DJing, MCing, break dancing, and graffiti art, and then turn to the study of music and performance more broadly, as well as interrogate hip-hop-related topics in popular culture, such as racial authenticity, community, crime and injustice, economics, education, family, history, identity, language, sex and gender politics, word play and explicit language, and the rise of global hip-hop. In particular, we will examine hiphop literacy, language and learning, art, performance and dress. [One semester, Half credit.]

War in Film and Literature

This course will examine films and literature about war and its effects on society and the individual. We will examine texts and films ranging from WWI to the current wars in Iraq and Afghanistan. Although some films will be literary adaptations, we will study filmic and literary works independent of one another as we attempt to create a fuller picture of war and its artistic representations. We will explore themes such as war's dehumanizing effects; the relationship between truth, memory, and storytelling; representations of various forms of psychological, physical, and cultural damage caused by war; the difficulty of return and recovery from war; and representations of the body in war narratives. Films will include, but are not limited to: *Paths of Glory* (Kubrick, 1957); *The Thin Red Line* (Malick, 1998); *Apocalypse Now* (Coppola, 1979); *Full Metal Jacket* (Kubrick, 1987); *The Hurt Locker* (Bigelow, 2008); *Waltz with Basir* (Folman, 2008); *The Messenger* (Moverman, 2009). Texts will include *Regeneration* (Pat Barker); *The Return of the Soldier* (Rebecca West); *City of Thieves* (David Benioff); excerpts from *The Things They Carried* (Tim O'Brien); and various poems, short stories, and non-fiction articles.

Students can expect to spend a considerable amount of time in and out of class viewing films and reading texts. Assignments will include film-viewing journals, reading journals, creative writing assignments, at least one critical essay, discussions, presentations, and one major group project. [One semester, Half credit.]

MATHEMATICS

Yearlong Courses

Algebra I covers the concept of using variables to represent numbers and arithmetic equations. Students spend time developing arithmetic and problem-solving skills while covering the following topics: properties of the field of real numbers, basic operations, writing and solving algebraic equations in one and two variables, polynomials and factoring, first- and second-degree functions and their graphs, quadratic equations, irrational numbers, and applications of problem-solving skills. The use of a calculator is an integral part of the course, and we require all students to have a TI-83 or TI-84 calculator.

Geometry covers much of the traditional course content: topics may include properties of equality, parallel and perpendicular lines and segments, congruence and similarity, polygons, circles, trigonometry, area and volume, and three-dimensional and coordinate geometry. There is emphasis on geometry as a unified, axiomatic system through the construction of proofs, as well as on practical applications of geometry. A scientific calculator is required, and we recommend all students have a TI-83 or TI-84 calculator.

Algebra II looks at topics both symbolically and graphically. Major topics include polynomials (linear, quadratic, and higher degree), powers and roots, exponentials and logarithms, and trigonometry. Within these areas, transformations, systems of equations, inequalities, applications, and modeling are addressed. The use of a calculator is an integral part of the course, and we require all students to have a TI-83 or TI-84 calculator.

Algebra II/Precalculus Advanced (previously Advanced Algebra II) covers topics from Algebra II and Precalculus in a single year. Topics include functions, inequalities, polynomials, exponents and logarithms, matrices, conic sections, sequences and series, polar coordinates, and trigonometry (including analytical trigonometry). This course is recommended for students who have demonstrated excellent analytical and mathematical skills in prior courses, and the ability to understand and apply new concepts quickly. Students will need to devote significant time for daily homework and preparation. The course will meet 7 periods per cycle. The course prepares students for placement in AP Calculus. We require all students to have a TI-83 or TI-84 calculator for this course. [Open to sophomores and juniors who have earned a B+ or higher in their previous math class. Teacher recommendation required. Other students may petition the Department Chair for admission.]

Precalculus stresses the modeling of data with equations by using graphing calculators. This course emphasizes the ability to learn conceptually and supplies students with real-world problems that employ technology as a tool in problem solving. This course covers a variety of topics: linear, quadratic and polynomial functions; logarithmic and exponential functions, trigonometry, sequences and series, limits of sequences series, and functions. We require all students to have a TI-83 OR TI-84 calculator for this course. [Prerequisite: Algebra II and departmental approval.]

Calculus studies rates of change and their application to many physical and social phenomena, such as the velocity of a satellite or the profits of a corporation. This course covers such topics as functions, limits, differentiation and basic integration, and emphasizes practical applications of calculus in business, economics, science and engineering. We require all students to have a TI-83 OR TI-84 calculator for this course. [Prerequisites: Precalculus or Algebra II/Precalculus Advanced and departmental approval.]

AP Calculus AB examines such topics as limits, differentiation, applied maximum/minimum problems, related rates, transcendental functions, and techniques of integration. This course, which follows the AP syllabus, is designed to be roughly equivalent to a semester and a half of a college calculus course. This course is recommended for students who have demonstrated excellent analytical and mathematical skills in prior courses, and the ability to understand and apply new concepts quickly. Students will need to devote significant time for daily homework and

preparation, and they commit to taking the AP examination. We require all students to have a TI-83 OR TI-84 calculator for this course. [Open to students who have earned a B+ or higher in their previous math class. Teacher recommendation required. Other students may petition the Department Chair for admission. Prerequisites: Precalculus or Algebra II/Precalculus Advanced and departmental approval.]

AP Calculus BC includes all topics covered in AB Calculus as well as infinite series, vectors, and polar and parametric functions. This course, which follows the AP syllabus, is designed to be equivalent to slightly more than two semesters of a college calculus course. This course is recommended for students who have demonstrated excellent analytical and mathematical skills in prior courses, and the ability to understand and apply new concepts quickly. Students will need to devote significant time for daily homework and preparation, and they commit to taking the AP examination. We require all students to have a TI-83 OR TI-84 calculator for this course. [Open to students who have earned a B+ or higher in their previous math class. Other students may petition the Department Chair for admission. Prerequisites: Precalculus or Algebra II/Precalculus Advanced and departmental approval.]

Discrete Math with Applications (previously Topics in Contemporary Mathematics) is a math course for juniors and seniors interested in studying contemporary and practical applications of mathematics. This course is especially suited for students who are interested in business, social science, or related areas. Topics will include: business efficiency, planning, and scheduling; statistics and probability; voting systems and strategies; fair division and game theory; and financial mathematics. The skills learned in Algebra 2 will be relied upon heavily in this course. The use of a calculator is an integral part of the course, and we require all students to have a TI-83 or TI-84 calculator. [Pre-requisite: Algebra II]

AP Statistics introduces the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students learn four broad conceptual themes: exploring data, planning a study, anticipating patterns, and statistical inference. Students enrolled in this course, which follows the AP syllabus, commit to taking the AP examination. We require all students to have a TI-83 OR TI-84 calculator for this course. [Prerequisites: Algebra II or Algebra II/Precalculus Advanced and departmental approval.]

Fall Semester Course

Game Theory is a higher level math course available to students who have successfully completed AP Statistics and Calculus. This course provides an introduction into the world of strategy in games played by two or more people. The three major units covered are two person zero-sum games and non-zero-sum games along with N-person games (three or more people). Some of the topics

we will talk about include the Prisoner's Dilemma, Nash Equilibria, Games against Nature, Utility Theory, and numerous applications in economics, war and politics. [Department approval required. One semester, Half credit.]

Spring Semester Course

Formal Logic is an introductory course in the field of Abstract Mathematics. This course is available to students who have successfully completed AP Statistics and Calculus. The units covered include Terminology, Set Theory, Functions, and Relations. This is a proof based class that teaches the students how to form and write proofs. Some topics covered include truth tables, Venn diagrams, notation, Cartesian products, one-to-one, onto, and inverse functions, and binary and equivalence relations. [Department approval required. One semester, Half credit.]

COMPUTER SCIENCE

Yearlong Courses

Computer Science I introduces computer science tools and methods as students learn algorithms, data structures, and control structures such as recursion and iteration. Through hands-on, lab-oriented instruction, students become familiar with basic programming techniques in HTML, JavaScript, and Java.

AP Computer Science reviews topics from Computer Science I and introduces program testing, numerical accuracy, pointer and reference variable, and object-oriented programming. Students explore data structures such as arrays, stacks, matrices and queues, and become familiar with the Java programming language. This course prepares students to take the A Computer Science AP examination, which is required.

SCIENCE

Yearlong Courses

Biology 1 is designed to give the student an introduction and understanding of the major concepts of Biology. The concepts will range from the ability to understand the scientific method of thinking and exploring the natural world, the compounds and traits of living organisms, the cell structures and cycles, cell metabolism, DNA structure and replication, protein synthesis, inheritance, theories of life development, evolution, ethics, organism complexities, characteristics of populations and ecology. Laboratory experiments and other activities will also be used to enhance the lessons and understanding. The students can expect a fair amount of reading with consistent reinforcement of the reading in class lectures.

Upon completion of the course, the student will be familiar with the concepts and prepared for introductory level biology courses in college. One year of Chemistry is recommended.

Advanced Biology is designed for the more aggressive student willing to go above and beyond the general understanding of the major topics of Biology. In Advanced Biology the students will be introduced to the same topics of Biology 1: scientific method of thinking and exploring the natural world, the compounds and traits of living organisms, the cell structures and cycles, cell metabolism, DNA structure and replication, protein synthesis, inheritance, theories of life development, evolution, ethics, organism complexities, characteristics of populations and ecology. Laboratory experiments and activities will be performed to enhance the lessons and challenge the students' understanding of the material. The students can expect a large amount of reading which will be built upon in lectures. This class will progress at a faster rate than Biology I. Upon completion of the course, the student will have a firm understanding of the concepts and know the material that will be covered in any intro level biology courses in college. One year of Chemistry required.

AP Biology gives students an advanced conceptual framework for modern biology and introduces science as a process rather than the accumulation of facts. Student-moderated discussion, group and individual activity and extensive laboratory work integrate several major themes, including evolution, energy transfer, cell biology, biochemistry, and the relationship of structure to function. This course emphasizes the application of biological knowledge and critical thinking to understand and develop ideas relating to societal issues and environmental issues dealing with biology. Students who commit to this course will be required to dedicate time in the summer before the school year to start their study of AP biology. Students will have guided reading for the first 5 chapters of the AP Biology Campbell/Reece textbook. This must be completed prior to the first day of class. They will be encouraged to learn several concepts that will be a carryover from their last chemistry course. They will begin the course with a test on the first five chapters. The test will take place on the second day of class. Students in this course must be committed to an intense reading schedule. More than two chapters will be covered each cycle. In addition, there will be an intense workload. Students in this course commit to taking the AP examination. This course is recommended for students who have demonstrated superior diligence and analytical skills in prior science courses. This yearlong course requires departmental approval. This course is recommended for students who have demonstrated excellent analytical and mathematical skills and have earned a grade of A- or higher in AP Chemistry or an A or higher in Advanced Chemistry.

Chemistry 1 is an introductory course that studies the principles that determine the behavior of matter. It provides a lifelong awareness of both the potential and limitations of science and technology. Students engage in numerous laboratory investigations, problem-solving exercises and group activities to make reasoned decisions about issues involving science and technology. Issues such as conservation of chemical resources and chemicals used in everyday life will be emphasized. Freshmen interested in this yearlong course need departmental approval.

Advanced Chemistry is an introductory course that examines the same topics as in Chemistry I but with more rigor and greater depth. Topics covered will be molecular bonding and structure, the mol, stoichiometry, solids, liquids and gases, the periodic chart, acids, bases, organic chemistry and nuclear chemistry. Each student will develop independent thinking skills by applying the concepts learned in class to a variety of rigorous chemistry problems, both qualitative and quantitative. Numerous laboratory activities will build upon the ideas discussed in class. This course is recommended for students who have demonstrated strong mathematical and analytical skills in prior courses. This course is not open to students who have taken Chemistry I. This yearlong course requires departmental approval.

AP Chemistry offers a theoretical understanding of chemical reactions through an examination of molecular structure and rearrangement. Through numerous laboratory investigations, students gain a theoretical understanding of chemical reactions by studying calculations with chemical formulas, aqueous reactions, atomic structure, periodic properties of elements, chemical bonding, phases of matter, kinetics, equilibria, acid-base reactions, thermodynamics, electrochemistry, nuclear chemistry and organic chemistry. This course is recommended for students who have demonstrated excellent analytical and mathematical skills and have earned a grade of A- or higher in Chemistry I or a B+ or higher in Advanced Chemistry. Students in this course commit to taking the AP examination. This yearlong course requires departmental approval.

AP Environmental Science is a college level environmental science course with extensive lab work that also uses fieldwork and projects as an integral part of many of the units of study. The interrelationships between physical and biological systems are stressed throughout the course. Topics of study include energy, ecology, biodiversity, resource management, environmental pollution, population studies, global changes and consequences, environmental trade-offs and decision making. Students are expected to take the Advanced Placement Exam as part of this course. This course is open to **seniors, and in some cases juniors, with a B grade or better in both chemistry and biology.** A summer reading list is a **REQUIRED** part of this course.

Physics 1 is an introductory course for freshmen only that emphasizes a conceptual understanding of the

fundamental principles that govern the universe. The students will explore motion, forces, energy, gravity, waves, optics, circuits, magnetism, and modern physics. The application of various skills and techniques learned in Algebra I and Geometry will be reinforced. Frequent laboratory activities and investigations will allow the students to comprehend abstract concepts better and to improve their analytical skills. This yearlong course is designed for freshman.

Advanced Physics is an introductory course that investigates the fundamental principles of our universe with an emphasis on a conceptual understanding as well as a quantitative one. Students will be working regularly in the lab and will be expected to apply the concepts learned in the classroom to real-world situations. The topics covered will be motion, dynamics, energy, momentum, waves, sound, optics, circuits, magnetism, and relativity. This yearlong course is open to students who have successfully completed or are concurrently enrolled in Algebra II. Freshmen and sophomores need departmental approval. Any student who has earned a C or lower in his/her most recent math course will need departmental approval. This course is not open to students who have taken Physics Nine.

AP Physics C Mechanics delves deeply into the kinematics and dynamics of translational, rotational, and simple harmonic motion. This class is equivalent to a semester-long, college-level introductory physics course for scientists and engineers. The concepts of force, mass, acceleration, energy, and momentum will be thoroughly investigated. Other topics will include electric and magnetic fields, circuits, and optics. This course is open to students who, at a minimum, have successfully completed Advanced Algebra with an A- AND are concurrently enrolled in an AP Calculus course. Departmental application and approval required.

AP Physics C Mechanics and E&M. The kinematics and dynamics of translational, rotational, and simple harmonic motion will be thoroughly investigated during the first semester. Electrostatics, conductors, capacitors, circuits, magnetostatics, and electromagnetism will be covered during the second semester. This class is equivalent to a year-long, college-level introductory physics course for scientists and engineers. Students who have had superior achievement in a prior advanced physics course should consider this as an option. This course is open to students who have completed AB Calculus with an A- or BC Calculus with a B+. Achievement on the AP Calculus exam will be considered. Departmental application and approval required.

Fall Semester Courses

Anatomy and Physiology I:

Anatomy and Physiology I is designed for the student that has already taken any level biology course, earning a C+

or higher, and is interested in advancing their understanding of the human body. The course will cover not only cover the manner in which the body performs its functions but also the structure and design of its parts. In Anatomy and Physiology I, the students will be introduced to everything from the shape of specific cells to the names of the major muscles of the body. The topics covered will be the structure and function of cells, the integumentary system, skeletal system, muscular system and the nervous system and general and special senses. Laboratory activities will be performed throughout the year to give a hands on approach to the learning as well. [One semester, Half credit.]

Psychology focuses on the development of the individual. Topics studied include learning, memory, the nervous system, motivation, emotion, perception, stages of development, personality theories, and abnormal behavior. Students engage in hands-on assignments often related to their own lives, which allows them to apply what they are learning from the class to their own experiences. The goal of this course is to provide students with the concepts of basic psychology so that they might be better able to understand human behavior and their own development. [One semester, Half credit.]

Spring Semester Courses

Anatomy and Physiology II:

Anatomy and Physiology II will be offered in the spring with the prerequisite being Anatomy and Physiology I. The contents of this semester will build upon the first semester and introduce the more advance systems of the body including the endocrine system, cardiovascular, lymphatic, respiratory, digestive, metabolism, urinary and reproductive. [One semester, Half credit].

Bioethics

In this course, we will examine some of the major ethical issues facing science today. As science continues to progress, we are forced to face moral and ethical issues that were unfathomable in the past. Some of the issues we will address are abortion, euthanasia, genetic and reproductive technologies, and the allocation of medical resources. The essential question that we will begin to address is: how can doctors and scientists ethically make decisions about their patients and research? This class will be largely discussion based. The major text we will use is Ronald Munson, *Intervention and Reflection: Basic Issues in Medical Ethics*. [One semester, Half credit].

Psychology focuses on the development of the individual. Topics studied include learning, memory, the nervous system, motivation, emotion, perception, stages of development, personality theories, and abnormal behavior. Students engage in hands-on assignments often related to their own lives, which allows them to apply

what they are learning from the class to their own experiences. The goal of this course is to provide students with the concepts of basic psychology so that they might be better able to understand human behavior and their own development. [One semester, Half credit.]

HISTORY

Yearlong Courses

World History I gives a global view of history from the prehistoric origins of humans in Africa down to the re-connection of Eurasia and the Americas in the early 16th century. Key themes include the geographical determinants of development, causes of gender and class inequality, the impact of technological and intellectual innovations, and changing patterns of human interconnectedness. Students develop core skills, including the ability to make valid inferences from a wide-variety of primary source materials and data collections, articulate persuasive historical arguments in well-organized expository essays, and present information and arguments orally in a clear and concise manner. [Open to freshmen.]

All LFA students must take World History II or AP World History.

World History II examines the history of the world from 1500 to the present, especially the nature and transformation of civilizations in the Middle East, Asia, Africa, the Americas, and Europe. Through class work, reading, essay writing, and research, students explore the interaction between these regions, competing economic and political systems, developing nationalism and the rise of the West, and industrial capitalism. This course is the second part of a two-year world history sequence but has no prerequisite. [Not open to freshmen; it should be taken by sophomores or juniors before taking U.S. History. AP World History can be taken in its place.]

Advanced Placement World History examines the history of the world from 8000 B.C.E to present. The purpose of the course is to develop greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. The course is built around six overarching themes: patterns and impacts of interactions among major societies, change and continuity across world history, impact of technology and demography, systems of social structure and gender structure, cultural and intellectual developments, and changes in functions and structures of states. Additionally, the course emphasizes the use of analytical reading and writing skills, a critical evaluation of primary and secondary sources, analysis of historiography, oral presentations, and discussion groups. Furthermore, this course stresses student-centered learning. The course will culminate in students taking the AP exam in the Spring.

[Open to sophomores who have earned a B+ or higher in English 9 and World History I (if applicable). Other sophomores may petition the Department Chair for admission. Also open to juniors and seniors who have not completed World History II with departmental approval.]

All LFA students must take U.S. History or AP U.S. History.

U. S. History surveys the history of the United States from the pre-Columbian period to the present, including the colonial period, national independence, slavery, the Civil War, urbanization and industrialization, the expanded role of the federal government, and the involvement of the United States overseas. Students review the U.S. Constitution and the operation of federal and state governments, and explore the experiences of women, workers, and ethnic and racial minorities. In addition to traditional unit tests, students also engage in debates, presentations, historical role playing, and creative projects. The year culminates with a major research paper on a topic of their choice. [Open to juniors and seniors who have taken World History II or AP World History.]

AP U.S. History covers similar topics to those in U. S. History but examines them in greater depth and devotes more time to considering changing historical interpretations. Instead of completing a single, large research paper, as is required in U.S. History, students in this course conduct smaller research projects throughout the year. This course also devotes time to preparing students for the sorts of essay questions which appear on the AP exam. [Open to juniors and seniors who have completed World History II or AP World History and who have earned a B+ or higher in the previous year's English and History courses. Other students may petition the Department Chair for admission.]

History Electives

NOTE: Seniors may take history electives upon request; juniors may take history electives upon approval of the department.

Yearlong Courses

AP Economics is a college-level class that introduces students to the principles of economics and their application and relevance to current public policy issues. Students examine the development of the contemporary global economy and are introduced to the theoretical tools that help them analyze important economic and business issues. These tools include both micro- and macro-economic theory, which the students use to solve economic problems and construct a research paper on the international economy. In the second semester, students will study the organization of markets, theory of the firm, theories of economic development, and the role of

governments in all areas of the global economy. Special attention is given to contemporary development concerns, such as issues in the economics of health, education, and the environment, as well as to the development of world trade and the expansion of global business. Specific time is also spent on practicing multiple-choice and free response answers in preparation for the AP examinations in micro- and macro-economics. [Open to juniors and seniors who have successfully completed AP Calculus AB or BC, or those seniors who have completed Precalculus with a B+ or higher and are enrolled in AP Calculus in their senior year; students also must have earned a B+ or higher in the previous year's History course.]

AP United States and Comparative Government (see fall and spring semester descriptions for this course)

Fall Semester Courses

East Asian Studies: China is a multidisciplinary course, interweaving the themes of geography, ethnic and political history, exchange of goods and ideas, literature, philosophy, religion, and the arts. Presented in historical perspective, the course traces aspects of these different themes from earliest times through the modern period and into the contemporary world in which we live. Using a comparative approach to the study of this civilization in a global context, the course will include a spotlight on the interregional history of the Silk Road and its cross cultural influences in China. The course emphasizes the development of skills in writing, research, and critical thinking. Assignments draw on a variety of readings from primary and secondary sources. [Open to juniors and seniors. One semester, Half credit.]

Introductory Economics introduces the basic principles of economics and their application and relevance to public policy issues. Emphasis is placed on the development, current state and future position of political economy of the United States in an international context as well as introducing basic theoretical tools to aid analysis of central economic issues and debates. The theory includes basic micro-economic models to explain market behaviour and macro-economic models to explain price levels and output in national economies. The objectives of this course are to provide the basic tools for understanding fundamental economic issues and to stimulate thinking and consciousness on the central areas of debate. [Open to juniors and seniors. One semester, Half credit.]

Modern European History examines the history of Europe from 1789 to the present, beginning with the French Revolution and progressing through the aftermath of World War II and the development of the European Union. This course examines traditional political and economic issues, emphasizing Europe's interaction with the rest of the world. Additionally, the course emphasizes the use of analytical reading and writing skills, a critical evaluation of primary and secondary sources, analysis of

historiography, oral presentations, discussion groups, development of document-based questions (DBQs), and short answer responses and essay writing. Students conduct individual research, perform independent reading, and learn to approach primary sources with the discerning eye of an historian. Students write a major research paper. [Open to juniors and seniors. Semester-long. Half credit.]

The City of Big Shoulders: A History of Chicago will incorporate academic texts, primary source documents, music, the arts and architecture, politics, crime, sports, and more to thematically explore the history of Chicago and will be supplemented with field trips and "hands-on" learning. Despite Chicago's now defunct moniker "The Second City", the city is the equal of any other in the United States and has the stories to prove it. From a small outpost on the edge of the new nation to its status as a world leading metropolis, Chicago rewards those who take the time to learn about its history. There will be one field trip that will take place during the school day as well as a required weekend trip that students will be responsible for completing on their own during the second part of the semester. Assessments will include tests, essays and projects and the semester will conclude with a final group project involving research about a particular aspect inspired by one of the semester units. [Open to juniors and seniors. One semester, Half credit.]

United States and Comparative Government I examines the philosophical foundations of government legitimacy, the causes and factors coincident to revolutions, and the implications of constitutions and institutional design in Great Britain, the United States, Mexico, Russia, China, Iran, Nigeria, and the European Union. The focus is on the development of individual rights and the rule of law, and divergent political arrangements are assessed according to models of procedural and substantive democracy. The class also competes as a team in *We The People*, a national competition in which students debate issues concerning the U.S. Constitution and citizenship. [Open to juniors and seniors. One semester, Half credit.]

Women and the American Experience examines the role of women in shaping American history. Using primary source documents including letters, diary entries, art, advertising, films and television, this course will take a survey approach to history, focusing on Native American women, the "founding mothers," women during war times, the suffrage movement, the birth control movement, and issues of immigration. Special attention will be paid to current debates surrounding gender issues. [Open to juniors and seniors. One semester, Half credit.]

Spring Semester Courses

20th Century Popular Music and Society traces the history of popular music from the turn of the 20th Century to the present, and its relationship to society. There is an intertwined relationship between music, fashion,

entertainment, and technology. From the perspective of popular music, students will see the links that exist between sound, fad, fashion, and culture. Time will be spent looking at the economic impact of the music industry as well, from sheet music sales to i-tunes downloads. The connection between music and society is a reflective one, with each driving the other at times. Students will work principally with primary source material, in the form of interviews, reviews, documentary and live performance video, and media reports. The use of digital audio will be an important part of students' preparation, and students will be required to have their own digital audio player (I-Pod, etc). Access to the music that will be studied will be available for students on-line. [Open to juniors and seniors. One semester, Half credit.]

East Asian Studies: Japan and Korea is a multidisciplinary course that includes an in-depth investigation of the culture through literature and the arts in addition to the traditional focus on history, philosophy and religion. The Japanese portion of the course begins with an introduction to ancient history and continues with Warrior rule, centralized feudalism, modernization, and contemporary Japan. Korea is covered similarly through the study of the land and its people, the Three Kingdoms period, Unified Shilla, Koryo, and Yi dynasties. Through readings, films, guest lectures, and other activities, the course will lead students to synthesize their academic and personal experiences in a broader comparative perspective. Students will produce work that examines one or more topics of their own special interest within the comparative Asian framework. [Open to juniors and seniors. One semester, Half credit.]

Global Economics builds upon the work of Introductory Economics and studies the organization of markets, theory of the firm, theories of economic development, and the role of governments, NGOs, and businesses in all areas of the global economy. Events in the US, Eastern Europe, Africa, China, the Middle East, and the European Union make it essential for students to have the ability to understand economic issues and contribute to economic debates. Special attention is given in this class to contemporary development concerns, such as issues in the economics of health, education, and the environment, as well as to the development of world trade and the expansion of global business. [Open to juniors and seniors. One semester, Half credit.]

Sport in American History analyzes major events and trends in sports history within the broader context of American history. This survey will examine how historical processes influenced the rise of sport, and how sport influenced major social and cultural developments in America. Using primary and secondary source documents, students will examine the importance of the historical evolution of American sporting practices. Themes include Native American and Colonial Sport, The Rise of Modern Sport in America, America and the Olympics, The Color Barrier and Sport, Gender Issues in American Sport, Big Business in Sport, American Media

and Sport, and the Globalization of Sport. [Open to juniors and seniors. One semester, Half credit.]

The Holocaust: A Study of Genocide examines the destruction of European “undesirables” at the hands of National Socialist (NDSAP) policing forces which has been one of the defining historical events of the twentieth century. The Holocaust is the world's best-documented case of systematic human annihilation. With millions of pieces of documentation (much of it as yet unanalyzed), scholars have produced a virtual flood of historical works documenting every aspect of the Holocaust. But the more we uncover, the less comprehensible it becomes. Through the examination and analysis of a multi-media and interdisciplinary cross-section of Holocaust documentation, students will seek an answer to the most important questions: Why did it happen? How could it have happened? How could it happen in an advanced, civilized modern nation? Can it happen again? How can its recurrence be prevented? This inquiry will require students to delve into the psychological and sociological roots of human cruelty, mass violence, and genocide. Students will examine what enables people individually and collectively to perpetrate and passively support genocide by tracing the various stages of the Holocaust. Documents will begin with the origins of the National Socialist German Workers Party in the early 1920's and trace their way through the rise of Nazism and into the full-fledged annihilation of Europe's “undesirables.” [Open to juniors and seniors. One semester, Half credit.]

United States and Comparative Government II continues the study of the political systems of Great Britain, the United States, Mexico, Russia, China, Iran, Nigeria, and the European Union. In the second semester, we address the practical realities of policy-making and policy-implementation in a challenging world. Guiding themes are democratization and globalization and the problems and opportunities they present to states. The class also presents a debate before an all-school meeting on a topic of contemporary relevance. The government sequence prepares students for the AP examinations in U.S. and Comparative Government and Politics, although preparation for the exams is not the primary goal of these courses. [U.S. and Comparative Government I is a prerequisite. One semester, Half credit.]

MODERN & CLASSICAL LANGUAGES

NOTE: In the study of French, Spanish, and Latin, the option is available at most levels for Advanced study. This study means that where the student has a special interest in or facility for the language, he or she may explore in depth the material offered at that level. (For example, there may be reading selections of a more demanding nature regarding the specific employment of some of the grammar presented in the course.) Additionally, the aural-oral skills (where pertinent) and the reading and writing

skills will be more rigorously emphasized in various extra activities such as special projects on the culture(s) where the target language is dominant. The focus of the subject matter in Advanced language courses is more concentrated but not materially different in substance. Enrollment in Advanced language courses is subject to departmental approval.

Yearlong Courses

French I and Spanish I introduce elementary grammatical concepts, present and past tenses, basic sentence patterns, and useful and idiomatic expressions. Major units emphasize practical daily situations, such as greeting people, expressing opinions, talking about the weather, counting and telling time, traveling, shopping and discussing family relationships. The courses present geographic and cultural features through dialogues and readings. [Advanced study is not available in Level I French and Spanish courses.]

French II and Spanish II further develop reading, aural comprehension, speaking and writing skills by introducing several new major language structures, including the present and past tense of reflexive verbs, direct and indirect pronouns and the imperfect tense. Students acquire an active vocabulary of up to 700 new words and expressions, often working in small groups to maximize use of the language and studying genuine material from the target languages, such as newspapers, films, and Internet sites. Students complete independent projects relating to French or Spanish geography, politics, society and culture. [Advanced study is available.]

French III and Spanish III emphasize oral, written and listening facility, bringing students to a higher level of language proficiency. Students learn additional and more sophisticated grammar and vocabulary; read advanced material such as newspaper editorials, literary prose and poetry; and compose essays in the target language. These courses further explore the customs, history and geography of countries where the languages are spoken. [Advanced study is available.]

Contemporary Civilization and Culture of Latin America Through the study of the history and formation of today's Latin American states, students gain the background information that forms the base for their views of contemporary culture. Latin America provides students with an opportunity to study cultures that are very different from their own, giving them a better understanding of their own worldview. Many of the areas that we will study have vast gaps between the rich and the poor, and many areas are still stuck in situations of dire poverty. The course will cover the progression of that poverty and the racial, social, and political factors that contributed to its development. 100 percent of this course is in Spanish with no exceptions whatsoever.

In Semester one, students are presented with a historical and cultural overview of Latin America and the conflicts and events that shape the modern political and social structures. Students then individually focus on one issue

to create a portfolio quality documentary film demonstrating their mastery of the material.

Semester two builds on the topics studied in the fall by focusing on LFA's ongoing service project in Peru. Students will engage in regular communication with students and faculty in the Sacred Valley, while planning and raising funds for a service project planned by both student communities. The class culminates in the completion of that project in Peru, providing both a language and cultural immersion experience. [Prerequisite Spanish III Advanced or department approval. There is a program fee associated with this course.]

NOTE: Students currently enrolled in French III Advanced may opt to take AP French language next year if they wish and if the language department approves their choice. There is no obligation to take this option, and students may still prefer to take French IV Advanced next year and AP French language the year after. Current freshmen, for example, may not need to take AP French language next year, because they may still take French IV Advanced as sophomores, AP French language as juniors, and AP French literature as seniors.

French IV and Spanish IV focus on comprehension, conversation, and listening skills, emphasizing recognition and use of complex grammar and new vocabulary in everyday speech. To increase proficiency, students participate in class discussion, listen to and watch audio and video tapes, compose essays and confront practical scenarios, such as how to find an apartment. Students read essays, short stories and novels by important authors and debate in class to become aware of relevant social issues. [Advanced study is available.]

AP French and Spanish provide rigorous practice in reading, writing, speaking and listening for the purpose of gaining proficiency in the language. Students study advanced grammar, read and discuss original works of literature, write compositions and gain cultural knowledge through film, songs, and the Internet. Interactive games and activities build fluency. Some French and Spanish students choose to take the AP Literature course either concurrently with or immediately following the completion of this course. In the former, they cover the prescribed works of the AP Literature syllabus, discussing them in detail and submitting frequent written explications demonstrating their expertise in literary analysis. Both AP courses, conducted entirely in the target language, assist students in preparing for the required AP examinations in language and literature. Students wishing to enter an AP language course must apply to the department. Candidates will provide evidence of high achievement in previous language courses and a written statement detailing their motivation for making application. Application materials are available from the department chair. [Open to students with departmental approval.]

Le Monde Francophone (the French-speaking world)

Language is not just about grammar. Language is a means of communication, of expressing oneself. In this advanced French course, students will tour the French-speaking world through readings, film, exploration of current events, and direct contact with French speakers around the globe. Students will study the people and cultures of this global language. The first semester of this year-long course will focus on the relationships and cultural impacts between North Africa (what is often referred to as "The Maghreb") and France. The long history between Morocco, Algeria, Tunisia and France is a rich one, full of violent episodes and peaceful ones. The influx of North African immigrants to France has created fascinating cultural dilemmas; especially as second and third generation French citizens still question their own identity. Through art forms, national education programs and politics, students will learn more about colonization and its after effects, as well as the current challenges of living in dual languages and cultures. Most importantly, students will learn to interpret the information in order to apply it to other global situations, perhaps some in their own countries. For the second semester, our focus will shift towards Western Africa (Senegal, Cote d'Ivoire, Ile de la Reunion) and then on to the Americas: a region with a very rich Francophone presence. As our studies lead us through Canada, the Caribbean and South America, students will learn history, differing cultural attitudes and the reasoning behind them, and to what extent language is linked to identity. [The course will be conducted entirely in French. Open to students who have successfully completed French III-Advanced or higher. Very appropriate for students who have completed AP French Language.]

AP Spanish Literature This course is available for those students who have taken the Spanish AP Language course and wish to pursue their studies with a close examination of some of the benchmark works in Spanish and Spanish-American literature. In this class we will pursue in the target language such authors as Jorge Luis Borges, Gabriel Garcia Marquez (Nobel award winner), Pablo Neruda (Nobel award winner), Ruben Dario, Antonio Machado, Pio Baroja, Gustavo Adolfo Becquer, Federico Garcia Lorca, and Miguel de Unamuno, reading works in their entirety. We may also explore seminal authors such as Cervantes, Lope de Vega, Calderon de la Barca, and Galdos, focusing on selected excerpts from their most important writings: *El ingenioso hidalgo Don Quijote de la Mancha*, *Peribanez*, *La vida es sueno*, and *Marianela* or *Misericordia* respectively. We may even have the luxury of dipping into some of the literature which has arisen from climactic events in a country's development (e.g., the Mexican Revolution in Azuela's *Los de abajo*). The emphasis in this course will be on reading and critical essay writing with some ventures into the creative writing world, but the class will be conducted entirely in Spanish and, therefore, will continue to provide an opportunity for the cultivation of the students' listening and speaking skills. Students wishing to enter an AP language course must apply to the department. Candidates will provide

evidence of high achievement in previous language courses and a written statement detailing their motivation for making application. Application materials are available from the department chair.

Heritage Spanish (for students who have attained native fluency in Spanish)

This course is for native speakers who have not had the time/opportunity to study their own language and who have a working knowledge merely of the oral/aural aspects of the language. In it we will cover such fundamentals as grammar (and grammar terminology), spelling and accentuation of words, vocabulary (especially cognates so as to develop knowledge of English at the same time), literature (stories and poems common to the Latin American world), and the other aspects of the language which are most required by native speakers. As this will be a trial course, there will be some experimentation in the first year or so. However, it will be conducted entirely in Spanish and will emphasize the writing and reading skills of language study. Regular tests and essays will be assigned. This course is preliminary to Spanish AP Literature, but students finishing the course may also choose to take the AP Language examination in May.

Fall Semester Courses

Advanced Topics in Linguistics: French Phonetics In this semester-long, advanced-level course, we leave grammar, writing, and reading behind and work strictly on pronunciation and listening skills. Through close study of liaisons and enchainements, as well as rhythmic groups and general intonation, students will learn about the basic flow of spoken French and work to incorporate this into their speech. Study of the International Phonetic Alphabet (vowel, consonant, semi-vowel sounds, etc.) solidifies their confidence in the proper pronunciation of any word in spoken French. Students are graded on written, spoken, and listening assignments. Most homework consists of listening to recorded exercises and repeating. Work in the language lab is extensive. A research project in English or French covering dialects and pronunciation differences of spoken French throughout the world is the culmination of the semester. [This course is open to students who have completed French III and may be taken concurrently with other French III courses. One semester, Half credit.]

Advanced Study in Spanish Conversation and Phonetics serves as a first-semester, advanced-level elective for students who have met the basic language requirement of three years. While reviewing grammar and practicing some reading, students will concentrate on their aural/oral skills and will be exposed to comparative linguistics. Conversation will include everything from informal discussion and chatty encounters with friends and family to short presentations of various kinds (skits, demonstration speeches, etc.). Students will master a working vocabulary on everyday subjects and will have the time, encouragement, and assistance to practice this

vocabulary in role-playing. It is our hope that the students will emerge confident and capable of communicating with relative ease even in their first sojourn into the Spanish-speaking world.

In the Phonetics part of the course, students will gain awareness of the patterns of phonemes as they change in different contexts, and they will practice mimicking these subtle differences in their own articulation. Students will gain a better understanding of the relationship between sounds in a sentence and be able to put words together with the proper tone, pitch, and stress to make them sound native-like. These objectives will help students come as close as possible to native fluency. Trips to the language lab will afford additional speaking and listening practice. After taking this course students will automatically be enrolled in Spanish Grammar and Composition. [One semester, Half credit.]

Spring Semester Courses

Advanced Topics in Communication: French Conversation In this semester-long, advanced level course, students will hone speaking and listening skills through many different scenarios: informal discussion, prepared performances, debates, theatre, interactive video, etc. Intensive building of vocabulary and accompanying structures will help to increase the students' comfort level in a variety of situations. Time will also be devoted to body language and gestures, as well as business French. Students will be placed in many different situations with constantly changing variables so that they are able to express themselves more clearly and concisely and in the proper register, be it formal or informal. Work in the language lab is extensive. [This course is open to students who have completed French III and may be taken concurrently with other French courses. One semester, Half credit.]

Advanced Study in Spanish Grammar and Composition This advanced-level course will give students the opportunity to hone their reading and writing skills in Spanish through texts such as narratives, poetry, text messaging, letters, advertisements, news articles and literary analyses. Readings of varying genres will introduce composition topics, build vocabulary, model structure and deepen students' understanding of Spanish and Latin American culture. In writing and editing their compositions, students will concentrate on clear expression of their ideas through concise usage of vocabulary and grammar, while also learning to employ conventions of Spanish punctuation and accent rules. While the focus of the course is on written Spanish, students will also draw on their oral Spanish skills and are expected to adhere to the practice of speaking only Spanish in the classroom. [One semester, Half credit.]

LATIN

Yearlong Courses

Latin I develops sound reading and writing skills, introducing elementary grammar and vocabulary through lively classes in which students realize Latin is not a dead language. Students write and perform skits and public orations, produce videos, prepare meals from original Roman recipes, practice language skills in the language lab and build scale models of ancient monuments. Related studies include Greek and Roman history and culture, the archaeology of Troy and Pompeii, mythology and the influence of Latin on the English language.

Latin II introduces advanced grammatical constructions while reviewing the important lessons of Latin I. This course emphasizes reading comprehension and vocabulary development and undertakes a study of English vocabulary through Latin roots. The course also continues the study of Roman history and culture and classical mythology begun in Latin I, including the history of the Roman emperors and the myths of the houses of Atreus, Athens, and Thebes. Regular trips to the language lab reinforce classroom work. [Advanced study is available based on the student's performance in Latin I and with departmental approval.]

Latin III immerses students in the works of genuine Romans, reviews the important concepts of Latin I and Latin II, and introduces new grammatical and syntactical elements as they appear in the readings. Developing reading fluency is the primary goal. Texts in this course include selections from Caesar, Cicero, Catullus, Vergil, Livy, and Ovid. History, culture, and mythology are considered in relation to the authors under discussion.

AP Vergil/Latin IV Advanced immerses students in the life and times of Rome's poet laureate and the rich historical and mythological background of the *Aeneid*. Students read selections from the *Aeneid* in Latin and the entire text in translation. Other topics include Latin metrics and the influence of Vergil on later literature. Qualified students may prepare for and complete the AP examination. Students wishing to enter an AP language course must apply to the department. Candidates will provide evidence of high achievement in previous language courses and a written statement detailing their motivation for making application.

MANDARIN CHINESE

Yearlong Courses

Mandarin Chinese I introduces the standard (Mandarin) Chinese phonetics system (Pinyin), basic grammatical structures, and functional daily language use. The course emphasizes the training of all four-language skills (speaking, listening, reading, and writing, both traditional and simplified), and develops an understanding of socio-linguistics and the socio-cultural factors that are important

to cross-cultural communication. Students will also learn how to put Chinese characters into computer format.

Mandarin Chinese II continues to emphasize the training of all four-language skills (speaking, listening, reading, and writing, both traditional and simplified) begun in the first year. Students will also develop a more sophisticated understanding of socio-linguistics and the socio-cultural factors that are important to cross-cultural communication. Besides continuing to work with basic grammatical structures and functional daily language, students will learn and practice extensively the three main Chinese calligraphy forms. Students will continue to put Chinese characters into computer format.

Mandarin Chinese III

Mandarin Chinese III reinforces what has been taught in Chinese II and continues the development of four major language skills (listening, speaking, reading, and writing) by introducing new and more sophisticated language structures and vocabulary. Students develop conversational skills by participating in discussions and role-playing. Compositions in Chinese are a regular part of the curriculum. Chinese III students are expected to demonstrate 1) expressive interaction in the language; 2) well organized and accurate writing; 3) factual and interpretive reading comprehension; and 4) cultural knowledge of Chinese-speaking countries.

Mandarin Chinese IV

This course is a continuation of Mandarin III. This course continues the development of the four major language skills: listening, speaking, reading and writing. Only Chinese is used in class. Intensive conversation, writing, and translation are required. Vocabulary build-up is much stressed. Writing skills progress to level in which student writing will include descriptions, storytelling, and the integration of extended vocabulary and sentence structure. Mandarin IV students are expected to demonstrate 1) expressive interaction in the language; 2) well organized, creative and accurate writing; 3) factual and interpretive reading comprehension; and 4) cultural knowledge of Chinese-speaking countries.

AP Chinese Language and Culture

AP Chinese introduces advanced language structures, grammar, functions and related cultural knowledge. Chinese remains the only language used in class. The reading enlarges the range of the vocabulary and understanding of the content and improves students' language skills. It is designed to provide students with opportunities for a deeper understanding in specific areas or topics and to broaden their cultural understanding. Supplementary materials will also be used to help students prepare for the AP Chinese Language and Culture exam.

The Ancient Chinese Poem

Ancient Chinese poems combine rich Chinese literature, culture and history. They are well structured, easy to read, recite and sing and enjoyed by most Chinese, from

kindergarten age into retirement. This course is designed for students who have attained native fluency in Chinese and wish to learn more Chinese literature, culture and history through ancient Chinese poems. Only Chinese is used in class. Through this course, students are expected to 1) understand the histories and cultural backgrounds of some well-known ancient Chinese poems; 2) be able to read fluently and recite some popular ancient Chinese poems; 3) become familiar with some basic structures of the poems; and 4) be able to write their own simple poems. [Open to students with departmental approval.]

FINE ARTS

Freshman Foundation in the Arts (FFA) is a full-year course required of all incoming freshmen. Throughout the yearlong program, students expand their study of the arts to communicate at a higher level in 2-D & 3-D visual art, in music, and in public speaking/drama. Through hands-on work and study, they will work to demonstrate higher levels of skill and knowledge, deal with increasingly complex artworks, and offer sophisticated responses to works of art. Students will become familiar with exemplary works of art from a variety of cultures and historic periods, and begin to form relationships within and across the various arts disciplines. [Two semesters, Half credit.]

Fall Semester Courses

Note: Fine Arts elective courses are open to all students at departmental discretion. Fine Arts fall and spring electives are designed to be taken in succession but may also be taken interdependently with approval of the department. The Fine Arts Department encourages all sophomores, juniors, and seniors interested in AP Art History and AP Music Theory to apply for approval of the department.

Art History students study art from the dawn of civilization to the Renaissance, including thematic and cross-cultural trends and ideas. Looking to non-Western cultures (African, Asian, Islamic, and Mesoamerican) as well as European traditions, students use architecture, sculpture, painting, and technology as a means to reveal and define significance in the world's diverse socio-political history. The course emphasizes an exploration of historic events while promoting visual literacy within an international context. Students work to develop basic principles for evaluating and contrasting world cultures through the examination of each society's distinct values and ideals. Students who wish to prepare for the AP Art History exam may continue with AP Art History second semester with departmental approval. [One semester, Half credit.]

Choir is offered to students who have a desire to sing substantial choral repertoire together and learn about history's great composers. Choir members are welcomed

to the ensemble with or without musical experience. Public performance is the primary objective of Choir, but topics of music theory and history are also regularly offered. Choir performs major concerts for Parents Weekend, a Holiday Concert, an annual Oratorio Concert with the LFA Orchestra, and a Spring Concert. Other performance opportunities such as Alumni Weekend and International Fair also frequently arise. Off-campus trips may take place to concerts, adjudication, or other choral events. [One semester, Half credit.]

Introduction to Clay introduces students to creating functional pottery using the pottery wheel and by sculpting clay by hand. Students will learn various techniques for adorning the surface of their clay objects using glazing and printmaking methods. Students will explore the historical significance of ceramics in various cultures as well as the aesthetic traditions of making functional pottery. Through this exploration students will become proficient in a number of skills that are used when working with clay including; throwing and trimming work on the pottery wheel, printmaking onto a glazed surface, sgraffito, slip trailing and slip-casting techniques. [One semester, Half credit.]

Glassfusing is recommended for students interested in examining the dynamic and complex characteristics of glass as a visual arts medium. Students will study the basic chemistry of glass materials and gain an understanding of how glass can be manipulated using various tools and processes. Students will explore the historical significance of glass in various cultures as well as the aesthetic traditions of making both functional and sculptural glass works. Through this exploration students will become proficient in a number of skills that are used when working with glass including; glass cutting, polishing, printmaking, and mold-making techniques. Students with a strong interest in color theory are encouraged to take this course. [One semester, Half Credit.]

Guitar I is an introduction to music through learning and playing the guitar. Students will learn the foundations of musical concepts such as note reading, rhythm, and basic harmony. These concepts will be applied through basic guitar technique. Simple songs and chords will be learned while working out of a proven method book, Jerry Snyder's Guitar School, Book 1 (with CD) and Ensemble Book 1. Class activities will range from group lecture and practice to individual and small group playing. Assignments will include individual playing tests, recorded ensembles, and a creative improvisation. Students will provide their own acoustic guitars (steel or nylon string) of at least novice quality (see instructor for recommendations). A limited number of guitars will be made available to those who need to borrow them. Some optional materials for the class include a laptop computer, and a USB microphone. These materials will be made available to students, and are not required.

Materials: Acoustic guitar (steel or nylon string), Jerry Snyder's Guitar School Book 1 (with CD) and Ensemble Book 1, replacement strings, guitar picks.

Laptop Orchestra The ubiquity of portable computer technology and its inherent potential for sound synthesis and manipulation is changing the way we create, experience, and appreciate music. As this fact remains a conceptual cornerstone of the *electronic music studies* courses, this class will serve to give students an outlet for collaborative exploration, improvisation, and organized performance within a medium too often associated with the lab environment. As a performance class, students may expect to demonstrate the musical potential of a familiar technology, interpret notated works of electronic music (solo and ensemble), collaborate with other musicians to compose new works for group performance, develop programming and sequencing skills using DAWs, improvise within loosely structured pieces, and purposefully experiment with new musical forms. By way of performances and presentations, students will also introduce to the LFA community crucial issues and concerns in modern music and art such as: the changing language of music in a post-tonal world, the role of the artist and his/her/its relationship to an audience, individualism vs. collaborative instinct, the role of art in an audio/visual-saturated environment, western art standards in a global virtual community, the traditional high/low art split and its demise, copyright and the disappearing public domain.

The laptop orchestra will use software and hardware tools introduced in the electronic music courses (Ableton Live, audio interface devices) as well as any additional tools deemed useful for performance purposes (MIDI controllers, hardware synthesizers, effects processors, etc). A series of evening and all-school performances (some in collaboration with the acoustic orchestra and choir) will be scheduled throughout the academic year. Students are strongly encouraged (but not required) to take one of the following courses prior to joining the orchestra: *Introduction to Electronic Music Studies*, *Advanced Studies in Electronic Music*, *Music Creation and Production*.

Prerequisites:

Interview/audition with Laptop Orchestra Director, Fine Arts Department Chair

Student-owned laptop (software and other tools will be provided by the Academy) [One semester, Half credit.]

Music Theory is the study of music as a language. Students will learn the fundamental rudiments of music through reading, writing, and listening. Beginning with basic note names and music organization, students will progress through learning elements of harmony, rhythm, and musical structure. While the majority of class time will be spent discussing types of classical music, jazz and popular music forms will also be discussed. Students

taking this class will typically have some background in music study. Students who wish to prepare for the AP Music Theory exam may continue with AP Music Theory second semester with departmental approval. [One semester, Half credit.]

Music Creation and Production will be an immersion into the process by which music is made - from composition to final production in the environment of mainstream, commercial music. Small groups will be formed based on the needs of instrumentation, though students may form their own groups as well. Prior experience either as a vocalist or instrumentalist (guitar, bass, drums, etc.) is required.

We will begin by introducing some basic elements of music and theory through listening examples, and by 'covering' familiar songs in a creative way. Student groups will then select a poem as the lyrics for their first composition. The final project of the semester is an open-ended songwriting project. While there will be workshop and seminar-type classroom activities, a majority of this class will allow student groups to work independently to achieve the musical goals that they set. Conferences will be held at regular intervals with the instructor in order to evaluate the progress of each project, and to discuss any necessary musical concepts.

The purpose of the course will be to allow for students to create original music that is based around their own interests, and to acquire the requisite knowledge in making this music by using professional methods of recording and editing. [Half credit.]

Orchestra is offered to students who have an instrumental performance background and a desire to perform great instrumental works together. Orchestra members must have at least a basic level of independent musical ability on their instruments, as well as experience playing in other large ensembles. Students will prepare music for performances while gaining musical skills from scale playing, basic music theory, and rhythm reading. While there is no set requirement for individual practice, students are expected to maintain a satisfactory level of performance on all assigned music. Orchestra performs at major concerts for Parents Weekend, a Holiday Concert, Graduation/Move-Up Day, and a Spring Concert. Other performance opportunities such as Alumni Weekend, the LFA Gala, and International Fair also frequently arise. Off-campus trips may take place to concerts, adjudication, or other applicable instrumental events. [One semester, Half credit.]

Introduction to Photography is an introduction to the manual operation of a 35mm camera and the basic techniques of analog photography. The primary objective for this course is to master fundamental principles of photography and use these skills to gain a greater understanding of how photography can be used as a means of visual expression. Students will become proficient in proper film exposure, film developing, and

silver gelatin printing. There will also be a history component to the course, giving students a brief introduction to the history of photography, the effects of digital technology on the medium, and photography's practice as contemporary art and a means of communication.

Through weekly student critiques, slide lectures and independent research, students will develop their skills of "photographic seeing". Students will begin to think critically about photographs and develop an articulate means of discussing each other's work and the work of accomplished artists in the field of photography. While studying photography in a historical context, we will constantly address photography's current concerns, including those outside the confines of fine art study. [One semester, Half credit.]

Speech teaches the methods and strategies of public speaking and requires students to address publicly various topics during the semester. This course covers all areas of public speaking, from impromptu speaking to debate, and emphasizes presentation, diction, articulation, and self-growth as a speaker. Daily presentations and weekly formal recitations are common. Each speaker is evaluated based on individual growth and accomplishment. [One semester, Half credit.]

Study in the Production of Electronic Music The primary and often exclusive means by which we experience organized sound is recorded playback, a technology that has revolutionized not only the way in which music is heard, but also the way in which it is conceived, composed, and produced. As the traditional paradigm for musical activity continues to shift from acoustic performance to plastic production, the computer has begun to replace the piano as the centerpiece for modern musical exploration; therefore, a complete musical education should require a serious investigation of both the history of electronic music and the basic tools used in its creation. This class will be devoted to the study of electronic music through both an analysis of major composers and their works (*Schaeffer, Varese, Cage, Stockhausen, Xenakis, Eno, Oswald, James*) and an introduction to some of the most commonly used tools in the production of the art. Students will work closely with the instructor in a lab environment to complete a series of small projects (each focusing on a unique aspect of digital audio editing), while reading about, listening to, and discussing the basic principles governing the work of seminal composers and their various schools of thought. The semester will culminate in the completion and presentation/performance of a final piece/project (the individual parameters of which are to be agreed upon by the student and the instructor). The purpose of the course will be two-fold: **a)** to develop an understanding of and appreciation for the history, significance, and development of electronic music with a particular emphasis on its relationship to both contemporary popular music and traditional European "art" music **b)** to introduce basic skills for composition and production

using a combination of commonly-used programs. [One semester, Half credit.]

Theater I is an ensemble acting class for students who have already taken Freshmen Foundation in the Arts or have previous acting experience. The course will place emphasis on performance. Each semester students will have an opportunity to perform on stage in a show. Emphasis in the class will be scene work, technical, theater, theater history, directing, and dramaturgy and, finally, the preparation and performance of a scripted show. [One semester, Half credit.]

Theater Technology is an introductory "hands-on" class that examines the behind the scenes world of theater. The class will entail set design and engineering, set construction, and operation of stage equipment and theater scenery. Students will explore other related aspects of technical theater including; script analysis for design, light and sound design, scenic painting, and stage management and responsibilities. Students have an opportunity to bring their design from drawing to the stage, building props, sets, and scenes. [One semester, Half Credit.]

2-D Studio is an introductory course that explores the language and techniques of two-dimensional visual work. The class is involved with the experience and the creative thought process of making art. Different media along with various approaches to image making are explored during the semester. The class also exposes the students to various art historical and contemporary works as it applies to the class projects. The projects are designed so that they can be responded to from a number of different skill levels. The class encourages students to experiment and challenge themselves with regard to expressing themselves in two-dimensional media. [One semester, Half credit.]

2-D Mixed Media is an intermediate to advanced level studio art class where students explore a broad range of artist's materials to create imagery and objects intended for exhibition on the wall. Experimentation in painting, printmaking, encaustic, technology-based image transfer and collage form the basis of this study. Methods of generating, collecting and elaborating on ideas are developed through exercises and projects, both individual and group, so as to forge new connections in patterns of work and thought. Ultimately, students discover that ideas do not materialize from thin air and that there are strategies they can develop to sustain idea development as an ongoing process. The course challenges all participants to draw on their personal experience as it relates to the world around them. Although designed for students with previous studio experience, students with confidence and the desire to experiment are encouraged to apply. [One semester, Half credit.]

3-D Design What makes good design? Can design be a means for change? What are the environmental impacts of

what is designed and used by the masses? These are questions that are continually addressed in 3D Design. This course places a strong emphasis on ingenuity, problem solving, spatial awareness, and the development of conceptual ideas. Students will be asked to create architectural, industrial, and urban designs that provide solutions for humanitarian and environmental issues. Students will learn the fundamentals of sketching and model-making using both traditional architectural model-making supplies and computer modeling software. Students with an interest in learning more about design, architecture or urban planning are encouraged to take this course. [One semester, Half credit.]

Visual Culture & Photography

Visual Culture & Photography is a studio seminar course in which students will engage in a critical study of the photographic image across a broad cultural and historical spectrum. Students will consider the photographic medium and its ability to shape public perception and social and political ideologies, from the advent of photography to modern day new media. Through a theory and practice based approach, this course seeks to expand the student's visual literacy in an image-based society. Students will explore the indexical nature of the photographic image and investigate how the ubiquity of digital capture and manipulation has contributed to the medium's concurrent use as fine art, news source, propaganda, and marketing tool. Students will view, analyze, and discuss photographic images on a daily basis from a variety of print and electronic sources including newspapers, periodicals, advertisements, blogs, and websites. From civil war battlefields photographs, Abu Ghraib, and aesthetic zed images of conflict – to paparazzo photos and billboard advertisements, we will reveal how powerful images and the means in which they are disseminated affects the way we interpret, share, and value visual communication.

In addition to frequent readings and writing, students will utilize various methods of image capture, both analog and digital. Students will develop the skills to analyze and decode visual media and skillfully write and discuss on their findings. Students will maintain a weekly blog covering their interaction with images, both as a viewer and creator.

Students must have access to a 35MM film or digital camera. [One semester, Half credit.]

PREREQUISITE: Introduction to Photography

COURSE TEXT: There is a required text for this course.

Introduction to Woodworking is designed expose students to the fundamental elements and skills of basic woodworking. Students will understand the safe, effective and efficient use of both hand and power tools while emphasizing craftsmanship, planning and finishing. As students progress, they will create various woodworking projects that reinforce and challenge skills while exploring areas of functional object making. [One semester, Half credit.]

Yearbook I is a semester class that is involved with the fall production requirements for the LFA annual yearbook "The Caxy." The class is involved with the design, production, and financing of the book. Students have an opportunity to work in art, photography, writing, layout and design. They also experience the challenges and rewards that come with working on a staff committed to producing a quality yearbook for the LFA community. The staff also deals with financial and publishing matters pertaining to production. [One semester, Half credit.]

Lake Forest Academy Arts Concentration

The Arts Concentration program invites disciplined students with exceptional ability in the arts to further develop their talents within the context of a rigorous academic program. In addition to specific course requirements, Concentration students will have the opportunity to improve their skills during after-school lessons, programs, and practice time providing them with opportunities for in-depth, one-on-one instruction with fine arts faculty and outside artists.

Admission to the Program

After being admitted to the Academy, candidates for the Arts Concentration program will submit a statement of purpose and portfolio of work/audition for review by the fine arts faculty as well as a letter of recommendation from previous teachers. Admission to the program is subject to approval by a committee of fine arts faculty. Students enrolled in the Arts Concentration program will be expected to meet all of their academic and athletic requirements of a Lake Forest Academy to remain in the program.

Ongoing Assessment

A Concentration student's status in the program is evaluated against a set of performance benchmarks for each year of study. Their progress and participation is assessed twice each semester in scheduled meetings with a committee of peers and arts faculty. Additionally, the fine arts department will review each concentration student at the end of the year to determine whether they will remain in the program. Failure to maintain the minimum requirements of the program or of all Lake Forest Academy students will jeopardize a student's status within the Arts Concentration.

Music Concentration

The Arts Concentration in Music helps prepare LFA music students for success in college music programs. The Concentration in Music provides gifted and committed music students the opportunity to intensely concentrate on their artistic development. The students participate in weekly private music lessons, small ensemble rehearsals, solo performances in major LFA music concerts and other events. All senior students are expected to perform a solo concert event. [One semester, Half credit.]

Theater Concentration

The arts concentration in theater helps prepare LFA student actors for “a life in the theater”. The theater concentration student will focus his or her talents on learning the complexities of acting in the 21st century. Through interaction with the instructor the student will discover how the process of rehearsals and study in theater leads to the final performance. This process requires that the student learns about being on stage but also be versed in the other areas of theater. These include all technical responsibilities, front of house operations and theatre history. The central focus will however be on acting. The concentration classes would augment the existing theater classes offered during the academic day. Theater concentration students are responsible to be involved in all plays performed on campus. These responsibilities might include stage manager or manager of front of house operations. Senior Concentration students are expected to direct a play in the spring of their senior year and in most years theater concentration students will direct one-act plays in the spring. [One semester, Half credit.]

Visual Concentration

Extended access to studio spaces and one-on-one time with faculty allow LFA visual arts concentration students to study their chosen medium in-depth. This intensive and demanding study is an opportunity for students to hone their technical skills while broadening their understanding of the theoretical and conceptual aspects of the visual arts. Expanded projects, critiques, discussions and constant experimentation aid students as they develop an informed and thoughtful personal artistic practice in a process-oriented environment. Students are encouraged to investigate issues and concepts of personal interest as they evaluate the underlying meaning of their work and purpose for making art. Students have the opportunity to exhibit their work in regular exhibitions at the Academy and in various public venues. All graduating seniors are expected to participate in a senior group exhibition and review at the end of the academic year. Students are responsible for the installation of the show, publicity, and any written statements necessary for the exhibition. [One semester, Half credit.]

Independent Study in the Fine Arts is designed to provide juniors, seniors, and other serious Fine Arts students with opportunities to study a preferred medium in greater depth and to prepare a portfolio for college admission. Independent Studies in Fine Arts is a credited course designed through written proposal by a student to be supervised by one or more faculty members with approval from the instructor(s), the student’s academic advisor, the department chair, and the dean of faculty. Independent Studies in the Fine Arts requires inner discipline and the ability to establish and fulfill goals. Any student applying for Independent Studies in the Fine Arts must have fulfilled the graduation requirements within the department and established a strong academic record in order to be considered a candidate. [One semester, Half credit.]

Spring Semester Courses

***Note:** Fine Arts elective courses are open to all students at departmental discretion. Fine Arts fall and spring electives are designed to be taken in succession but may also be taken interdependently with approval of the department. The Fine Arts Department encourages all sophomores, juniors, and seniors interested in AP Art History and AP Music Theory to apply for approval of the department.*

AP Art History students continue their study of art from the Renaissance to the present, including contemporary trends and ideas from the continually changing world of visual communication. Looking to non-Western cultures (African, Asian, Islamic, and Mesoamerican) as well as European traditions, students use architecture, sculpture, painting, and technology as a means to reveal and define significance in the world's diverse socio-political history. The course emphasizes an exploration of historic and current events while promoting visual literacy within an international context. Students work to identify and classify trends, to unearth contextual patterns, and to compare and contrast ideals and objects using a new vocabulary. This course will prepare students for the AP Art History exam. Prerequisites include the fall semester Art History course and departmental approval. [One semester, Half credit.]

AP Music Theory is a continuation of the Music Theory course offered in the fall. Course content will include such topics as advanced harmony, analysis, composition, sight-singing, harmonic and melodic dictation, and form. Students in AP Music Theory are encouraged to prepare for and take the Advanced Placement Exam in May for possible college credit. While musical study will focus on Classical and Romantic era music, jazz and popular styles will also be investigated. Prerequisites include the fall semester Music Theory course and departmental approval. [One semester, Half credit.]

Advanced Theater is an acting class for students who have already taken Theater II. The course will place emphasis on performance. Students will have an opportunity to perform on stage in a show. Emphasis in the class will be scene work, technical theater, theater history, directing, and dramaturgy and finally, the preparation and performance of a scripted show. [One semester, Half credit.]

Ceramics is a project-based introduction to traditional and modern clay technique with a focus on hand-built objects. This class will expose students to the expressive potential of clay. In addition to building with clay, students will be introduced to the chemistry of glazes and learn to fire the kiln. Throughout the semester, students will become familiar with historical and cultural uses of ceramics. Along with studio work, students should expect to keep sketchbooks, including their research of historical work. Students will participate in class discussions, submit

interpretive write-ups and engage in critiques. [One semester, Half Credit.]

Choir is offered to students who have a desire to sing substantial choral repertoire together and learn about history's great composers. Choir members are welcomed to the ensemble with or without musical experience. Public performance is the primary objective of Choir, but topics of music theory and history are also regularly offered. Choir performs major concerts for Parents Weekend, a Holiday Concert, an annual Oratorio Concert with the LFA Orchestra, and a Spring Concert. Other performance opportunities such as Alumni Weekend and International Fair also frequently arise. Off-campus trips may take place to concerts, adjudication, or other choral events. [One semester, Half credit.]

Digital Imaging is an introductory course that focuses on digital tools and techniques used in art and design. From graphic design to photo manipulation, students will use various software programs and utilize digital and traditional techniques to create visual work. The class covers basic 2-D design issues, various digital applications, such as Photoshop, Illustrator, Indesign, digital techniques, visual awareness, problem solving, and creative image making. Digital Imaging helps students develop a voice in the digital world while gaining an appreciation for this rapidly growing and very current area of visual communications. [One semester, Half credit.]

Advanced Studies in Electronic Music A follow up course to *Study in the Production of Electronic Music* (Fall semester), *Advanced Studies in Electronic Music* will offer students the opportunity to fully explore the compositional potential of Ableton Live by focusing on specific production techniques not covered in the introductory course. Key techniques for studies in advanced production include Plug-ins/VST utilization, Equalization, Compression/Limiters, Crossfading, Quantization, Dither/Exporting, Advanced Sequencing, Mastering, and Approaches to Performance. A comprehensive examination of five seminal composers of electronic music (including respective historical/artistic/philosophical contexts) will serve to both enhance students' understanding of the art form and to trace the development of some of the most influential production methods now common to producers and engineers. [One semester, Half credit.]

Glassfusing is recommended for students interested in examining the dynamic and complex characteristics of glass as a visual arts medium. Students will study the basic chemistry of glass materials and gain an understanding of how glass can be manipulated using various tools and processes. Students will explore the historical significance of glass in various cultures as well as the aesthetic traditions of making both functional and sculptural glass works. Through this exploration students will become proficient in a number of skills that are used when working with glass including; glass cutting, polishing, printmaking, and mold-making

techniques. Students with a strong interest in color theory are encouraged to take this course. [One semester, Half Credit.]

Guitar II is an intermediate class designed for students with some experience playing the guitar and reading music. Topics will include intermediate elements of music theory, multiple octave scales, improvisation, repertoire studies, and jazz/popular music. Examples will be taken from Jerry Snyder's *Guitar School, Book 2* (with CD) and *Ensemble Book 2*. Class activities will range from group lecture and practice to individual and small group playing. Assignments will include individual playing tests, recorded ensembles, and a creative improvisation. Students will provide their own acoustic guitars (steel or nylon string) of at least novice quality (see instructor for recommendations). A limited number of guitars will be made available to those who need to borrow them. Some optional materials for the class include a laptop computer, and a USB microphone. These materials will be made available to students, and are not required.

Materials: Acoustic guitar (steel or nylon string), Jerry Snyder's *Guitar School Book 2* (with CD) and *Ensemble Book 2*, replacement strings, guitar picks.

Jewelry = Light Metals + Small objects is a course with a focus on learning the fundamentals of metals-making techniques, design and fabrication. A range of hand-tool processes is covered through practical exercises and imaginative concept-based projects. Technically, we cover sawing, filing, hard soldering, scoring/bending, linkages, hollow construction, wire construction and more. In addition, discussion of design, materials, jewelry history and alternative techniques is part of every class. [One semester, Half credit.]

Laptop Orchestra The ubiquity of portable computer technology and its inherent potential for sound synthesis and manipulation is changing the way we create, experience, and appreciate music. As this fact remains a conceptual cornerstone of the *electronic music studies* courses, this class will serve to give students an outlet for collaborative exploration, improvisation, and organized performance within a medium too often associated with the lab environment. As a performance class, students may expect to demonstrate the musical potential of a familiar technology, interpret notated works of electronic music (solo and ensemble), collaborate with other musicians to compose new works for group performance, develop programming and sequencing skills using DAWs, improvise within loosely structured pieces, and purposefully experiment with new musical forms. By way of performances and presentations, students will also introduce to the LFA community crucial issues and concerns in modern music and art such as: the changing language of music in a post-tonal world, the role of the artist and his/her/its relationship to an audience, individualism vs. collaborative instinct, the role of art in an audio/visual- saturated environment, western art

standards in a global virtual community, the traditional high/low art split and its demise, copyright and the disappearing public domain.

The laptop orchestra will use software and hardware tools introduced in the electronic music courses (Ableton Live, audio interface devices) as well as any additional tools deemed useful for performance purposes (MIDI controllers, hardware synthesizers, effects processors, etc). A series of evening and all-school performances (some in collaboration with the acoustic orchestra and choir) will be scheduled throughout the academic year. Students are strongly encouraged (but not required) to take one of the following courses prior to joining the orchestra: *Introduction to Electronic Music Studies*, *Advanced Studies in Electronic Music*, *Music Creation and Production*.

Prerequisites:

Interview/audition with Laptop Orchestra Director, Fine Arts Department Chair

Student-owned laptop (software and other tools will be provided by the Academy) [One semester, Half credit.]

Music History is a survey course covering a wide array of musical cultures. This includes the music of Europe, Africa, Asia, and South America. Activities will involve considerable listening and viewing of related video material, reading about composers and their works, research, and creative work. Students will gain a cultural perspective for music, and discover the impact that music has on society. [One semester, Half credit.]

Musical Theater is a cross-disciplinary class which explores the history of American musical theater from its beginnings in early shows such as "Showboat" to modern shows such as "Rent." Class activities will involve active discussions of viewed video footage, readings, and presentations on important chosen topics. Non-musicians are invited to choose this class. If possible class participants may learn and perform musical repertoire, and field trips to musical theater productions in the Chicago area are often an enjoyable part of the class experience. (Half Credit.)

Orchestra is offered to students who have an instrumental performance background and a desire to perform great instrumental works together. Orchestra members must have at least a basic level of independent musical ability on their instruments, as well as experience playing in other large ensembles. Students will prepare music for performances while gaining musical skills from scale playing, basic music theory, and rhythm reading. While there is no set requirement for individual practice, students are expected to maintain a satisfactory level of performance on all assigned music. Orchestra performs at major concerts for Parents Weekend, a Holiday Concert, Graduation/Move-Up Day, and a Spring Concert. Other

performance opportunities such as Alumni Weekend, the LFA Gala, and International Fair also frequently arise. Off-campus trips may take place to concerts, adjudication, or other applicable instrumental events. [One semester, Half credit.]

Speech teaches the methods and strategies of public speaking and requires students to address publicly various topics during the semester. This course covers all areas of public speaking, from impromptu speaking to debate, and emphasizes presentation, diction, articulation, and self-growth as a speaker. Daily presentations and weekly formal recitations are common. Each speaker is evaluated based on individual growth and accomplishment. [One semester, Half credit.]

Theater II is an ensemble acting class for students who have already taken Freshmen Foundation in the Arts or have previous acting experience. The course will place emphasis on performance. Each semester students will have an opportunity to perform on stage in a show. Emphasis in the class will be scene work, technical, theater, theater history, directing, and dramaturgy and, finally, the preparation and performance of a scripted show. [One semester, Half credit.]

2-D Studio is an introductory, "hands on" art class that explores the language of primarily two-dimensional visual work. The class is involved with the experience and the creative thought process of making art. Different media along with various approaches to image making are explored during the semester. The class also exposes the students to various art historical and contemporary works as it applies to the class projects. The projects are designed so that they can be responded to from a number of different skill levels. The class encourages students to experiment and challenge themselves with regard to drawing and painting. [One semester, Half credit.]

2-D Mixed Media is an intermediate to advanced level studio art class where students explore a broad range of artist's materials to create imagery and objects intended for exhibition on the wall. Experimentation in painting, printmaking, encaustic, technology-based image transfer and collage form the basis of this study. Methods of generating, collecting and elaborating on ideas are developed through exercises and projects, both individual and group, so as to forge new connections in patterns of work and thought. Ultimately, students discover that ideas do not materialize from thin air and that there are strategies they can develop to sustain idea development as an ongoing process. The course challenges all participants to draw on their personal experience as it relates to the world around them. Although designed for students with previous studio experience, students with confidence and the desire to experiment are encouraged to apply. [One semester, Half credit.]

3-D Design II This course is a further study of the materials, concepts and techniques of three-dimensional

design. Emphasis is placed on sustainable building and design techniques and technologies for architecture, industrial design, and urban planning. 3D Design is a prerequisite for this course. Students who are interested in creating a portfolio for architecture and/or design programs are encouraged to take this course. [One semester, Half credit.]

Sculpture is recommended for students that want to gain a basic understanding of the concepts and materials used in creating three-dimensional artworks. Students will be introduced to a comprehensive range of sculpture techniques and will work with a variety of mediums including clay, glass, textiles, paper, plaster and metal. During the course of the semester students will become familiar with different art forms and practices used by various cultures throughout the world. Overall, 3D studio students will examine and create artworks that reflect universal concerns. [One semester, Half credit.]

Visual Culture & Photography

Visual Culture & Photography is a studio seminar course in which students will engage in a critical study of the photographic image across a broad cultural and historical spectrum. Students will consider the photographic medium and its ability to shape public perception and social and political ideologies, from the advent of photography to modern day new media. Through a theory and practice based approach, this course seeks to expand the student's visual literacy in an image-based society. Students will explore the indexical nature of the photographic image and investigate how the ubiquity of digital capture and manipulation has contributed to the medium's concurrent use as fine art, news source, propaganda, and marketing tool. Students will view, analyze, and discuss photographic images on a daily basis from a variety of print and electronic sources including newspapers, periodicals, advertisements, blogs, and websites. From civil war battlefields photographs, Abu Ghraib, and aesthetic zed images of conflict – to paparazzo photos and billboard advertisements, we will reveal how powerful images and the means in which they are disseminated affects the way we interpret, share, and value visual communication.

In addition to frequent readings and writing, students will utilize various methods of image capture, both analog and digital. Students will develop the skills to analyze and decode visual media and skillfully write and discuss on their findings. Students will maintain a weekly blog covering their interaction with images, both as a viewer and creator.

Students must have access to a 35MM film or digital camera. [One semester, Half credit.]

PREREQUISITE: Introduction to Photography

COURSE TEXT: There is a required text for this course.

Introduction to Woodworking is designed expose students to the fundamental elements and skills of basic woodworking. Students will understand the safe, effective and efficient use of both hand and power tools while

emphasizing craftsmanship, planning and finishing. As students progress, they will create various woodworking projects that reinforce and challenge skills while exploring areas of functional object making. [One semester, Half credit.]

Yearbook II is a semester class that is involved with the spring production requirements for the LFA annual yearbook "The Caxy." The class continues the design and production that was started in the fall, and also deals with the distribution of the book. The spring supplement is produced during the spring semester. Students have an opportunity to work in art, photography, writing, layout, and design. They also experience the challenges and rewards that come with working on a staff committed to producing a quality yearbook for the LFA community. [Prerequisites include completion of Yearbook I and/or departmental approval. One semester, Half credit.]

Lake Forest Academy Arts Concentration

The Arts Concentration program invites disciplined students with exceptional ability in the arts to further develop their talents within the context of a rigorous academic program. In addition to specific course requirements, Concentration students will have the opportunity to improve their skills during after-school lessons, programs, and practice time providing them with opportunities for in-depth, one-on-one instruction with fine arts faculty and outside artists.

Admission to the Program

After being admitted to the Academy, candidates for the Arts Concentration program will submit an artist statement and portfolio of work and or audition for review by the fine arts faculty as well as a letter of recommendation from previous teachers. Admission to the program is subject to approval by a committee of fine arts faculty. Students enrolled in the Arts Concentration program will be expected to meet all of their academic and athletic requirements of a Lake Forest Academy to remain in the program.

Ongoing Assessment

A Concentration student's status in the program is evaluated against a set of performance benchmarks for each year of study. Their progress and participation is assessed twice each semester in scheduled meetings with a committee of peers and arts faculty. Additionally, the fine arts department will review each concentration student at the end of the year to determine whether they will remain in the program. Failure to maintain the minimum requirements of the program or of all Lake Forest Academy students will jeopardize a student's status within the Arts Concentration.

Music Concentration

The Arts Concentration in Music helps prepare LFA music students for success in college music programs. The Concentration in Music provides gifted and committed

music students the opportunity to intensely concentrate on their artistic development.

The students participate in weekly private music lessons, small ensemble rehearsals, solo performances in major LFA music concerts and other events. All senior students are expected to perform a solo concert event. [One semester, Half credit.]

Theater Concentration

The arts concentration in theater helps prepare LFA student actors for "a life in the theater". The theater concentration student will focus his or her talents on learning the complexities of acting in the 21st century. Through interaction with the instructor the student will discover how the process of rehearsals and study in theater leads to the final performance. This process requires that the student learns about being on stage but also be versed in the other areas of theater. These include all technical responsibilities, front of house operations and theatre history. The central focus will however be on acting. The concentration classes would augment the existing theater classes offered during the academic day.

Theater concentration students are responsible to involved in all plays performed on campus. These responsibilities might include stage manager or manager of front of house operations. Senior Concentration students are expected to direct a play in the spring of their senior year and in most years theater concentration students will direct one-act plays in the spring. [One semester, Half credit.]

Visual Concentration

Concentration students in the visual arts enroll in regular studio courses and work alongside their peers on individual and group projects. Extended access to studio spaces and one-on-one time with faculty allow LFA visual arts concentration students to study their chosen medium in-depth. This intensive and demanding study is an opportunity for students to hone their technical skills while broadening their understanding of the theoretical and conceptual aspects of the visual arts.

Expanded projects, critiques, discussions and constant experimentation aid students as they develop an informed and thoughtful personal artistic practice in a process-oriented environment. Students are encouraged to investigate issues and concepts of personal interest as they evaluate the underlying meaning of their work and purpose for making art. Students have the opportunity to exhibit their work in regular exhibitions at the Academy and in various public venues. All graduating seniors are expected to participate in a senior group exhibition and review at the end of the academic year. Students are responsible for the installation of the show, publicity, and any written statements necessary for the exhibition. In addition, every concentration student will create an online digital portfolio as a means to present their body of work to colleges. [One semester, Half credit.]

Independent Study in the Fine Arts is designed to provide juniors, seniors, and other serious Fine Arts students with opportunities to study a preferred medium in greater depth and to prepare a digital portfolio for college admission. Independent Studies in Fine Arts is a credited course designed through written proposal by a student to be supervised by one or more faculty members with approval from the instructor(s), the student's academic advisor, the department chair, and the dean of academics. Independent Studies in the Fine Arts requires inner discipline and the ability to establish and fulfill goals. Any student applying for Independent Studies in the Fine Arts must have fulfilled the graduation requirements within the department and established a strong academic record in order to be considered a candidate. [One semester, Half credit.]

ESL

The ESL program at Lake Forest Academy is an intensive course in English as a Second Language. The program is designed to prepare students for academic work by offering them a full course load in ESL, including Grammar, Reading and Writing, and Speaking and Listening. The students are placed in the appropriate level based on their ability in English. Lower level students also enroll in a fine arts course. Upper level students enroll in a math course. Students will begin a full program of non-ESL courses upon completion of Advanced ESL.

Intermediate ESL is a one-semester course designed for students with an intermediate ability in English. The Grammar portion of the course includes the study of verb structures and passives. The Reading/ Writing portion of the course introduces students to the elements of fiction and expository writing, first in paragraph form and then in essays. The Speaking/Listening portion of the course focuses on developing students' note taking skills as the basis for discussion and writing.

Advanced ESL is a one-semester course designed for students with an upper-intermediate to advanced ability in English. The Grammar portion of the course includes the study of complex sentence structures and phrases and the conditional. The Reading/Writing portion of the course teaches students to write argumentative essays based on current issues and expository essays based on modern short stories. The Speaking/Listening portion of the course strengthens students' note taking skills while introducing them to various aspects of classical literature.

STUDENT SEMINAR PROGRAM

Seminar Program

The Seminar Program provides opportunities to guide each student in the development of insight about community, participation, leadership, wellness, and self. By focusing on a central question each year and utilizing The Search Institute's Asset-Building as a foundation, students have the opportunity to further the depth of insight about themselves, their place at LFA, and their place in the world. These questions all lead into the cultivation of character, scholarship, citizenship, and responsibility.

Freshman Seminar: What does it mean to be part of the Lake Forest Academy community?

The primary focus of Freshman Seminar is the transition and adjustment to the Academy by encouraging students to consider what it means to be part of the Lake Forest Academy community. Academically, emphasis is placed on study skills, time management and exam preparation. School rules and expectations are reviewed, centered on the four pillars of Lake Forest Academy's mission statement. With regard to wellness, an emphasis is placed on physical health. Students receive information on nutrition and exercise, the importance of sleep, stress management, Cyber Safety, and substance use prevention. Toward the end of freshman year, students attend a four-day substance use prevention program through Freedom from Chemical Dependency, where they are presented the most up-to-date information available on the physiological and psychological effects of various drugs, and provided a forum for discussing social, cultural, and personal issues that relate to the choices people make. Through this survey of topics, students identify personal strengths and areas of growth needed to successfully engage in all aspects of the LFA community.

Sophomore Seminar Part I: What can I do to make a difference?

Part I of Sophomore Seminar is an extension of Lake Forest Academy's Service Learning Program. Students are required to participate in at least 10 hours of community service and reflect upon the experience of engaging in the community. Through the exploration of current social issues in conjunction with students' personal service engagement experiences, students are encouraged to explore how personal values and beliefs can make a difference in the world around them.

Sophomore Seminar Part II: How do I relate to others?

Part II of Sophomore Seminar offers students the opportunity to explore relationships and relating through readings, experiential activities, and discussion about healthy/unhealthy relationships, sexual health, and sexuality. Abstinence is encouraged and contraceptive methods are reviewed. Michael Basso's *The Underground Guide to Teenage Sexuality* is the central textbook.

Junior Seminar: What do I really believe and how do I act upon it?

Junior Seminar encourages students to explore individual values, beliefs, perceptions, and interpretations. Discussions are based upon personal experiences and reflections that foster greater connectedness,

communication of personal perspective, and standing up for beliefs/values/etc. Students explore diversity and multiculturalism and how these concepts relate to who we are as individuals, with an underlying focus on civic responsibility and community-building. Students are also introduced to the complexities of human behavior through topics such as Addiction, Eating Disorders, Depression, Anxiety, Grief and Loss, and the Myers-Brigg Personality Assessment. Students examine their fears, values, goals, and priorities through reflection and discussion of Mitch Albom's *Tuesdays with Morrie*. Periodically, students work with the Office of College Counseling to prepare for College Night in September, the LFA College Workshop in second semester, ongoing testing options, and commencement of the college search and application process.

Senior Seminar: Where do I go from here?

Senior Seminar focuses on college counseling and life after LFA. Students receive general information about the college search, application, and decision-making processes. Topics include campus visits, essay writing, recommendation procedures, standardized testing, interviews and LFA College Counseling protocol. Each student also completes individual career exploration exercises and activities. Specific issues involving the transition to college are also addressed including time management, academic policies, social pressures, and older adolescent health information. Students continue to explore the integration of personal values and beliefs with personal choice, goal-setting, and goal actualization, highlighting how to responsibly manage their greater independence.