

Program Guide

Lake Forest



Academy

2003-04

On the cover:

THE LEAPING FROG
SYMBOLIZES LAKE
FOREST ACADEMY'S
ATHLETIC NICK-
NAME—THE CAXYS—
ESTABLISHED
100 YEARS AGO
BY STUDENTS PARO-
DYING A CLASSIC
GREEK PLAY.

Welcome!

It is always difficult, if not impossible, to truly capture the essence of a school through words and pictures.

How can one accurately describe the bond that forms between a teacher and student after hundreds of conversations in the classroom, on the playing field and in the dining hall? What photograph shows how a student's character is shaped by a school culture that values and celebrates the virtues of citizenship, scholarship and individuality? How do you measure the powerful impact of learning and living in a broadly diverse school community?

A Sisyphean task, to be sure. Nevertheless, our Program Guide 2003-04 is our best effort to relate the Lake Forest Academy experience in words and pictures.

Inside you will find volumes of information about LFA—our diploma requirements, course descriptions, faculty list, school policies and admission procedures—along with photographs showing learning in action.

Please pay extra attention to two of the things that make LFA special, our small size and our outstanding faculty. Convincing research has repeatedly shown that overall size makes a tremendous difference in a school's ability to support the needs of every student. We strongly believe that by limiting our enrollment to 320 students, we create a learning environment and school community that offers individual attention and nearly unlimited opportunity. Our class size averages only 13 students, which leads to personal attention in the classroom and enriching student-teacher relationships.

Look at our current faculty list and you will see that LFA teachers are first and foremost experts in their field. Through their scholarship and in-depth knowledge of their subject areas, LFA faculty bring vitality and excitement to the classroom. Notice that our teachers are also coaches, club advisors and dorm parents. As a result, they are able to know students exceptionally well and shape their education accordingly.

Of course, no words and photos can replace an actual visit to campus. We invite you to come to the Academy to get a first-hand feel for the LFA classroom experience, see our new Fine & Performing Arts Center, meet our students, talk to our teachers, watch a sports practice and take in the woodlands, ponds and open spaces that are part of our campus. Visits to campus can be arranged by calling the Admission Office at 847.615.3267. I hope to see you soon.



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Contents

I **Overview**

Our Mission

Our History

Academics

Co-Curricular Life

Campus Life

II **Courses of Study**

English

Fine Arts

History

Mathematics

Classical and Modern Languages

Science

Student Seminar

III **Faculty and Trustees**

IV **Admission**



Our Mission

Lake Forest Academy strives to embody in its practices and to cultivate in its students excellence of character, scholarship, citizenship, and responsibility.

Character encompasses respect for others and their beliefs, dedication to honesty in every sphere of life, realization of moral clarity and conviction, and pursuit of virtue and value in life.

Scholarship encompasses acquisition of knowledge, development of critical thinking, enthusiasm for discovery and learning, and exercise of a powerful imagination.

Citizenship encompasses appreciation of diversity and multiculturalism, involvement in the LFA community, participation in service to others, and commitment to global awareness and understanding.

Responsibility encompasses development of self-reliance, ability to seek guidance, dedication to cooperation and teamwork, and action based upon informed decisions.

Students cherish age-old traditions at Lake Forest Academy.



Overview

Our History

Lake Forest Academy was founded by local residents in 1857 as an independent, all-boys college preparatory school. The LFA campus was originally part of the Lake Forest College grounds and moved to its current location, the former J. Ogden Armour estate, in 1948. LFA has been co-educational since 1974, when the school merged with Ferry Hall, a well-established Lake Forest school for girls. The Head of School is Dr. John Strudwick, who was appointed in 2001 after a 17-year career at Phillips Academy in Andover, Mass. Lake Forest Academy is governed by a board of trustees and accredited by the National Association of Independent Schools, the Independent Schools Association of the Central States, and the State of Illinois.

The Academy today upholds many of the traditions that were established throughout the school's 145-year history. For example, the Bowditch Bell (named for an esteemed former headmaster) was moved from LFA's former campus and now sits proudly in front of Reid Hall. Sports teams ring the Bowditch Bell whenever they return to campus with a victory in hand. Other traditions include Move-Up, an end-of-year ceremony carried over from Ferry Hall. The Academy's athletic teams are known as The Caxys—a nickname adopted in the 1800s in parody of an ancient Greek play.



The mission of Lake Forest Academy is to help cultivate excellence of character, scholarship, citizenship and responsibility.

Academics

Diploma Requirements

The curriculum at Lake Forest Academy is a challenging four-year sequential program composed of a core of studies and a broad range of electives. The core curriculum provides a sequence of courses fundamental to a liberal education and to college-bound students. LFA students typically carry five courses each year. A minimum of 18 total credits over four years is required to earn an LFA diploma. In the four-year program, students distribute courses to satisfy the following departmental requirements:

<i>English</i>	four years (each year at LFA)
<i>Mathematics</i>	three years (including at least Algebra I, Geometry and Algebra II)
<i>History, Sciences, Language</i>	three (or more) years in at least two of these subjects, and two (or more) in the third, including at least two full-year laboratory sciences. (World History II or AP Modern European History and U.S. History or AP U.S. History is required to earn an LFA diploma.)
<i>Fine & Performing Arts</i>	one year, either in one year-long class or two semester-long classes, and the Freshman Foundation in the Arts course

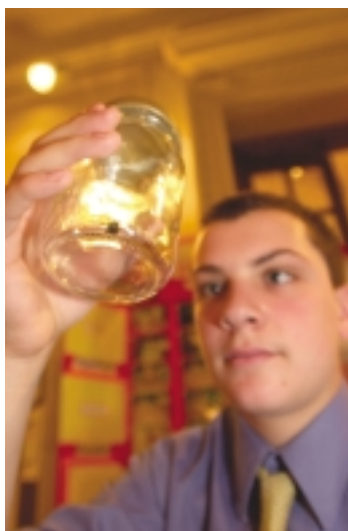
The Lake Forest Academy curriculum offers students many elective course choices as a complement to core requirements. A student's course selections over four years will depend on many factors, including preparation and achievement before attending LFA, achievement in courses while at LFA, personal intellectual interests and future academic goals.

In general, apart from any specific course content, the Lake Forest Academy curricular goals of each year are as follows:

Freshman Year

The first year at LFA prepares students for higher levels of academic and intellectual achievement by helping them become active readers and develop skills of literary and historical analysis, cultivating their personal voices through writing, expanding their vocabulary and solidifying their knowledge of grammar. Freshmen build their foundation for advanced mathematical thought, learn the joy of scientific discovery and the importance of careful data collection, and increase their proficiency in a foreign language. All first-year students also take Freshman Foundation in the Arts, a survey course that heightens their understanding and appreciation of the arts. All freshmen also engage in exercises to bolster comprehensive learning skills such as time management, note-taking and test-taking.

Independent science research begins in the freshman year.



Sophomore Year

Sophomores expand reading and writing skills, engage in deeper textual analysis along with continued growth of English vocabulary. Students also increase foreign language proficiency, their ability to comprehend current events in the context of world history, advance mathematics skills and further their appreciation and understanding of the sciences and scientific methods.

Junior Year

Junior year is typically considered the most challenging academic year of high school, with college-level instruction in most courses. The focus in the humanities, especially in English, is on analytic and expository writing. Most juniors take U.S. History, which also teaches a high level of research and analytic writing skills. Students at LFA during junior year have a wide option of AP courses in science and mathematics. By junior year, most foreign language instruction is in the native language.

Senior Year

College-level instruction continues throughout the senior-year curriculum, by which time most students have nearly fulfilled their LFA diploma requirements. Students are encouraged to pursue advanced science, mathematics, art, history, economics and English through AP courses. Foreign language instruction continues in the native language. Elective courses become a widely available option, and many students choose to put a focus on their high school education by selecting electives in English, science or history.

Students take a minimum of five and a maximum of six courses each semester. No two students have the same class schedule, but the most common Lake Forest Academy class schedule would be as follows:

Freshman Year

English Nine
Physics Nine
Language 1 or 2
Algebra I or Geometry
World History I
Freshman Foundation in the Arts

Sophomore Year

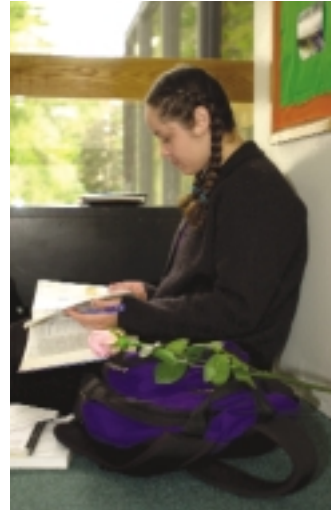
English Ten
Chemistry or Advanced Chemistry
Language 2 or 3
Geometry or Algebra II
World History II or AP Modern
European History

Junior Year

English Eleven
Language 3 or 4
Algebra II or Precalculus
U.S. History or AP U.S. History
Biology or AP Biology
Fine Arts elective

Senior Year

English electives or AP English
Language 4 or AP Language
Precalculus or Functions, Statistics
and Trigonometry
or AP Calculus
AP Physics or AP Chemistry
or History elective
or Science elective
or Fine Arts elective



A challenging curriculum and busy day fosters life-long skills such as time management.

Academic grading system

Formal grade reports, along with a narrative describing a student's work in each class, are prepared by faculty four times during the school year (semester interim and end of each term). These reports are mailed to parents and distributed to faculty advisors. Parents are also kept abreast of a student's academic progress through less formal means during the school year. A few weeks into each semester, teachers prepare internal reports on early student progress.

Information in these reports is the basis for a conversation between parents and advisors at the end of the first month of each semester. Should the need arise, faculty advisors are in frequent contact with parents to monitor the progress of students having academic difficulty.

Grades range from A+ to F. Grades in the A range mean the student's work has been excellent. Grades in the B range indicate very good achievement. Grades in the C range indicate satisfactory achievement at the college-certifying level. Grades in the D range are passing but unsatisfactory. Students at this level would likely need summer review work to adequately prepare for the next level. A grade below the D range is a failure, for which no credit is given. Only final grades are reported on the Lake Forest Academy transcript.

Any eligible student can request up to 50% extra time accommodation on any in-class quiz or test, including aural forms of assessment, throughout the duration of the academic year. For more information, see the Student Handbook.

Class size

One of the hallmarks of independent school education is small class size, which allows for an intimate learning environment between faculty and students. LFA's average class size is 13 students and most classes are taught in seminar style, with students and teachers sharing ideas and thoughts around a table.



Advanced Placement program

Lake Forest Academy students are encouraged to pursue the challenges of Advanced Placement courses whenever possible and appropriate. Students may choose from a wide range of AP courses covering 18 subject areas. (See Courses of Study for details.) These courses contain college-level content, homework and grading, and require that each student sit for the AP exam at the end of the year. In 2002, 138 LFA students took 251 AP courses, and 65% of them scored well enough on the AP exam to earn college credit. In general, LFA students are limited to taking three AP courses each year.

Honors courses

The entire Lake Forest Academy curriculum is designed to be a challenging preparation for college, and all courses are taught at what would typically be considered "honors" level at most schools. All courses are taught at a level that will prepare students for the challenges of work in Advanced Placement courses. Academic

expectations of students are high from freshman through senior year. Therefore, LFA makes no distinction (apart from courses in the Classical and Modern Languages department) in designating certain courses as honors level.

Independent study

Students frequently arrange independent study courses with faculty either to pursue a subject matter in more depth or to explore a subject not offered in the LFA curriculum. Proposals for independent studies must be written by the student and approved both by the supervising faculty member and the Academic Dean. The proposal must clearly state the purpose, process and outcomes of the independent study. A student may undertake only one independent study per term. Topics of independent studies in recent years include portrait drawing, the Israeli-Palestinian conflict and the women's movement in Sweden.

Advising

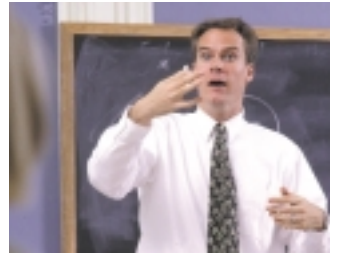
When they enter LFA, students are assigned to an advisory that consists of one faculty member and about six other students. The advisor is a student's primary advocate on campus and a parent's main contact at school. Advisory meets daily, either at Morning Meeting or in separate advisory groups. This is essentially a daily morning check-in session, a time when an advisor can greet each student face-to-face, share the school's News of the Day and discuss any other topics of student interest. Students will have longer one-on-one sessions with the advisor as the need arises. For most students, their advisory acts as a small family within the school community, closely sharing group and individual experiences and growing with each other over the school years.

Library services

The Academy's library contains approximately 22,000 items, as well as the most up-to-date electronic databases. To supplement the Academy's holdings, a state-wide interlibrary loan system offers students material from hundreds of public and academic libraries throughout Illinois. The LFA library also subscribes to more than 80 print magazines and newspapers, and online resources, such as SIRS Researcher and LIason (the North Suburban Library System's catalog). The Academy's web site provides efficient access to many electronic information resources. To become acquainted with library resources, new students are given an introductory tour, and freshmen receive instruction on how to access information using the library computers. The library is open during the academic day and during evening study hours.

Technology at LFA

Technology plays a supporting role in every academic department at LFA and in LFA life in general. In the early 1990s, all dormitories and academic buildings were wired with a fiber optic network.



Students arrange independent study courses with teachers to pursue a subject matter in more depth.

All classrooms, offices and dormitory rooms have access to this school-wide network, which offers fast connection to the Internet and e-mail accounts. The network also provides on-campus telephone service to boarding students. While many students have their own computers, the Academy's Computer Lab and library offer access to both PC and Macintosh workstations, digital scanners and advanced software. Many of LFA's classrooms make use of computers and technology as well. In the chemistry and physics labs, Macintosh G4 computers are used in conjunction with Vernier probes for real-time data collection. In foreign languages, students use language lab iMac workstations. The Fine & Performing Arts Center, opened in 2001, features a yearbook lab that includes Macintosh computers with graphic design and page layout software.



College counseling

A significant element of our school mission is to prepare students for college and beyond. With that in mind, the college counseling process at Lake Forest Academy is a comprehensive endeavor that spans from the freshman to senior year. The mission of college counseling at Lake Forest Academy is this:

- *to provide resources for students and parents in the college search process,*
- *to help students make college decisions based on their individual needs and appropriate fit.*

Lake Forest Academy views college counseling as a process, not an event. Although punctuated by specific activities and time-driven deadlines, a student's search for the right college is, ideally, a culmination of several years of careful thought, serious reflection and thorough investigation, mixed together with hopes and dreams of an exciting future. What happens in the spring of senior year—when a college choice is eventually made—is merely the byproduct of many smaller decisions that have been made since freshman year.

LFA uses a team approach to college counseling. The director of college counseling is an experienced professional who devotes full-time energy to the job. Two additional college counselors (who also teach, coach and work in the dormitories) along with the school registrar and school counselor round out the college counseling staff. The three-person counseling staff offers students a small student-to-counselor ratio, a big advantage in creating a meaningful and individualized college search for each student.

The team approach to college counseling allows the staff to know Academy students well and in many ways, and it allows students to establish close relationships with counselors before the college search ever begins. Having three counselors on staff also gives students access to widespread experience and opinions, and makes sure someone is always available to deal with a student's pressing questions or concerns. LFA's college counselors are not specialists in any particular type of college or geographical area. They are generalists by choice and are careful not to bring any prejudice toward the search process.

Co-Curricular Life

Athletics

In keeping with the traditional independent college preparatory school philosophy, Lake Forest Academy believes that a strong athletic program is an essential complement to its academic program. The feeling of physical well-being, along with the lessons in commitment, sportsmanship, self-discipline, and teamwork that come from athletic participation, are benefits that the Academy holds in high regard.

Freshmen and sophomores are required to participate in the athletic program in all three seasons (fall, winter and spring) unless they are involved in the school's winter theater production, which takes the place of a winter sport. Juniors and seniors must participate in at least two seasons and are always welcome to participate in the third. All students must participate in at least one interscholastic team per year. A student may choose to be a team trainer or manager to fulfill this requirement.

LFA fields varsity and junior varsity teams in most sports, so student-athletes of any ability can compete at the appropriate level. Many teams maintain a no-cut policy, allowing all students the opportunity to enjoy the challenge of interscholastic competition. In keeping with the Academy's commitment to broad learning experiences, all LFA teams are coached by LFA faculty.

LFA students are involved in athletic games or practice every afternoon and often on Saturday. Most games are scheduled on Tuesday, Friday and Saturday. On Tuesdays, the academic day ends earlier to allow for travel to away contests.

Community service

All students are required to participate in on- or off-campus service programs. Service programs are offered so that LFA students may discover the joy that comes from helping others, and at the same time develop initiative, responsibility, compassion and commitment. The school organizes at least one Service Day each year, a day in which classes are cancelled so that students and faculty can participate in assigned service activities at area non-profit organizations. In addition, ongoing service programs at area agencies offer LFA students opportunities to contribute to the community on a regular basis. LFA's student community service club, Interact, is active throughout the year organizing service events and opportunities.

FALL SEASON:

Interscholastic:

cheerleading,
cross-country, field
hockey, football, golf,
boys soccer, girls
swimming, girls tennis,
girls volleyball

Non-interscholastic:

yoga, weight training

WINTER SEASON:

Interscholastic:

boys basketball, girls
basketball, boys ice
hockey, girls ice
hockey, swimming,
wrestling

Non-interscholastic:

indoor soccer, yoga,
bowling, weight
training, lacrosse

SPRING SEASON:

Interscholastic:

baseball, girls soccer,
softball, boys tennis,
track, boys volleyball

Non-interscholastic:

yoga, ultimate Frisbee,
cycling

Clubs and activities

Learning outside the classroom is an integral part of the Lake Forest Academy experience.

Thus, time is set aside each week for clubs and activities, and students are encouraged to participate and take on leadership roles. Students and faculty generally form about 30 clubs each year. Some clubs are LFA traditions, such as the Theban Players and the Cultural Diversity Club, and others come and go depending on student and faculty interest.

Here are the clubs that were active at LFA in the 2002-03 year:

Arts Club, Amnesty International, Animal Rescue Club, Asian Exploration Club, Aviation Club, Black Awareness Table, Bridge Club, Buddhist Exploration, Caxy Christians, Caxy Cinema, Caxy Dance, Caxy Keys, Cereal Club, Chess Club, Co-ax (student-faculty rock band), Cultural Diversity Club, Environmental Club, Freds & Gingers, French Club, Gay/Straight Alliance, Knitting Club, Latinos Unidas, Life Savers, Math Club, Model U.N., Music Performing Club, Palantir Literary Magazine, Poets & Writers, Reviving Ophelia, Scholastic Bowl, Spanish Club, Ski Club, S.A.D.D., T.A.L.K. (Teen Advisory Library Klub), Tai Kwon Do Club, Teens Against Tobacco Use and Theban Players.



Clubs are open to all who want to join.

Fine and performing arts

With the opening of the \$5.5 million Fine & Performing Arts Center in the fall of 2001, the Academy has added considerable resources to its teaching of the arts. The arts center includes a 430-seat professional theater, music rehearsal space, a digital media lab, photo darkrooms, two-dimensional and three-dimensional studio space and display galleries. All students are invited to participate in the extra-curricular arts program, in addition to the one and a half years of art courses that are required to graduate. The department offers three large cast performances each year, a dramatic work in the fall, a musical in the winter and a comedy in the spring, as well as several smaller productions. Students participate on stage, in set design, choreography, directing, lighting or other technical aspects of theater production. Students may choose to participate in the winter musical production instead of playing on one of the Academy's athletic teams during the winter sports season.

Campus Life

Our campus, our home

Lake Forest Academy sits on the outskirts of the City of Lake Forest, a small lakeside community just north of Chicago. The 160-acre LFA campus is private and peaceful, and includes acres of playing fields, wooded trails, gardens and ponds. The campus is located on the former J. Ogden Armour estate, and includes many of the estate's original buildings, which were constructed in the early 1900s. Most significant of these is Reid Hall, built in 1911 as the Armour family home and now listed on the National Register of Historic Places. Other campus buildings include four dormitories of various sizes, Memorial Gymnasium, MacKenzie Ice Arena, Corbin Academic Center and the newly opened Fine & Performing Arts Center, as well as about a dozen faculty houses.

The dormitories

Boarding students live in one of four single-sex dormitories on campus. Each dormitory has resident faculty members who live in apartments within the dormitory or attached to it. These teachers are called dorm parents because they provide parental-type support in all aspects of a boarding student's life. Dorm parents proctor evening study hall, organize weekend activities and are on hand whenever students need assistance.



Living in a dormitory presents challenges as well as opportunities.



Students make the campus their home away from home.

Living in a dormitory presents challenges as well as opportunities. For example, it's great to make new friends from across the country, but it can be an adjustment getting used to a roommate's taste in music. Nevertheless, both endeavors are worthwhile and lead to healthy growth and development. Lake Forest Academy students make the dormitory a home away from home. Every dorm room comes with a desk, a closet, a wardrobe, a bookshelf and bed, and students are encouraged to decorate their space with posters, artwork, photographs and even a comfy chair from home.

LFA dormitories range in size from 10 students to 72 students, and each one has developed its own personality, traditions and history. For example, Warner House boys pride themselves on completing jigsaw puzzles, Field House girls look forward to Spa Night, and Atlas Hall boys dig into cake and ice cream every Sunday night. The Academy's oldest dorms were part of the original estate, and the newest was built in 1998. New boarding students are assigned to their dormitory, and every effort is made to match students with a compatible roommate. Most students live with a roommate in a double-size room, but each dorm has singles available for upperclassmen.

Day students at the boarding school

As non-residential students at the Academy, day students are an integral part of LFA life, comprising about 55 percent of the total student population. Many day students spend almost as much time on campus as do their boarding counterparts. Day students are welcome to eat three meals a day in the dining hall, starting the school day with a hot breakfast and staying after sports practice for

dinner with friends. Day students are encouraged to take advantage of all that a boarding school has to offer: a comprehensive program of student growth and development, close relationships with a dedicated boarding faculty, opportunities for participation in all aspects of school life, school-sponsored weekend activities, and a diverse school community. Space permitting, day students are welcome to stay overnight in the dormitories for special occasions. For the convenience of day students, the Academy offers a daily bus shuttle service to and from the commuter rail stations in Lake Forest.

Weekends

The Academy offers a full and varied slate of school-sponsored activities each weekend, open to all students. In general, there are between 10 and 12 activities offered each weekend. A typical schedule will include trips to the local movie theater, grocery stores and fast food restaurants, along with more adventurous activities, such as visits to Chicago museums and ballparks, Great America amusement park or a Sunday afternoon meal in Chicago's Chinatown. All activities are chaperoned by a faculty member. Participation in these activities is optional, but Academy students are encouraged to take full advantage of these opportunities for fun and learning.

Dress code

Students, faculty and staff at LFA share the same dress code, which requires all members of the community to be neat, clean and well-groomed at all times, and dress in a fashion that reflects respect and seriousness of purpose. Men and boys are required to wear dress pants, a shirt and tie. Women and girls must wear a dress, a blouse and skirt or a collared blouse and dress pants. Members of the school community are required to be in dress code during the academic day (8 a.m. to 3 p.m.) in all academic buildings and in the dining hall.

Health services

We offer health services to our students to assist them in maintaining optimal health so that they can pursue their studies to the best of their abilities. Lake Forest Academy has a formal relationship with nearby Lake Forest Hospital, which provides registered nurses to staff the school infirmary Monday through Friday. Nurses are available at school to treat sick students and supply over-the-counter medications. They will also dispense prescription medication to students on a daily long- or short-term basis provided families have a physician-signed letter. Boarding students who are too ill to attend classes are cared for in the school infirmary. Boarders who become ill after school hours are cared for by dorm parents or are transported to Lake Forest Hospital if the need arises. The school counselor, a licensed clinical social worker, is a member of the school faculty and available to students. Campus support groups are formed as the need arises, and the school can make referrals to outside agencies or therapists.



LFA students dress in a fashion that reflects respect and seriousness of purpose.

The student body

Lake Forest Academy enrolls students from across the country and around the world, as well as from our own backyard. This creates a wonderfully diverse and stimulating school environment. While there is no typical LFA student, all are committed to excellence and honesty, possess a curiosity about the world around them, and are excited about learning in a diverse school community.

In the 2002-2003 school year, 146 students were boarders and 175 were day students, with slightly more boys than girls. Students from 13 countries and 13 states enrolled at Lake Forest Academy. Most of LFA boarders come from Midwestern states (Illinois, Indiana, Iowa, Michigan, Wisconsin) and others come from other states in the U.S., including Colorado, Texas, Kansas and Florida. International students comprised 13 percent of our boarding population, with students hailing from Canada, South Korea, Germany, Saudi Arabia, China, Russia, Bulgaria, Taiwan and others. All of the Academy's day students came from Illinois. Seventeen percent (66 students) of LFA's students lived in Lake Forest. Other nearby towns sending students to LFA included Libertyville (11), Winnetka (13), Wilmette (9), Green Oaks (8), Lake Bluff (7), Gurnee (7), Highland Park (5), Northbrook (4), Waukegan (4), Deerfield (3), and Glenview (3). An additional 19 students commuted to LFA from other Illinois towns. Students of color comprised 32 percent of the Academy's population.



A diverse student body creates a stimulating school environment.



Courses of Study

18 **English**

24 **Fine Arts**

29 **History**

32 **Mathematics**

35 **Classical and Modern Languages**

38 **Science**

42 **Student Seminar**

English

The English program at Lake Forest Academy is sequential and demanding, designed for students to enjoy reading serious literature and to grasp knowledge by realizing personal connections with what they are studying. The ultimate goal of the English program, apart from teaching any specific book, terms or skills, is for students to gain knowledge by experiencing a passionate, personal connection with the literature they study.

The faculty fosters a culture of expectations in each class throughout the grade levels, teaching the virtues of hard work and cultivating the exhilarations of creative play. Students are taught to be active readers and to value and strive for specificity and cogency in their thinking and expression.

Assigned reading features major canonical authors as well as culturally diverse writers and works representing the principal genres. The English classroom discussion mode is primarily Socratic, in which a dialogue of questions, contentions and surmises is informed by attentive reading and critical thoughtfulness by students. Varied writing assignments encourage personal, imaginative and interpretive responses to this literature.

The teaching of writing forms the distinctive strength and concentration for the English program. The department's aim is for all students to write with clarity, specificity, vigor and authority.

All teachers share a philosophy of composition that stresses the process of writing—emphasizing how the different stages of brainstorming are essential to produce accomplished and persuasive writing. In sequential process throughout the grade levels, students learn strategies for generating a thesis, for structuring an essay, for including textual support, and for describing scenes with vivid details. Students in each grade experiment with these forms of expression: free and directed response, journal writing, imaginative pieces, autobiographical narratives, in-class commentaries and interpretive essays.

YEAR-LONG COURSES:

English Nine: Literary Foundations I

introduces students to the pleasures and hard work of reading imaginative literature and also to the cultural and literary heritage that stems from classical mythology.

Students become active readers and develop skills for textual analysis, studying the archetypal stories in classic works and the experiences of growing up in more contemporary writing. Students acquire an understanding of the major genres and literary devices which authors use to craft their imaginative visions. Primary texts include *The Odyssey*, *Oedipus the King*, *Macbeth*, *Sound and Sense*, *Coming of Age in America: A Multicultural Anthology* and *Bless Me, Ultima*. This course enables students to experience writing as a process as they experiment with journal writing, autobiography, imaginative stories, and free responses as well as formal essays. This course also spends considerable time with the basic components of grammar and syntax, vocabulary building, and test-taking strategies. At the end of the year, students assemble a personal portfolio of their best writing.

English Ten: Literary Foundations II

enhances and expands reading and writing skills, moving toward more complex texts and a greater emphasis on textual analysis. Students resume an intensive study of literary genres and critical terminology, exploring 20th-century works from varied cultures and sharpening their interpretive recognitions by studying great foundation books. Major texts of this course, *The Catcher in the Rye*, *The Bible*, *Antigone*, *Henry IV, Part I* and *Their Eyes Were Watching God*, help students continue to develop knowledge of forms, metaphors, and themes of traditional Western literature. Additional texts include *Sound and Sense*, as well as selected plays, stories and poems.

This course also continues to stress all the stages of composition. Students study grammar and vocabulary, write short personal pieces and formal analytical essays, and complete the Sophomore Narrative, a lengthy personal and imaginative work.

English Eleven: American Literature

provides an opportunity to read, discuss and write about American literature in the context of this nation's changing society and history, focusing on personal struggles for self-realization and complex quests for national identity. Also, Shakespeare's *Hamlet* is studied for the complexity of the psychological, familial, and dramatic aspects that it presents and for the ways the play anticipates major themes found in 19th- and 20th-century American literature. The core readings include novels, plays, and poetry by such authors as Hawthorne, Emerson, Thoreau, Twain, Dickinson, Frost, Eliot, Fitzgerald, Stevens, and Morrison. The principal texts are *The Norton Anthology: American Literature*, *The Awakening*, *Winesburg, Ohio*, *The Great Gatsby*, and *Beloved*. Throughout the year students refine their critical writing in preparation for the Junior Writing Exam, which requires them to demonstrate their interpretive and stylistic skills by producing a timed, fully developed essay analyzing a short story.

AP Literature and Composition offers students the opportunity to experience the power and richness of great literature. Designed to cultivate the knowledge needed for advanced literary analysis, this course refines students' understanding of the forms, styles, motifs, and themes which distinguish some of the most challenging literature in the Western tradition. Students reflect upon diverse expressions of recurring themes: the individual potential for self-realization or self-degradation, for sublimity or depravity; the nature of knowledge and love; and the value of social institutions and orthodox beliefs. Students consider how the dynamics of consciousness — meaning its revelations, delusions, reveries and anxieties — become the inclusive subject of much 19th- and 20th-century writing. In particular, this course examines how the imagination is the epistemological faculty that allows human beings to know and negotiate personal experience. Novels and plays forming the core of this course include *Othello*, *King Lear*, *Pride and Prejudice*, *Frankenstein*, *A Portrait of the Artist as a Young Man*, *Waiting for Godot*, *Lolita* and *The Unbearable Lightness of Being*. Students also read selected poems from the Elizabethan period to the 20th century. Students respond to these readings with personal, creative and analytical writing. Throughout the year, students also work on strategies for writing AP examination essays, part of a test all students take in the spring.

Journalism teaches the requisite skills for newspaper reporting and production, and addresses such topics as news-writing styles, journalism ethics, and the scope of the First Amendment. Using the school's desktop publishing system, students produce a monthly student newspaper and are responsible for all aspects of its creation — news, editorial and sports writing, headline and page composition, layout, story and photo editing — and distribution.

ENGLISH ELECTIVES

English elective courses are designed for seniors and extremely able juniors. The English Department encourages all interested juniors 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.

FALL SEMESTER ELECTIVES

Contemporary Poetry students initially study several landmark poems by Eliot, Frost, Yeats and others which introduce certain fundamental trends in modern poetry. Armed with a better understanding of these trends, we undertake a survey of the important poets of this century, including Lowell, Roethke, Bishop, Nemerov, Levertov, Ginsberg, Swenson, Plath, Hayden, Sexton, and others. The great range of authors, styles, and themes allows us to form a more complete and coherent picture of contemporary poetry and the social milieu that informs it. Students analyze and write about poems not only for theme, symbol, and the technical matters of meter, diction, and rhetorical devices, but also for elements of the poet's craft, for an understanding of how the poems might have been created. This understanding becomes the inspiration for students to compose their own original poems. Classes often combine a discussion of assigned reading with brainstorming for original poems. The last two cycles of the course are taught completely by students who lead discussion on poems they have chosen and assigned to the class. A portfolio of at least 10 original poems and several critical essays serves as a culmination of the semester's effort. Students must also give a public reading of their work to the school community.

Images of Race in American Literature, Art, and Film examines the always complex, always significant ways in which images of race in American literature, art, and film have been used to create stereotypes, to reinforce existing cultural attitudes, and to challenge our conscious and unconscious biases. Students read excerpts from the literature of settlement, colonization, and independence (John Smith, Cotton Mather, Thomas Jefferson, Phyllis Wheatley), two immensely popular nineteenth-century novels (*The Last of the Mohicans* and *Uncle Tom's Cabin*), and two candidates for "The Great American Novel" (*The Adventures of Huckleberry Finn* and *Invisible Man*). The class also studies American art, particularly works depicting westward expansion and contact with Native Americans, and watches several films that enlist the issues of race and ethnicity in their commentary on the larger purpose of America ("Pocahontas," "Birth of a Nation," "Red River," "Blazing Saddles," "Song of the South"). Students write several interpretive and creative essays; the final project is an independent analysis of the subtle and complex messages about race encoded in a modern film, television show, book, or other work of art.

Literature and the Quest for the Self examines literary heroes who struggle for self-realization or self-determination in a world that requires their cooperation and conformity to social and familial expectations. Texts span from the entrenched desperation of Dostoyevsky's *Notes From Underground* to Sedaris's hilariously self-deprecating *Naked*. Students meet high school and college-aged protagonists in McInerney's *Bright Lights, Big City* and Krakauer's *Into the Wild* and examine, finally, Hermann Hesse's *Siddhartha* and Cervante's *Don Quixote*. Students meet characters who choose to escape rather than sacrifice the life of the self and characters that turn toward family or love to help define and solidify their

identity. The class considers characters who realize their potential to create a "self" and thereby embrace "truth." Various forms of media are explored and several genres of literature examined. Students will write critical essays as well as memoirs and creative pieces about their own lives.

Love and Friendship in Literature and Philosophy explores the concepts and practices of love, courtship, romance, friendship, recognition (in the philosophical sense of 'recognizing the other'), loyalty, and honor. The course texts offer complementary and contradictory presentations of what it means to love and befriend another in ancient and modern times. One of the key concerns of class discussions is areas where thinkers disagree. The course will juxtapose authors's works in a manner that encourages dialectical engagement. In order to pursue inquiries rigorously, students write several analytical essays; moreover, for a final project, a philosophical dialogue, treatise, or short story exploring the themes of love and friendship is required. Texts will include Plato's *Crito*, Aristotle's *Nicomachean Ethics*, Shakespeare's "*Antony and Cleopatra*," Jane Austen's *Sense and Sensibility*, Grace Paley's *Wants*, and if time permits, the film version of Steinbeck's *Of Mice and Men*.

Mythology examines 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. As an exercise in cultural and personal enrichment, such exploration defies comparison, for these myths lie at the heart of humankind's being, providing the *raison d'être* for the population of a good portion of the globe from ancient times to the present day. Among other things, we will study the creation stories and associated legends of the Greco-Roman and Norse worlds as well as the heroic epics of such figures as Beowulf and Arthur. We will 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 (no matter how little we may be aware of it) in the here and now. In addition to this ambitious reading regimen, students will write a variety of compositions, including analytic essays and some pieces of a more original and creative nature. Possible texts include Hamilton's *Mythology*, Crossley-Holland's *Norse Myths*, Malory's *Morte d'Arthur*, Updike's *The Centaur*, Tolkien's *The Fellowship of the Ring*, Gardner's *Grendel* and Stewart's *The Hollow Hills*. Summer reading will be Lewis's *Till We Have Faces*.

SPRING SEMESTER ELECTIVES

Detective Fiction examines representative works of some of the world's greatest writers of mystery for what we can learn about ourselves, especially regarding survival in a world often violent and many times confusing and/or disturbing. We will focus particularly on the person of the detective, a combination of natural and social scientist, and the skills he/she develops and applies to contribute to the eradication of crime, the amelioration of social ills, and the establishment of order where chaos once prevailed or, at least, threatened. We will read short stories and novels by such authors as Poe, Conan Doyle, Christie, Hammett, Stout, Parker, Barr, and James. Some tests will be required, but the analytical essay will predominate, with a culminating project of a creative nature: an original short story in the mystery genre.

Philosophical Questions, Literary Answers? pursues philosophical questions as they arise in literary works. 'Simple' questions such as "what is happiness?"; "what is a purposeful life?"; "what is freedom?"; or "what is a good regime?", will be raised and examined. The aim of the class is to actually answer these questions to the extent that that is possible; however, initially students investigate how our authors have attempted to raise, complicate, answer, and defy answering them. Debates and heated discussions should be at the center of the course experience. Students will more than likely disagree as much as the writers do. In addition to serious participation and regular journal writing, students are required to write several analytical essays and give a final seminar-style presentation at the end of the course. Texts will include Plato's *Euthyphron* and *Ion*, Shakespeare's *Julius Caesar*, Sartre's *No Exit*, Cunningham's *The Hours*, and James's *Wings of a Dove*.

Shakespeare and the Play of the Self

carefully studies four major plays by William Shakespeare: *King Lear*, *Macbeth*, *Richard III*, and *Henry IV, Part 1*. The course will focus on characters in each play who, willingly or unwillingly, come to see themselves as dramatic actors and the core of their world as a stage. We will explore the different reactions of key characters to this realization and ask what these characters and their reactions can teach us about what it means to be, to know and to live well. What effect does it have upon one's ethical character when one comes to understand one's self as a dramatic character? Is Macbeth correct that if the core of being is a stage, then human life is essentially nihilistic? Does Prince Hal's awareness of his powers to direct the drama around him to great effect lead him to a life of real virtue? If the world is essentially understood as an unfolding drama, who or what is its author, director, and audience? Students will be required to engage in close readings of the texts and write four significant analytic essays as well as a creative final project.

Society and Morality in Popular

Children's Literature reexamines some of the most popular and enduring works of literature and film aimed partially or primarily at children: fairy tales, Disney movies, *Alice in Wonderland*, *The Hobbit*, *The Wizard of Oz*, *Star Wars*, and the *Harry Potter* series. We will investigate the images, values, behaviors, and beliefs that are promoted and/or discouraged by these works, including (but not limited to) issues of morality, historical context, gender and race. We will supplement our primary readings and viewings with a healthy dose of criticism from Freud, Bettelheim and others. Students will write several analytical essays and, as a final project, produce an original children's short story or the first chapter of a novel for children.

Writing Short Fiction students read not so much as critics looking for themes, symbols, and character development, but more as apprentice writers searching for elements of craft and structure, searching for the most fundamental yet most elusive components of the author's creative effort. The discovery of these components yields a gold mine of instructional material to be used by students to generate original stories. Classes combine careful discussion of assigned readings with brainstorming and writing exercises. Students present new fiction to the class each cycle for critique, and they write short critical responses to the readings regularly. Students read a great variety of recent and not-so-recent authors, including Anderson, Atwood, Babel, Barth, Carver, Cheever, Faulkner, Gogol, Welty, Porter, and others to gain a better appreciation for the amazing wealth to be found in the heritage of our short fiction, and to learn from as many masters as possible. The course culminates with a public reading for the school community and a portfolio of original fiction.

Fine Arts

The arts, a field of study essential to the human experience, are an integral part of the student experience at Lake Forest Academy. With that in mind, the Fine Arts Department is committed to the concept that all students should be exposed to all aspects of the arts.

The department believes that the process by which a student learns a particular art strengthens inner resources, fosters originality and promotes individuality. This learning process, therefore, is as important as the final artistic product and contributes to a lifelong appreciation of the arts.

Art instruction at LFA, regardless of the art form, also promotes self-growth and internal motivation in each student. Each course includes interactive learning and leads students through the process of self-discovery and increased curiosity in a particular field. Students are able to further develop and nurture creativity through experimentation and self-evaluation in many courses.

Freshman Foundation in the Arts allows students to broaden their knowledge of the arts through study of two-dimensional and three-dimensional visual art, in music, and in public speaking and drama. Through hands-on work and study, students work to demonstrate higher levels of skill and knowledge, deal with increasingly complex artworks, and offer more sophisticated responses to works of art. Students 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. *Note: This course is required of all incoming freshmen.*

YEAR-LONG COURSES

Choir offers an opportunity for students who possess a desire to sing substantial choral repertoire 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, Holiday Boutique, and International Fair also frequently arise. Off-campus trips may take place to concerts, adjudication, or other choral events. *Note: Choir may be taken as a yearlong commitment or as a fall or spring semester elective.*

Orchestra offers an opportunity to students who possess a previous instrumental performance background and the 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. Public performance is the primary objective of LFA Orchestra, but topics of music theory and history are also regularly offered. Orchestra meets for six periods during each school cycle. Orchestra performs major concerts for Parents Weekend, a Holiday Concert, an annual Oratorio Concert with the Choir students, and a Spring Concert. Other performance opportunities such as Alumni Weekend, Holiday Boutique, and International Fair also frequently arise. Off-campus trips may take place to concerts, adjudication, or other applicable instrumental events.

Theater is an acting class for students who have already taken Freshmen Foundation in the Arts or have previous acting experience. The course emphasizes performance, with sections dedicated to scene work, technical theater, theater history, directing, and dramaturgy and finally the preparation and performance of a scripted show. Each semester, students have an opportunity to perform on stage in a show. *Note: Theater may be taken as a yearlong course or as a fall or spring semester elective.*

Web Design is an interdisciplinary course, taught by members of the computer science and the fine arts departments, designed to teach students the fundamental techniques of computer graphics and web design while providing experience in the design, scripting, production, and post-production stages of computer graphics. Participants should have a reasonable level of technical background, plus a willingness to fill in those gaps as we progress through the course. Instructors will contribute in return, a commitment to make the lectures and projects interesting and challenging to all, and will be tolerant and understanding of gaps in knowledge. A variety of software will be used to create graphics and web pages.

AP Art History is an exciting and demanding course, equivalent in content, scope and work requirements to introductory survey courses in art history at the college level. The primary educational objective of AP Art History is to develop visual literacy. Students will learn how to look at a work of art and describe its formal elements, including subject matter, media, style, and composition. More important, they will learn how to place the artwork in its historical and cultural context and cogently discuss its symbolic meanings. The course surveys the history of world art, with an emphasis on art of the European tradition and art with multicultural origins. It carefully follows the prescribed content required to prepare students for the AP Art History examination. Discussions concerning the meaning of art and its function in culture have the potential for a profound effect on the way students view the world around them.

AP Music Theory emphasizes advanced harmonic and melodic structure and entails in-depth analysis, sight reading and writing. This course focuses on aural development. Students enrolled in this course, which follows the AP syllabus, commit to taking the AP exam in the spring.

Yearbook Publishing is a desktop publishing/small business class that is responsible for the production of LFA's annual yearbook, *The Caxy*. Traditional and digital photography, darkroom techniques, digital imaging using Adobe Photoshop, computer layout and design using Adobe Pagemaker, writing, editing, advertising, marketing, sales and publishing are all aspects of the year-long class. Other projects may include poster design or producing CD yearbooks. *Note: this course does not count toward the fine arts requirement.*

FALL SEMESTER COURSES

Chamber Music offers small instrumental groups the opportunity to learn and perform important chamber music. This class is intended for serious music students who desire to more comprehensively learn the chamber music of the great composers. There is considerable flexibility regarding instrumentation possibilities in this class, but it traditionally focuses on string/woodwind/piano chamber music repertoire. Chamber Music class can, with the approval of the department and the Academic Dean, function as an additional music challenge for those already enrolled in Orchestra, or as a separate musical endeavor.

Choir offers an opportunity for students who possess a desire to sing substantial choral repertoire 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, Holiday Boutique, and International Fair also frequently arise. Off-

campus trips may take place to concerts, adjudication, or other choral events. *Note: Choir may be taken as a yearlong commitment or as a fall or spring semester elective.*

Contemporary Communications examines various communications media through critical reading and viewing. The aim is for students to form a better understanding of how media impacts our life. Different media examined include advertising, television, film, radio, music, books and the internet. Analysis of these media through critical essays, projects and class discussions form the basis of the class grade. [

Film Style and Structure fosters an understanding of and a love for the motion picture. Through viewing and criticism, students gain a better understanding of the complexity of the medium and an appreciation of film as an art form. Recent films studied in this course include *Independence Day*, *Braveheart*, *Bull Durham*, *Some Like It Hot*, *Apollo 13*, *The Gold Rush*, *Psycho*, *Nixon*, *What Price Glory* and *Singing in the Rain*.

Photo and 2-D Digital is introduces the student to black-and-white photographic image making. The class covers camera usage, basic wet lab techniques in print and film processing, introductory digital techniques, visual awareness, and creative image making. The class is about creative process, creative problem solving, and the experience of making photography. The class encourages students to develop an appreciation of photography as an expressive medium and to experiment and challenge themselves with regards to expressing themselves in photographic image making.

Theater is an acting class for students who have already taken Freshmen Foundation in the Arts or have previous acting experience. The course emphasizes performance, with sections dedicated to scene work, technical theater, theater history, directing, and dramaturgy and finally the preparation and performance of a scripted show. Each semester, students have an opportunity to perform on stage in a show. *Note: Theater may be taken as a yearlong course or as a fall or spring semester elective.*

3-D Design focuses on the fundamentals of function, form, planning, sketching, technical drawing, model making, woodworking, and computer aided design. Students create several meaningful projects that increase their knowledge of the industrial and architectural design world. Students are offered the chance to design and fabricate a major work using their newly developed appreciation of historic, functional, and aesthetic concerns.

3-D Studio/Artforms expands upon the traditional notions of sculpture to provide students with innovative methods and techniques for visually communicating ideas and concepts in three-dimensional space. 3-D Studio/Artforms students will explore the nature of objects. They also consider various conceptual ideas in contemporary 3-D art such as the public and private experience of place, psychological space, beauty, and truth. Students face multiple complex problem-solving tasks. While fabricating with unfamiliar materials and tools, the student must develop a personal visual language in three-dimensional space. These classroom challenges are staged against a backdrop of art history dating from the prehistoric to the present.

2-D Studio/Painting explores the language of painting in two-dimensional visual work through hands-on work. The class is about the experience and the creative thought process of making art. Different media, both traditional and non-traditional, along with various approaches to paint application and image making are explored during the

semester. The class also exposes students to various historical and contemporary work as it applies to the class projects. The projects are designed such that they can be responded to from a number of different skill levels. Students are encouraged to experiment and challenge themselves with regards to improving their skills and expressing themselves in painting.

Independent Studies in the Fine Arts

provides juniors, seniors and other serious fine arts students an opportunities to study a preferred medium in greater depth and to prepare a portfolio for college admission. Prerequisite: Any student applying for Independent Studies in the Fine Arts must have completed one full year's credit in Fine Arts and have established a strong academic record in order to be considered a candidate. *Note: This course may be taken in fall or spring semester.*

SPRING SEMESTER COURSES

Filmmaking exposes students to all facets of producing a narrative film. Students create their own screenplays and storyboards, with one being selected for production by the entire class. Students are responsible for all facets of the film production, from acting and directing to editing and post-production. Students work with a digital video camera and all editing will be done in Adobe Premier on a desktop workstation.

Musical Theater, a cross-disciplinary course, explores the history of American musical theater and involves extensive performance opportunities. Students examine the history of the art form from its beginnings in early shows, such as "Showboat," to modern shows, such as "Rent." Class participants are expected to learn and perform numerous solos and ensemble pieces from significant shows. Field trips to musical theater productions in the Chicago area are a part of the class.

3-D Design II (formerly Applied Physics) offers students the opportunity to design, build, and test various systems using the knowledge they have gained in their study of physics and 3-D Design. 3-D Design II emphasizes the use of mechanical and technological processes in various aspects of design form and function as it relates to phenomena experienced in everyday life. Areas of focus include industrial design, engineering, and architecture. *Prerequisites: Physics and 3-D Design.*

3-D Studio/Time Arts expands upon the traditional notions of sculpture to provide students with contemporary methods and techniques for visually communicating ideas and concepts in three-dimensional space. Students are asked to think and act upon essential intangible issues such as “Can societies with no word for art still have art?” and “Is art an experience, a concept, a process, a place; or an object?” While considering how various global societies have produced meaningful output of human creativity, students develop a mechanism for presenting their own personal narrative in three-dimensional space and produce a sequence of work that conceptually connects with it. These classroom challenges are staged against a backdrop of art history dating from the prehistoric to the present.

2-D Digital Imaging focuses on image making in the digital world. The class covers basic 2-D design issues, various digital applications such as Photoshop and Canvas, digital techniques, visual awareness, problem solving, and creative image making. The class is about creative process and problem solving, expressing the student’s voice in the digital world, and developing an appreciation for this rapidly growing and very current area of visual communications.

2-D Studio/Drawing and Mixed Media

explores the language of drawing and mixed media in creating works of art in mainly two-dimensional but also some three-dimensional forms. The class is about the experience and the creative thought process of making art. Different media, both traditional and non-traditional, and combinations of media, along with various approaches to image making are explored during the semester. The class also exposes students to various historical and contemporary work as it applies to the class projects. The projects are designed such that they can be responded to from a number of different skill levels. The class encourages students to experiment and challenge themselves with regards to improving their skills and expressing themselves in various media forms.

History

The History Department at Lake Forest Academy firmly believes that students need a deep understanding of history if they are to make sense of today's world and have an impact on global society.

Through the study of history, students gain knowledge that helps them make sense of how society functions; they learn about individuals who changed the world; and they are introduced to related fields, such as economics, geography and anthropology. Perhaps the greatest value of studying history, however, is that it encourages students to appreciate diverse perspectives and the tremendous variety of human experiences.

Lake Forest Academy history courses encourage students to have respect for other people, including their classmates, to think independently, to acquire and evaluate information gathered from a variety of sources, and to improve their writing and speaking skills.

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

YEAR-LONG COURSES

World History I focuses on the worldwide influence of political, social and economic structures as well as the development of cultural and religious traditions. Students examine events before the rise of the first civilizations, Eurasia's classical civilizations to A.D. 500, medieval civilizations in Eurasia through 1500, and civilizations outside of Eurasia. This course, the first part of a two-year sequence in history, helps develop student study skills, especially expository essay writing. *Note: open only to freshmen.*

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 classwork, 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. *Note: not open to freshmen; it should be taken by sophomores or juniors before taking U.S. History. AP Modern European History may be taken in place of, or subsequent to, this course. All LFA students must take World History II or AP Modern European History.*

AP Modern European History (MEH)

examines the history of Europe from 1400 to the present, beginning with the Renaissance and the Reformation and progressing through the aftermath of World War II. This course examines traditional political and economic underclasses, emphasizing Europe's interaction with the rest of the world. Students receive special preparation for the AP exam, conduct individual research, perform independent reading and learn to approach primary sources with the discerning eye of an historian. *Note: open to sophomores, juniors and seniors upon approval of the department.*

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. Students write a major research paper. *Note: open to juniors and seniors who have taken World History II or AP Modern European History. All LFA students must take U.S. History or AP U.S. History.*

AP U.S. History covers topics similar 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. *Note: open to juniors and seniors who have taken World History II or AP MEH and with departmental approval.*

FALL SEMESTER ELECTIVES

Anthropology explores the diversity of cultures by studying various populations, their linguistics, art and culture, religion and magic, marriage and the family, attitudes toward race and sexuality and methods of conflict resolution. Students use anthropological insights to consider their own place within the larger culture, complete an anthropological field study of an identifiable "mini-culture" within the school community, and analyze the culture portrayed in a novel about West Africa.

Economics introduces students to the basic 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 basic 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. *Note: this course is open to seniors only.*

Psychology focuses on the development of the individual. Topics studied will include memory and thought, body and behavior, sensation and perception, motivation and emotion, sleep and dreams, developmental stages from infancy to old age, personality theory, and abnormal behavior. Assignments

will include reading, keeping a journal and compiling a portfolio as a final project. The goal for students is to gain insight in the human psyche so that they might be better able to understand human behavior and their own development.

Twentieth-Century China examines the history of the world's most populous country, from the collapse of imperial China through the Tiananmen Square Massacre. Topics will include the effects of imperialism, the government of Chiang Kaishek, the revolutions of Mao Zedong, and the reforms of Deng Xiaoping. Students will learn how changes in leadership and in political philosophy have affected China's people, its neighbors, and the world.

Twentieth-Century Middle East examines the past and present of the Middle East to shed light this increasingly important region of the world. This course examines the Arab-Israeli conflict, Palestinian nationalism, and events in Iran and Iraq. Emphasis will be placed on identifying the roots of conflict and the ways in which past events shape our present concerns.

SPRING SEMESTER ELECTIVES

AP Economics studies the organization of markets, 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 economies of health, education and the environment, as well as to the development of world trade and the expansion of global business. This course prepares students for the AP examinations in micro- and macro-economics. *Prerequisite: Economics.*

The Rise and Fall of Adolf Hitler examines the factors that allowed Hitler and the Nazis to come to power in a country that historically had been one of the most cultured and "civilized" in Europe. It will

also look at the Nazi state and how life in Germany changed under the Nazis. The social, economic and racial policies of the Nazis will be examined closely, as will German foreign policy leading up to the outbreak of the Second World War. The Nazis remain a warning from history. To study the history of Germany between 1918 and 1945 is surely to learn lessons that are essential to the citizen of a modern democracy.

The Cold War World focuses on the origins of the confrontation between the Soviet Union and the United States in the late twentieth century and studies how that conflict had a fundamental impact upon world affairs. This course examines origins of this confrontation, its impact on Europe, Asia, Latin America and Africa, and its resolution and consequences. Topics will include the nuclear arms race, NATO and the Warsaw Pact, the Cuban Missile Crisis, the Soviet invasion of Afghanistan, and the fall of the Berlin Wall.

The Vietnam War examines American policy in Vietnam, but it will also focus on the stories of individuals whose lives were affected by the war. The United States' defeat in Vietnam shattered America's confidence and sense of mission, and it continues to shape American policy decisions. The war also dramatically changed the lives of peasants, soldiers and anti-war activists.

World Religions offers students a better understanding of the major religions of the world — Judaism, Christianity, Hinduism, Buddhism, and Islam — by studying how these faiths deal with universal questions about identity, purpose and ways to approach life. This course does not require students to be personally religious, but calls for openminded discussion and a willingness to share with and learn from others.

Mathematics

The study of mathematics at Lake Forest Academy is as much about ideas and exploration as it is about numbers and solutions.

Mathematics is unquestionably important in many areas of study, so the Mathematics Department emphasizes instruction that teaches how to ask questions, work cooperatively, discover patterns and connections, and communicate mathematical ideas. We are likewise committed to following the spirit of the standards set forth by the National Council of Teachers of Mathematics, which include helping students to develop an appreciation of mathematics and the ability to use mathematics in everyday life. The department, although diverse in its background and individual in its approach, seeks to meet these goals in every course.

A major focus at LFA has been the use of technology, specifically a graphing calculator, as a tool for problem solving and investigation. Using this tool often leads to advanced thinking and opens the door to discussing a mathematical problem that was too complex to demonstrate using a pencil and paper. Computer use, while not widespread, is also an effective teaching and learning strategy in some courses.

YEAR-LONG COURSES

Algebra I studies the concept of using variables to represent numbers and generalize 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.

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. While the major portion of the course will involve plane geometry, there will also be some study of non-Euclidean geometry.

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 students are strongly encouraged to purchase a TI-83 graphing calculator.

Advanced Algebra II covers topics from Algebra II and Precalculus in a single year. Topics include functions, inequalities, polynomials, exponents and logarithms, trigonometry, and an introduction to traditional calculus topics, such as limits, derivatives and integrals. The course prepares students for placement in

traditional Precalculus, Calculus, AP AB Calculus, AP BC Calculus, or AP Statistics. *Note: departmental approval required.*

Functions, Statistics and Trigonometry (FST)

uses the study of functions to expose students to limits, tangents to curves and area under a curve while, at the same time, building stronger algebraic skills. Trigonometry and statistics are also explored with an analytic approach. Right and non-right (oblique) triangles are investigated, as are trigonometric equations and identities. The statistics portion of this course covers single variable statistics and works toward data analysis and hypothesis testing. This course prepares students for Precalculus, Calculus (non-AP), or AP Statistics. We strongly encourage students to purchase a TI-83 calculator for this class. *Prerequisite: Algebra II.*

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; trigonometry; sequences and series; limits of sequences series; and functions. We strongly encourage students to purchase a TI-83 calculator for this class. *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 strongly encourage students to purchase a TI-83 calculator for this class. *Prerequisites: Precalculus or FST and departmental approval.*

AP AB Calculus 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. Students enrolled in this course commit to taking the AP examination. Consult the Math Department for the appropriate calculator to purchase for this class. *Prerequisites: Precalculus and departmental approval.*

AP BC Calculus includes all topics covered in AB Calculus as well as Taylor series, vectors, 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. Students enrolled in this course commit to taking the AP examination. Consult the Math Department for the appropriate calculator to purchase for this class. *Prerequisites: Precalculus and departmental approval.*

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. The purchase of a TI-83 calculator is suggested. *Prerequisite: Algebra II and departmental approval.*

COMPUTER SCIENCE

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 C++.

AP Computer Science II 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 linked lists, stacks, queues and trees, and become familiar with the C++ programming language. This course prepares students to take the AB Computer Science AP examination, which is required.

Web Design is designed to teach students the fundamental techniques of computer graphics and web design while providing experience in the design, scripting, production, and post-production stages of computer graphics. Participants should have a reasonable level of technical background, plus a willingness to fill in those gaps as we progress through the course. We will contribute in return, a commitment to make the lectures and projects interesting and challenging to all, and will be tolerant and understanding of gaps in knowledge. A variety of software will be used to create graphics and web pages.

Classical and Modern Languages

The chief goal of the Classical and Modern Languages Department is for students to become fluent in their target language. Students should emerge from their experience with the ability to listen, speak, write and read in the language they are studying. While fluency is emphasized, teachers also cultivate their students' ability to think creatively, use computers and work cooperatively. In addition, foreign language students gain knowledge and appreciation of various cultures through the study of art, geography, history, music, literature and current events. Together, these three strands of instruction contribute to the development of students as productive and positive members of the local and global community.

Teachers use a variety of teaching techniques and projects (from the production of travel brochures to role-playing) to engage students fully inside and outside of the classroom. Above all, the department places emphasis on the active participation of students. To encourage proficiency, classes are taught in the target language (except Latin) as much as possible. In advanced level classes, teaching is done exclusively in the target language.

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.

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.

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. *Note: students currently enrolled in French III Honors may opt to take AP French language next year if they would like to 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 Honors 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 Honors 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.

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.

Spanish Literature 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 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.

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 participate in a variety of exercises, including creating their own inflected languages, writing and performing skits and public orations, producing videos, preparing meals from original Roman recipes, practicing language skills on the computer and building 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 most of the advanced grammatical constructions while reviewing the important lessons of Latin I. This course emphasizes reading, writing, and vocabulary development and undertakes a systematic study of English vocabulary through Greek and Latin roots. Related study includes Roman history and culture, the archaeology of Rome, Mycenae and Athens, ancient philosophy and classical architecture. Students team with advanced classes to build a life-sized, fully-functioning replica of Roman handiwork, such as a catapult.

Latin III, an honors-level reading course, immerses students in the works of genuine Romans, reviews important concepts of Latin I and Latin II and adds new grammatical and syntactical elements as they appear in readings. Texts in this course include selections from Caesar, Cicero, Catullus, Vergil, Livy, and Ovid. Students assume leadership roles in the large Latin building project, a fully-functioning replica of Roman handiwork.

AP Latin reviews the more difficult concepts in grammar and syntax and enables students to read one or two authors extensively. The course content, which differs each year, might include Vergil, Cicero and Sallust, or Catullus and Horace. Especially able students may prepare for and complete the AP examination. Students in this course spearhead the Roman handiwork building project that involves Latin II and Latin III students.

Science

The goal of science teaching at Lake Forest Academy is to develop scientifically literate citizens who can solve science problems and think creatively and critically about scientific issues.

The Science Department agrees with the following statement about science education, published in the book *Science for All Americans*:

“[Science education] should help students develop the understandings and habits of mind they need to become compassionate human beings able to think for themselves and to face life head on. It should equip them also to participate thoughtfully with fellow citizens in building and protecting a society that is open, decent and vital.”

Through required and elective courses, LFA students become fully grounded in the foundations of scientific principles and investigation. Students learn a working scientific vocabulary, gain an appreciation of inductive reasoning and the scientific method and come to understand that science is a process. Through a hands-on, discovery approach, students also learn specific skills and knowledge, such as inductive reasoning, laboratory techniques, data interpretation, formulating and testing hypotheses, and computer-instrument interfacing.

A major portion of student effort is devoted to active laboratory investigations. Students maintain bound journals in which they not only record quantitative measurements and qualitative observations, but also interpret results and seek applications of concepts in everyday life.

YEAR-LONG COURSES

Biology I explores the fundamental life structures of plants and animals through the study of cell structures and function, plant and animal characteristics, human physiology, genetics, evolution, behavior and ecology. Students develop computer skills such as word processing, creating a spreadsheet and graphing, and interpreting scientific tables, diagrams and graphs. Laboratory investigations emphasize skill development and scientific observation. All students are required to apply the scientific method and complete an independent research project in the spring. *Note: This course will not be offered in 2003-2004 academic year.*

Chemistry I studies the principles that determine the behavior of matter and 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. Texts cover issues such as water supply, conservation of chemical resources, petroleum and nuclear energy. *Note: not open to freshmen except by permission of instructor.*

Advanced Chemistry examines the same topics as in Chemistry I but with more rigor and greater depth. Molecular bonding and structure, acids, bases, organic chemistry, and nuclear chemistry are covered. Each student develops independent thinking skills by applying the concepts learned in class to a variety of rigorous chemistry problems, both qualitative and quantitative. Numerous laboratory activities build upon the ideas discussed in class. This course is recommended for students who have demonstrated strong mathematical and analytical skills in prior courses. *Note: This course is not open to students who have taken Chemistry I.*

Physics Nine is a freshman-level course that emphasizes a conceptual understanding of the fundamental principles that govern the universe. Students 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 are reinforced. Frequent laboratory activities and investigations allow students to better comprehend abstract concepts and improve their analytical skills.

Physics I investigates fundamental principles of physics and offers students frequent hands-on computer-based activity. Students study mechanics, properties of matter, heat, sound, light, electricity and magnetism, and relativity. This course emphasizes how physics concepts relate to phenomena experienced in everyday life. *Prerequisites: completion or concurrent enrollment in Algebra II and departmental approval.*

AP Biology helps students develop a conceptual framework for modern biology and appreciate 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, continuity and change, and the relationship of structure to function. This course emphasizes the application of biological knowledge and critical thinking to environmental and social issues. Students in this course commit to taking the AP examination. *Prerequisites: completion of Biology I and Chemistry I with grades of B or higher, and 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. Students in this course commit to taking the AP examination. *Prerequisites: completion of Chemistry I and Algebra II with grades of B or higher, and departmental recommendation.*

AP Physics: Mechanics delves deeply into the kinematics and dynamics of translational, rotational and simple harmonic motion. This calculus-based course is the equivalent of a college mechanics course (which is a required course for physics and engineering majors) and requires significant mathematical rigor in the classroom and laboratory. Other areas of in-depth investigation may include optics and general and special relativities. Students in this course commit to taking the AP examination. *Prerequisites: completion of Precalculus and departmental approval.*

AP Physics: Electricity and Magnetism is a year-long course equivalent to the second semester of a college level introductory physics course for scientists and engineers. Topics covered include electrostatics, conductors, capacitors, dielectrics, electric circuits, magnetostatics, and electromagnetism. Students in this course commit to taking the AP examination. *Prerequisite: open to juniors and seniors who have successfully completed AP Physics: Mechanics.*

FALL SENIOR ELECTIVES

Note: Seniors may take science electives upon request (and successful completion of any stated prerequisite). Other students may take science electives upon approval of the department.

Astronomy I focuses upon the formation and composition of our solar system. Students learn about the ever-changing model of the solar system as new discoveries occurred. Students have the opportunity to view the night sky with the school's telescope.

The Biology of Disease addresses the major diseases that humans encounter throughout the world. A central focus of the course is cancer; students read a novel authored by the first research scientist to discover the genetic link to this deadly disease. Further exploration is made into the mechanism of Alzheimer's, diabetes, HIV/AIDS, hepatitis (various viral strains), sickle cell anemia, heart disease, and more. Reading selections are assigned from specialized biology textbooks, scientific journals, and additional resources. As an addendum to the course, background information is provided to aid in the overall study of disease.

SPRING SENIOR ELECTIVES

Astronomy II looks beyond our solar system to learn about the Milky Way galaxy, stellar and galactic evolution, and our current understanding of the structure and composition of the universe. Black Holes, quasars, pulsars, extra-solar planets, and dark matter are central topics in this course.

The History of Science focuses on the earliest scientific achievements and their significance to our current understandings about the nature of our universe. The course explores the Scientific Revolution and the discoveries of Newton and Galileo, and then finishes with the accomplishments of Einstein, Marie Curie, and Stephen Hawking.

Student Seminar

The Student Seminar Program is designed to give students a small-group-discussion-based learning experience. Topics related to the growth and development of adolescents in today's world are at the core of the curriculum. The specific curricula of the seminar program vary between the freshman, sophomore, junior and senior years, but the overall goals remain consistent. Some of these goals include discussing respectful behavior, increasing the ability of students to listen and respond to one another courteously, increasing the knowledge of school-wide issues, and responding to individual and community concerns. At each meeting, class begins with an opportunity for any student to raise a question, topic of interest, joy or concern. Each small group meets once during the seven-day class cycle. Several classes each year are dedicated to guided concentration, stress reduction and perception exercises.



Freshman Seminar introduces students to high school in general and the Academy in particular. Students receive reinforcement of the study skills presented in various classes, and particular attention is paid to time management and preparation for semester exams. Sessions throughout the year are devoted to personal development and social awareness, along with time spent explaining school rules and expectations. Emphasis is placed on such topics as stereotypes, peer pressure, prejudice, stress management, and personal values and morals. Students also work on public-speaking skills, self-awareness, team building, character education, and cooperative games.

Sophomore Seminar covers personal values and morals in regard to many sexual, physical, and mental health issues. The six dimensions of health are reviewed in great detail. Topics covered include, but are not limited to, sexuality, diseases, birth control, substance abuse, tobacco, eating disorders, suicide, depression and steroids.

Junior Seminar focuses on college counseling and life after LFA. The activities and exercises are designed to help students figure out their values, interests and talents. Working closely with the Office of College Counseling, students prepare for College Night in September and the LFA College Conference in the winter. Students learn about different types of institutions (universities vs. four-year colleges) and geographical settings. Classes work on decision-making skills and begin the details of the college admission process. Students also participate in mock college interviews and college representative visits.

Senior Seminar includes 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, such as dealing with roommates, social pressures, and older adolescent health information, are also covered in detail.



Faculty and Trustees

Faculty and Administration

The heart of Lake Forest Academy is its faculty, the talented and dedicated men and women who teach Academy students in the classroom, on the playing field and in the dormitories. Academy teachers come to LFA with expertise in their discipline and a commitment to independent school education—close, personal relationships with students, high expectations, small classes and students who demonstrate a passion for learning. In addition to teaching classes, most LFA faculty broaden their interaction with students by coaching and living on campus.

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Arthur M. Wood, Jr.

Northern Trust Bank
 Lake Forest, Illinois

Admission

Admission process

At the start of every school year, Lake Forest Academy welcomes about 100 new students into the community. Typically, 75 freshmen, 15 new sophomores and 10 new juniors are enrolled. The admission committee annually reviews applications from about 250 students for these available spaces. Successful applicants demonstrate exceptional academic ability, good citizenship, wholesome character and an eagerness to be part of a diverse school community. As a small boarding and day school, the culture of the LFA community is strongly influenced by the values, talents and character of its students. Therefore, the admission committee seeks to balance classes with students who possess a variety of backgrounds, experiences, skills and interests, as well as particular commitments to athletics, the arts and other endeavors.



Successful applicants demonstrate exceptional academic ability, good citizenship and special talents.

How to apply

Application forms are available a year before anticipated enrollment, either from the admission office or on the LFA website. Applicants begin the process by completing Part One of the application. Once completed and returned, applicants receive the remaining application forms, which include essay questions, teacher and personal recommendations and a request for academic transcripts. Prospective students must submit completed applications to the admission office by March 1. Applications received later are considered on a space-available basis.

Testing

Students applying for grades 9, 10 or 11 should take the December or January Secondary School Admission Test (SSAT) or Independent School Entrance Exam (ISEE). Students applying for grades 11 or 12 should submit the results of the Pre-Scholastic Aptitude Test (PSAT), the Scholastic Achievement Test (SAT) or the ACT. All test results should be submitted to Lake Forest Academy.

Visiting campus

Visiting campus is an important part of the admission process and will enable an applicant to make an informed decision about Lake Forest Academy. Please call the Office of Admission at 847.615.3267 to make an appointment for a campus visit. As part of this visit, prospective students take a tour of campus, attend classes and go to lunch with LFA students. Visiting students will also interview with an LFA admission representative and meet with coaches or faculty members of particular interest. Parents of visiting students also take a campus tour and speak with an admission

representative. Interested families may also attend Open House events scheduled in the fall and spring, or come to campus on Visiting Days scheduled during the year. Prospective families unable to visit campus should call the Office of Admission to make other arrangements.

Admission Committee decision

Lake Forest Academy's admission committee begins meeting in February to act on early applications. The committee continues to meet regularly throughout the spring to make decisions on applications as they are received. Applicants are generally notified within three weeks of submitting their complete application.

Waiting list

Once a class is fully enrolled, the Academy establishes a waiting pool of accepted students. Applicants are notified of their waiting list status and offered admission should a space open.

Affordability

Lake Forest Academy is committed to making sure its educational experience is affordable for all qualified families and therefore offers a number of scholarship and financial aid opportunities.

Headmaster Scholarships

The Headmaster Scholarship Program at Lake Forest Academy recognizes students of high academic achievement who possess outstanding character and excellent leadership potential. These scholarships are offered each year to students who have demonstrated excellence in the classroom and who participate in extra-curricular activities at school and in their own communities. Headmaster Scholarships will be awarded to select students entering the Academy in either their ninth or tenth grade year. An award will be renewed each successive year a student attends Lake Forest Academy provided the student maintains high standards. Students may still qualify for financial aid regardless of whether or not they are selected to receive a Headmaster Scholarship.

The admission committee seeks to balance classes with students who possess a variety of backgrounds and interests.



To be considered a finalist for a Headmaster Scholarship, an applicant must maintain a grade point average of 3.5 or higher (strength of academic schedule will be considered). Honors in academic competitions, music or athletic events will also be considered. Class rank, Secondary School Admission Test (SSAT) scores, and recommendations from teachers and counselors are also used as criteria in the selection process for Headmaster Scholarships.

All students who wish to be considered for Headmaster Scholarships must complete their application for admission no later than March 1, 2003. Recipients of Headmaster Scholarships will be notified by March 15, 2003.

Financial aid grants

Lake Forest Academy is committed to making our education available to qualified students regardless of a family's economic circumstances. We seek racial, ethnic and economic diversity for our student body, and we support families who will make this educational experience a first priority in their budgeting of financial resources. Thirty-seven percent of LFA's students receive financial aid.

We annually offer more than \$1.5 million in financial aid grants to families who could not otherwise afford the cost of Lake Forest Academy. Financial aid grants vary in range depending upon each family's financial resources.

In order to be considered for financial aid, a student must show a solid academic record with demonstrated involvement in extra-curricular activities and evidence of good personal conduct. A student's application for financial aid will be considered only after he or she has been admitted to Lake Forest Academy. It is important to note, however, that admission to Lake Forest Academy does not guarantee a financial aid award. Returning students will have their applications for financial aid renewed annually.

LFA awards two kinds of scholarships, most based on financial need and others based on academic merit.



Lake Forest Academy uses the School and Student Service for Financial Aid (SSS) in Princeton, New Jersey to help determine a family's need for financial aid. This determination is based on the SSS formula and considers not only income, assets and debts, but also the ages of parents, tuition obligations to other children, and unusual family expenses.

Lake Forest Academy adheres to the following Principles of Good Practice established by the National Association of Independent Schools:

- *A school shall recognize that the primary responsibility for financing a student's independent education rests with the family.*
- *A school shall not use financial need as a consideration in determining a student's eligibility for admission.*
- *A school shall safeguard the confidentiality of all financial information supplied by a family.*
- *A school shall not discriminate in the administration of its financial aid policies because of race, color, religion, national origin, sex or age in violation of existing state or federal law or regulations.*

Financial aid is not normally awarded to international students. Please contact the Director of Admission if you wish to discuss your particular circumstances.

For further information about financial aid, please contact:

Joe Silvestri, Director of Financial Aid
847.615.3217 • jsilvest@lfanet.org

Caroline Pugliese, Asst. Director of Financial Aid
847.615.3265 • cpuglies@lfanet.org

Christopher Wheeler, Director of Admission
847.615.3266 • cwheeler@lfanet.org



Tuition payment plan and prepGATE loan program

In addition to scholarships and financial aid grants, Lake Forest Academy offers a tuition payment plan that allows families to spread out the cost of tuition over 10 equal payments. LFA uses an outside firm, FACTS, to manage the plan. Use of this plan requires Limited Tuition Refund Insurance. Details of the payment plan and Limited Tuition Refund Insurance are available upon request.

LFA families may also acquire fixed rate, low interest loans for private education through prepGATE. This service offers fixed, level monthly payments over a 10-year repayment term. Information about this program will be sent to families of admitted students upon request.

Tuition and fees

Tuition and fees for the 2003–04 year are set by the Lake Forest Academy Board of Trustees in January 2004.

Additional expenses

Families using the tuition payment plan must purchase Limited Tuition Refund Insurance.

Other expenses normally incurred by all families include textbooks (\$400-600), technology/activity fee (\$400 for boarders, \$300 for day students), accident insurance, snack bar (about \$10 a month), SAT/ACT/AP testing fees (varies according to student), and Academy Fund donation (varies according to family). Boarding students will also likely incur the following expenses: weekend activities (\$100-\$200 a year), laundry and dry cleaning (\$100 a year), medical care (\$5 per day in the infirmary and \$10 per trip to the doctor), personal care products (about \$100 a year), and postage (about \$5 a month.)

Many of these costs are approximations, provided here to give families a sense of the possible additional costs. Most items on the above list will vary according to the lifestyle of the student and the parental limit placed on spending at school.

The cost of athletic uniforms is included in tuition, but all interscholastic athletes must purchase a Lake Forest Academy warm-up suit (which can be worn for all sports) and some specialized equipment for each sport. The following list describes the items that must be purchased for each sport.

Baseball: hat, stirrups, athletic supporter and cup

Cheerleading: shoes, briefs, socks, turtleneck and camp fee

Field hockey: cleats, stick, mouth guard, shin guard, game socks

Football: mouth guard, game socks

Golf: youth membership fee at Deerpath Golf Club, shirt

Ice hockey: all equipment and USA Hockey registration fee

Soccer: shin guards, game socks

Softball: hat, stirrups

Tennis: shirt, skirt (for girls), March indoor court fee (boys only)

Wrestling: headgear, wrestling shoes

The school business office mails a monthly billing statement for all incidental items.



L F A **2003-04** *Calendar*

AUGUST 18	<i>Fall sports pre-season practice begins</i>
AUGUST 23	<i>New Student Day</i>
AUGUST 24	<i>Opening Day</i>
AUGUST 25	<i>Orientation</i>
AUGUST 26	<i>First day of classes</i>
SEPTEMBER 1	<i>Labor Day</i>
SEPTEMBER 12-13	<i>Homecoming/Reunion</i>
SEPTEMBER 17	<i>College Night for Juniors and Seniors</i>
OCTOBER 11-13	<i>Fall Weekend</i>
OCTOBER 17-19	<i>Parents Weekend</i>
OCTOBER 29	<i>Healthy Choices Day</i>
NOVEMBER 26-30	<i>Thanksgiving Break</i>
DECEMBER 10-13	<i>Fall semester exams</i>
DECEMBER 13	<i>Winter Break begins</i>
JANUARY 5	<i>Spring semester classes begin</i>
JANUARY 19	<i>Martin Luther King, Jr. Day</i>
FEBRUARY 13-16	<i>Winter Weekend</i>
MARCH 20-APRIL 5	<i>Spring Break</i>
APRIL 14	<i>Service Day</i>
MAY 28-JUNE 3	<i>Final exams</i>
MAY 31	<i>Memorial Day</i>
JUNE 4	<i>Move-Up Day</i>
JUNE 5	<i>Graduation</i>

LakeForest Academy

*Lake Forest Academy
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847.615.3267
www.lfanet.org*