



YOUR FUTURE IS HERE

Roadmap to Your Upper School Journey

THE LAB SCHOOL OF WASHINGTON | UPPER SCHOOL



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THE LAB SCHOOL

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A NOTE FROM OUR HEAD OF SCHOOL

**KIM
WARGO**



At The Lab School of Washington, we believe deeply that learning is most powerful when it is personal. Our Upper School is designed around that belief—meeting students where they are, honoring who they are, and helping them discover where they want to go.

In this roadmap to the Upper School journey, you will find a window into the Lab Upper School experience and the many ways we individualize each student's path. Our program is grounded in clear expectations and rigorous graduation requirements that ensure that every door is open to a Lab student following graduation. However, there is no single "Lab pathway." Instead, our students work closely with faculty and advisors to shape a personalized experience that provides the right balance of challenge and support, while opening doors to enrichment in areas of passion and strength.

Through a rigorous, arts-centered curriculum, flexible course offerings, substantive internships, enrichment opportunities in myriad areas and fields, and individualized planning, students are encouraged to stretch academically, build confidence as learners, and develop the skills needed to advocate for themselves. Whether a student's interests lie in the arts, humanities, sciences, technology, athletics, or emerging career pathways, our goal is the same: to ensure that every student is known, supported, and meaningfully challenged in order to reach their full potential and individual goals.

As you explore this roadmap, I hope you gain a sense of what makes Lab's Upper School distinctive—not just the breadth of opportunities, but the intentional way we design each student's journey.

At Lab, we embrace differences as advantages, and we are proud of the many paths our students take as they embark on life beyond our gates.

Warm regards,

MISSION STATEMENT

We embrace differences as advantages.

In our Upper School, students build on their strengths, embrace leadership opportunities, and continue to develop strategies to solve difficult problems.

Through a rigorous, arts-centered curriculum, Upper School students engage in challenging coursework that builds the academic and organizational skills needed for whatever pathway they choose next: a traditional 4-year college, a vocational career, or something else entirely.



**DR. AUDRA
KRUPP**

Head of Upper School

The Lab Upper School is a place where students are known both as individual learners and as individual people. Understanding each student as an individual allows us to provide a high school path that offers choice and challenge in areas of interest while providing scaffolding and support in areas of growth along the way. We see the brilliance and capacity in each of our students and work to create opportunities that help students build upon their strengths as they ultimately prepare for life after Lab. Over four years in the Upper School, our students develop a deep understanding of themselves as learners and the skills to advocate for themselves in college and beyond. We foster confident learners in our Upper School community and are focused on students thriving, rather than just surviving, high school.



**CHELSEA
LANIER**

Director of Enrichment

At Lab, we embrace differences as advantages. And, we envision a world that embraces differences as extraordinary. Our goal is to create individualized pathways for each student by supporting their learning differences and finding unique ways to challenge them in their areas of passion and interest. In my role as Director of Enrichment, I work with each student and family to find individual paths that highlight strengths, aspirations, and potential in order to provide our exceptional students with a personal approach.



GRADUATION REQUIREMENTS

Diploma Requirements: The Lab School of Washington meets the requirements of the Middle States Association of Colleges and Schools. Students take 7-8 credit courses each year, and a minimum of 24 credits is required for graduation. In addition, all students are required to complete 100 community service hours.

REQUIRED COURSES/CREDITS

- | | | |
|-------------|------------------------|----------------------|
| • 4 English | • 4 Social Studies | • .5 Health |
| • 4 Math | • 2 World Language | • 2 Internship |
| • 4 Science | • 1 Physical Education | • 2-4 Arts/Electives |

Students placed by a jurisdiction through the IEP process may have additional specific graduation requirements in order to earn a state diploma.

COURSE OFFERINGS



HUMANITIES

- Ancient World History
- Developing Literacy
- English 9
- English 10
- English 11
- English 12
- Ethics
- Government
- History vs. Hollywood
- Modern World History
- Oral Advocacy
- U.S. History



STEM

- Algebra I
- Algebra II
- Applied Chemistry
- Applied Math and Science Seminar
- Basic Algebra
- Basic Geometry
- Biology
- Calculus
- Chemistry
- Competition Robotics
- Computer Science
- Computer Science - Advanced
- Conceptual Physics
- Earth & Space Science
- Engineering
- Environmental Science
- Geometry
- Physics
- Pre-Calculus
- Probability and Statistics
- Robotics



ARTS

- Ceramics
- Dance
- Digital Filmmaking
- Digital Photography
- Drawing
- Drawing, Painting, & Sculpture Intensive
- Graphic Design/ Yearbook
- Introduction to Stagecraft
- Jewelrymaking/Metalsmithing
- Music Performance
- Music Perspectives
- Musical Theatre
- New Directions in Mixed Media
- Rehearsal & Performance
- Scenic Design
- Sculpture
- Studio Art
- Theatre for Social Change



INTEREST-BASED COURSES

- Academic Skill Development
- American Sign Language I, II, III, IV
- Conditioning
- D.C. History
- Financial Literacy
- Food, Identity, & Culture
- Health
- Internship
- Physical Education
- Spanish I, II, III, IV, V

The Upper School operates on an A/B block schedule where students are enrolled in a total of eight classes.

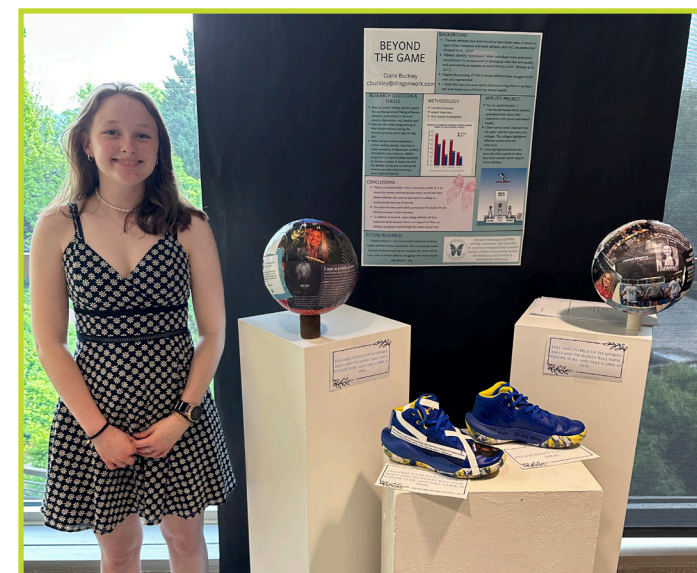
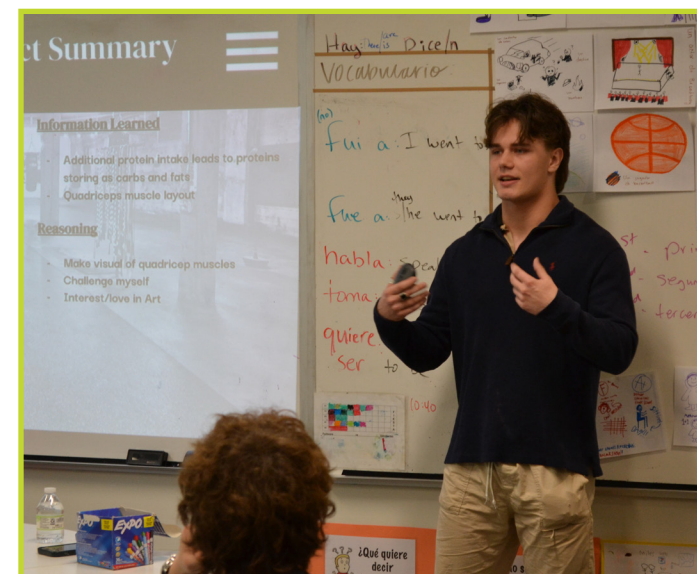
Please note: Course availability may vary from year to year.



HUMANITIES

Senior Thesis Project | English | Social Studies

The humanities programming at Lab builds foundational skills that culminate in the Senior Thesis Project where students blend the academic skills of research, writing, presentation, and editing with other professional skills such as goal setting, time management and collaboration. Students have the chance to explore either a STEM-based or Arts-based thesis and fold their passion into their writing through this comprehensive project.



PROGRAM HIGHLIGHTS

Senior Thesis Project

A culminating experience for each Lab student is the Senior Thesis Project. This process strives to equip students with the knowledge and skills they need for success in future work or academic endeavors.

The Senior Thesis Project provides students the opportunity to pursue a line of inquiry about which they are passionate and curious. Students investigate this topic through academic and applied research via one of three paths: traditional, arts, or STEM.

Integrated into the English 12 curriculum, this 16-week project requires students to hone the academic skills of research utilizing scholarly sources, writing, revising, editing, and presenting, as well as the professional skills of goal setting, planning, managing time, and collaborating. Final products include a research paper, applied project, presentation to fellow students in the Upper School, and an exhibition evening.

Recent Senior Thesis Projects included studies of cartography and human evolution; the gentrification of urban neighborhoods; a survey of gender bias in the art world using AI; and the impact on riding style when building surfboards out of alternative materials.

HUMANITIES

COURSE DESCRIPTIONS

ENGLISH

Developing Literacy

The Developing Literacy class focuses on the development of independent reading skills. The Orton-Gillingham approach and a variety of commercially-produced and teacher-created materials are used to develop decoding, reading fluency, vocabulary, and comprehension skills. The class is a word study curriculum appropriate for high school students who need explicit decoding and spelling instruction. Students read and write syllables, words, phrases and sentences to achieve proficiency and automaticity. Reading comprehension is focused on throughout the course. Students read short, mostly nonfiction, passages and answer written comprehension questions in class.

Oral Advocacy

How can we talk in a way that makes people want to listen? How do spoken words inspire, challenge, motivate, and change people? These are the questions explored in Oral Advocacy, an elective course centered around the art of persuasive public speaking. Using the foundational, Ancient Greek concepts of Ethos (credibility/expertise), Logos (reasoning/argumentation), and Pathos (emotion/values) as a guide, students explore what makes someone an effective public speaker in a variety of contexts and then put those concepts and skills into practice. Throughout the course, students have the opportunity to be “on their feet,” developing their public speaking abilities while crafting original speeches and arguments. Major projects include developing expert presentations, persuasive speeches, formal debates, and personal narratives.

English 9

Through selected essays, short stories, and novels, students read about real and fictional individuals who face hurdles and/or are marginalized because of race, national origin, ability, gender, or religion. The literature is paired with a lesson or reading to help students understand the historical context that shaped the writer or character and influenced their thinking and actions. The literature is a springboard to develop comprehension, thinking, vocabulary, and writing skills. Structured writing prompts require students to develop clear topic sentences, provide logical supports that include examples and text-based evidence, integrate vocabulary, use complex sentence structures, and apply the conventions of writing. Overall, the class focuses on building critical reading and writing skills while developing skills as thinkers, collaborators, and citizens of the global community.

English 10

English 10 is a literature-based curriculum centered on the guiding questions: What is the value of being informed? and, How does one create change once they become informed? Students examine dystopian literature and near-future science fiction, and they investigate activism, through short stories, novels, TED Talks, and films. The literature is used as a starting point for discussions and lessons that develop critical analysis, comprehension, vocabulary, and writing/creation skills. Students are taught to continue to hone their skills: writing clearly-stated introductions; developing supporting ideas using details, examples, and relevant textual evidence; smoothly incorporating learning vocabulary; effectively utilizing transition words and phrases; and writing conclusions. The mechanics of writing are also emphasized through practices inspired by The Writing Revolution.

English 11

In this course, students explore, critique, and identify with American literature, with a primary focus on the study of fictional texts: short fiction, novels, plays, and poetry. In addition, students examine examples of rhetoric from American history in order to learn how speakers choose language to appeal to specific audiences. Students analyze language as a tool for culture making and critical thinking. There is no one “American story,” so as students explore language and storytelling they question both story and storyteller to understand a more complex human experience. Students examine literature that explores themes including the American Dream, immigrant experiences, social justice, and activism. Students continue to develop their academic writing with a focus on literary analysis, reflective writing, creative and critical research, and expanding their understanding of media as text. Students work on several creative projects including collages and the Junior Thesis, a research-based presentation.

Completing the Junior Thesis is an important part of the work students do in English 11. Students gain experience in developing a research project, from brainstorming an initial topic to writing a researched argumentative essay with sources. Additionally, students prepare a presentation for their peers that focuses on explaining their topic, thesis, conclusions, and research process. This project allows students to practice skills that are foundational for success in college or career. While students compose thesis-driven literary analysis essays throughout the course, this project grows out of a nonfiction study so that students gain additional skills of source evaluation, source synthesis, and researched argumentation.

English 12

English 12 consists of academic research and literary exploration. A major component of this course is the Senior Thesis Project (highlighted on page 11). Prior to beginning the Senior Thesis, students work collaboratively to investigate a class research topic in order to make meaning together as they develop familiarity and ease in accessing, taking notes from, and synthesizing a variety of source types. This investigation culminates in an individually-penned feature story and a class lesson designed to allow students the opportunity to practice their writing and presentation skills before taking on an individual research project.

HUMANITIES

COURSE DESCRIPTIONS

English 12 (con't)

Alongside Senior Thesis research, students engage with literature and social science theories through investigations of questions relating to identity, society, connection, and transition as they prepare to transition from The Lab School. Students begin this work by reading both graphic and narrative memoirs and excavating their own lives to develop their own memoirs. They also examine these works to consider: How can we take control of how we weather transitions? How do we leverage our experiences and support systems to navigate transitions with confidence and calm? Who are the people/connections that will buoy us during this change? How will we create new, meaningful connections and sustain existing ones?

SOCIAL STUDIES

Ancient World History

Ancient World History explores history and geography from prehistoric times through the Renaissance period with emphasis on the impact ancient civilizations have had on the development of the modern world. Students study texts, maps, pictures, stories, diagrams, and charts. Chronological skills, inquiry/research skills, and technology skills are emphasized.

Modern World History

Modern World History builds off of the themes and skills of Ancient World History and extends understandings into the Contemporary Age. Coursework is guided by numerous inquiry questions that highlight the importance of connectivity and empathy development as students navigate the greater world around them. Throughout the course, students interact with primary source artifacts such as letters, music, and art, analyzing the author's point of view, purpose, and audience within a particular historical context. Students work with secondary and tertiary sources to better develop media literacy, learning how to be critical of sources to determine reliability and purpose and transforming students into more intelligent consumers of information.

U.S. History

This is a survey course covering American history from 4,000 B.C. to present day, grounded in place-based curriculum and design. Students examine the physical and conceptual places that make up America and unpack the historical roots of contemporary issues and questions to better understand the connections between past and present.

Government

This course, rooted in democratic dialogue and active civics, covers the history, functioning, and structure of local, state, and national governments. The class unpacks how governments do and do not work, as well as the intersection of politics and government. It addresses pressing contemporary questions regarding all levels of government through authentic student action.

Ethics

Students explore ethics through both theoretical frameworks and their practical applications. Students research and debate specific social and political scenarios involving issues of morality, and they view these controversies through different frameworks. Students develop strategies for interacting with individuals who do not share their values and begin thinking about how to function in a society that may be at odds with their own perspective. They use this knowledge and put these skills to work by competing in the annual Ethics Bowl at American University in February.

History vs. Hollywood

This is a film-theory course in which students research, view, and discuss visual media to better understand the multiple purposes for which they were created. Students work to contextualize the time and place in which they were made, the perspectives and limitations of the creators, and the changing responses of audiences over time. This student-driven course seeks to address an overarching question: to what extent do film and television reflect and challenge our changing societies?





STEM

Science | Math | Engineering/Robotics | Computer Science

Lab's STEM program offers both beginner and advanced opportunities. With a range of courses in science, math, engineering, robotics, and computer science, Lab's program caters to individual needs and promotes a deep understanding and passion among students.

STEM COURSE DESCRIPTIONS

SCIENCE

Earth & Space Science

Earth & Space Science is a course designed to develop students' knowledge of the physical planet. Students explore the organization of and relationships between the atmosphere, the hydrosphere, the geosphere and the biosphere. Assignments prompt students to not only read, write, and communicate scientific concepts, but also to practice certain laboratory and research skills. Through independent and collaborative assignments, students address major concepts from various science disciplines including physics, chemistry, biology and astronomy. As students progress through the course content, the teacher highlights the ongoing influences that continue to shape and change the planet, while prompting students to forecast what Earth will physically become in the future.

Biology

The Biology course, with its focus on evolutionary biology, encompasses a wide range of topics, from cell structure to genetics, from taxonomy to ecology. Different scientific concepts are approached through a multi-modal methodology, coupled with a rigorous scaffold-based academic experience. The structure of the class fosters development and honing of a variety of study skills, while deepening critical thought processes through scientific inquiry.

Environmental Science

Environmental Science is a course designed to develop students' knowledge of the Earth's ecosystems as they explore the organization of and relationships between these ecosystems and their respective parts. Working both independently and in collaboration with classmates, students deepen laboratory and research skills and their ability to understand and communicate scientific concepts. They use systems-thinking to analyze the scientific and sociopolitical complexities of global environmental issues. As students progress through the course content, the teacher presents, from multiple perspectives, the viewpoints on current environmental concerns and prompts students to develop their own stances on how human populations are to respond to these concerns.

STEM

COURSE DESCRIPTIONS

Applied Chemistry

Applied Chemistry is a course that covers the basic concepts of chemistry that are needed to understand and interpret the chemical interactions that occur in the world around us. The year starts by covering matter and properties before proceeding into atomic structure and chemical bonds. As the year progresses, students examine chemical reactions and how they can be predicted, modified, and measured. Applied Chemistry focuses on the application of chemical concepts to everyday lives, including how medicines interact with the human body, how cleaning products are designed for different purposes, and kitchen chemistry. Through hands-on activities, students develop their observational and laboratory skills.

Chemistry

This class provides an overview of chemistry starting with an introduction to matter and measurement. Students investigate the atomic nature of chemicals and their properties and engage in hands-on activities that enhance learning of the concepts covered in class. Following an introductory unit on measurements, calculations, and matter, students study chemical foundations by exploring atomic theory, structure, and how atoms form compounds. As the year progresses, focus is placed on chemical equations and chemical quantities. Students develop fluency in the language of chemical reactions by predicting, analyzing, and interpreting reactions in the laboratory.

Conceptual Physics

This class explores how the world works, without the requirement of complex math. Students learn about the “big ideas” of physics, including how things move, the way energy changes form, and the secrets of light and sound. Instead of simply memorizing formulas, students look at real-life examples to see physics in action. By the end of the course, students understand the rules of the universe and are able to explain the “why” behind everyday events.

Physics

Physics is the oldest science and is the basis of all of the other sciences and all of technology. It encompasses everything from the smallest particles like quarks to the large-scale structure of the universe. Instead of trying to cover it all, this class focuses primarily on an area known as “mechanics,” which is the basis of all of the other topics. Mechanics is the area of physics focused on forces and how they affect the motion and other behaviors of objects. Math is the language of physics and the physical world cannot be fully understood or even appreciated without it.

Applied Math and Science Seminar

This course explores the inextricable link between mathematical theory and scientific discovery, designed specifically for students who have already completed Physics and Calculus. Moving beyond standard curriculum, the seminar focuses on the art of mathematical modeling—the process of using tools such as vector analysis, parametric systems, and dimensional logic to describe and predict complex physical phenomena.

Students learn to navigate and evaluate authentic scientific literature, gaining the skills necessary to extract essential information from academic journals. Through independent research projects, students are encouraged to pursue specialized topics of their choosing, culminating in the synthesis and communication of complex ideas.



STEM

COURSE DESCRIPTIONS

MATH

Basic Algebra

This course is designed to support students who are developing algebraic thinking and problem-solving skills. Students learn about variables and other important mathematical symbols and how to apply them in simple formulas and equations. They become familiar with graphing equations on the coordinate plane and explore functions. This course also continues work on foundational skills such as understanding the number system, with an emphasis on integer calculation, ratios and proportions.

Algebra I

In Algebra I, students learn to comfortably work with the language and structure of algebra. Students expand their understanding of variables, rational numbers, and simple equations to solve multi-step equations and inequalities. Special emphasis is placed on representing functions and solutions to problems through graphs of linear and quadratic equations. Other important course topics include systems of equations and inequalities, applying laws of exponents, and performing operations with polynomials, including factoring.

Basic Geometry

Basic Geometry provides a comprehensive and deliberately-paced approach to learning geometry. Students learn and apply specific vocabulary and notation and extend their algebra skills as they develop spatial reasoning. Students also use the fundamental properties of shapes to make sense of relationships among shapes and figures. Finally, students explore the structure of proofs and logical arguments based on definitions, properties, postulates, and theorems.

Geometry

This course focuses on investigating and assimilating logical reasoning and spatial visualization skills. By exploring definitions, properties, theorems, and postulates, students develop problem-solving, critical thinking and decision-making skills by connecting concepts to practical applications. Some of the standards covered in this course are tools of geometry, parallel and perpendicular lines, properties and relationships of triangles and quadrilaterals, right triangles and basic trigonometry, and measurement. In addition, students experiment with the construction of basic designs. The goal for this class is to use the tools and vocabulary of geometry to effectively collaborate, communicate, and justify solutions and strategies.

Algebra II

Algebra II extends the knowledge of Algebra I and serves as a bridge to Pre-Calculus and other higher-level math courses. The mission of this class is to assimilate all new information through the lens of parent functions and to explore the effect transformations have on a variety of functions. Algebra II expounds on linear, quadratic, and exponential equations to introduce polynomial, rational, and radical functions. The goal is to build on the understanding of functions and the ability to model, solve, and graph more complex representations. Students are introduced to solving quadratic equations with complex numbers and exponential equations using logarithms.

Pre-Calculus

Pre-Calculus is designed to prepare the student for Calculus and upper-level mathematics. It is a collection of advanced algebra and trigonometry topics. There is also an emphasis on graphing and understanding the behavior of functions.

Calculus

Calculus is the study of change. In this introductory course, students explore the fundamental topics of limits, derivatives, and integrals, as well as their diverse applications to physics, economics, medicine, biology, and more. Topics may also include vectors, parametric and polar functions, and sequences and series.

Probability and Statistics

In this course, students study probability, combinatorics, and probability distributions (both discrete and continuous), as well as data collection/analysis, statistical graphs, bias, correlation, and prediction, all of which strengthen one's understanding of the world. Class activities include projects and exploratory activities, allowing students to construct their own understanding of concepts and their real-life applications. Statistics can be applied to both the natural and social sciences, so students are invited to bring their own interests to the course!

Engineering/Robotics/Computer Science

Engineering

Engineering is a course designed to expose students to various types of engineering and the roles they play in daily lives. Throughout this course, students explore the connection between scientific and mathematical concepts in engineering. The assignments and activities prompt students to apply the engineering design process to solve specific engineering challenges. Students document not only the design and construction of their products but also the scientific concepts and skills addressed by the engineering challenge.

STEM COURSE DESCRIPTIONS

Robotics

The Robotics course has three main goals. The first is for students to compose programs using Python to make VEX EXP robots complete various challenges. For example, they may design, build, and program a robot that could be used in a warehouse to pick up the correct boxes and deliver them to a truck. Another goal of the course is for students to learn, or continue developing, a coding language. Finally, students develop the skills needed to work effectively in team environments. These skills include risk-taking, collaboration, communication, perspective-taking, compromise, and reflection.

Competition Robotics

Students rigorously develop Python coding language skills to apply mathematical concepts such as geometry and trigonometry to design, construct, and program their robots to compete in the 2026-2027 VEX V5 Robotics Competition, in addition to participating in scrimmages and competitions throughout the Washington, D.C., area. Participation is required for the handful of local league-sponsored all-day Saturday scrimmages or competitions and for the after-school practice sessions in the week(s) leading up to weekend competition.

Computer Science

Computer Science introduces students to fundamental concepts such as loops, program flow, logic, data structures and object-oriented programming. Graphics may also be covered. The course is project-based for students to demonstrate the skills they learned. The Python programming language is used to ease students into concepts without prioritizing syntax or punctuation.

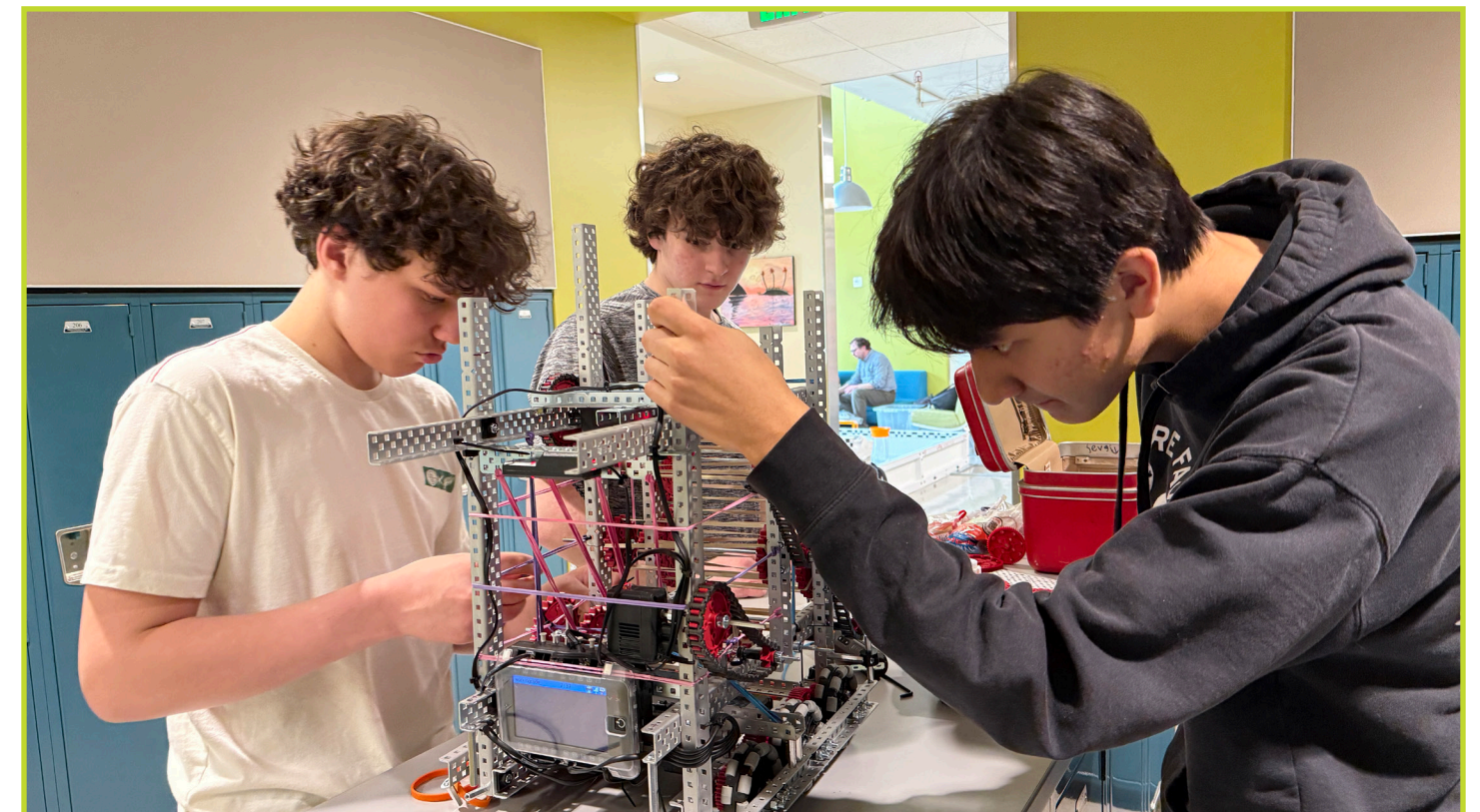
Computer Science – Advanced

This course is designed for students who excelled in Computer Science and want to broaden and deepen their coding language knowledge and skill. Students learn the language Java, which involves specific data types and structures, building a more detailed understanding of computer science concepts.



PROGRAM HIGHLIGHTS

- **Competitive Robotics Team** participates in local challenges created by the VEX V5 STEM Curriculum
- **Computer Science - Advanced** course develops deep knowledge of coding language





ARTS

Visual | Digital | Performing Arts

At Lab, the arts are an integral part of the curricular experience; students take one or two classes in the arts as part of their course schedule. Art has been found to be a pathway to deeper learning as it engages the students' procedural memory, strengthens attention, stamina, perspective and empathy, and allows learning to truly "stick."

ARTS COURSE DESCRIPTIONS

VISUAL ARTS

Studio Art

This course is designed to introduce students to a wide variety of 2-dimensional and 3-dimensional media and techniques. Students experiment with a variety of tools and materials in addition to the range of ways they can be employed in a skilled and mindful way. Emphasis is placed on self-expression, idea development, problem-solving, and risk-taking; students are encouraged to think outside of the box through the physical act of artmaking. Finally, students participate in critiques and work towards building a portfolio of personal artwork.

Drawing

This course introduces students to the world of foundational art skills through drawing. Students work with pencil, charcoal, ink, crayons, and other mark-making implements as they explore still-life, figurative, observational, gestural, and landscape drawing. The class experiments with a variety of paper types and surfaces. As background, students study the history of drawing, including Renaissance masters, Chinese landscape painting, modern art, and contemporary drawing. Students use drawing as a creative and expressive tool, as well as a form of communication, to convey ideas. Students participate in frequent critiques and work towards building a portfolio of personal artwork.

Drawing, Painting, & Sculpture Intensive

This class was created to offer students the space to develop their technical skill level in drawing, painting, and sculpture while starting to develop their own voices as artists. Concurrently, students build an understanding of the art historical perspective and the vocabulary to help express their understandings. Throughout the year, students' perceptual abilities are honed and their arts-based vocabulary further expanded through the use of critique in which work is discussed, analyzed and evaluated, increasing critical thinking skills.

This class is recommended for students who are planning to attend art school for higher education.

ARTS

COURSE DESCRIPTIONS

Ceramics

This is an advanced course for students who have taken Ceramics before or have a solid foundation in clay from outside experience. Ceramics students dive deeply into the world of clay, looking at what artists in the world are creating today and further developing their skills as ceramicists. Creations include functional and non-functional dinnerware, sculpture, and more. Students learn how to give and receive critique, encourage fellow artists, and share responsibilities in a community studio setting. Art projects are featured in displays throughout the school year.

Jewelrymaking/Metalsmithing

In this class, students follow the adage “form follows function (and function follows form)” by combining elements of functional design with the fabrication of pieces made from silver, copper and brass. Over the course of the year, students learn and hone a unique set of skills. In conjunction with learning how to manipulate metals, elements of science and math, along with historical perspectives in design and metalsmithing, are considered. The teacher introduces each new skill with a demonstration. Each skill is then incorporated into a piece, which allows students to refine their skills and broaden their understanding of design.

Sculpture

In this class, students explore a variety of materials and techniques to create sculptural works, often at a smaller, more intimate scale. Emphasis is placed on understanding how different cultures have used materials and form to communicate ideas and meaning. Students experiment with processes such as carving, assembling, and modeling while developing technical skills and craftsmanship. Through demonstrations and hands-on projects, students learn to think critically about structure, balance, and form. Each project builds on previous skills, allowing students to refine their techniques while expanding their creative and conceptual approaches to sculpture.

Graphic Design/ Yearbook

In this course, students learn about the history of graphic design and basic design principles, and they apply these understandings to develop a student-centered yearbook. Using digital technology, students learn how to create high-quality original layouts, illustrations, and digital designs. In addition to focusing on developing a foundational understanding of graphic design, students practice conducting interviews, hone writing skills, and take photographs using digital cameras. Finally, students collaborate with differing groups to work towards publishing the yearbook.

DIGITAL ARTS

Digital Filmmaking

This course is an investigation into the creating, authoring, exhibiting and evaluating of time-based arts. Students learn about the creative uses of sound, lighting, composition, installation, and editing digital video. Emphasis is placed on investigating the experimental uses of time-based media by visual artists. The goal is to help students develop a critical understanding of the evolution of this art form in relation to current studio practices in the digital arts, photography, mixed media, installation and performance. Students explore the work of contemporary and historical video artists through conversation and presentations. They learn basic video-editing techniques for creating time-based art as a means of communication and a tool for self-expression. Students participate in frequent critiques and work towards building a portfolio of personal artwork.

Digital Photography

This course is designed to help students develop a personal, artistic vision, expressed through the medium of digital photography. In the beginning, students learn basic digital photography editing techniques for creating art as a means of communication and a tool for self-expression. The course is also designed to familiarize students with basic digital camera controls, editing, composition, and the presentation of photographic images in both electronic and print format. Most importantly, the goal of this course is to introduce students to the joys of looking, seeing, and making compelling images using DSLR cameras and other image-making tools. Ultimately, students learn to look at the world with a keener and more perceptive eye.

New Directions in Mixed Media

New Directions in Mixed Media is designed to inspire students to develop a personal and artistic vision expressed through an interdisciplinary approach to art making. An interdisciplinary approach blends traditional and digital media. During the first and second quarters, students work with digital photography, sculpture, and other media, such as collage. They use digital cameras to create mixed-media artwork that integrates photo prints with painting, collage, and other two-dimensional media. Students also create three-dimensional objects using digital photo prints, found objects, papier mâché, and other sculptural techniques. In the third quarter, students create short, stop-motion animation projects by utilizing digital cameras, drawing, clay, and other materials. In the last quarter of the year, students use DSLR cameras to create video clips, editing the film footage using Premier Pro software. Students then integrate their videos into sculptures, projections, and installations. Digital Photography or Digital Filmmaking experience is recommended.

ARTS

COURSE DESCRIPTIONS

PERFORMING ARTS

Rehearsal and Performance

In this project-based class, students collaborate in the creation of a series of presentations. Students experience what it is like to be a member of an ensemble as they work together in rehearsal learning how to collaborate, take creative risks, and exchange ideas in a safe, supportive environment. Through the process of rehearsal and performance, students also participate in interdisciplinary productions focusing on a number of cultural, historical and political concepts. Projects may include (but are not limited to) plays, adaptations of published material, documentary theatre, media projects, and original pieces which may culminate in live, streamed, or recorded performances.

Musical Theatre

In this course, students learn about the history of Musical Theatre, develop skills as a Musical Theatre performer, and begin developing their own works. Students collaborate in the creation of a series of presentations combining elements of music, theatre, and dance. Students experience what it is like to be a member of a musical theatre ensemble as they work together in rehearsal learning how to collaborate, take creative risks, and exchange ideas in a safe, supportive environment. Projects may include staged production numbers from the existing musical theatre canon as well as newly devised material, teaching students the value of creating performance opportunities for themselves!

Theatre for Social Change

In this class, students dive into the stories of bold theatre artists who challenged society, pushed boundaries, and used the stage to speak out. From rebels and rule-breakers to voices that refused to be ignored, students discover how obstacles connected to race, gender, and identity helped spark some of the most powerful performances ever created. While jumping into theatre games, creative challenges, and group projects, students collaborate, perform, and bring their own ideas to life. Whether acting, directing, or creating, they learn how theatre can be a tool for expression, connection, and change.

Introduction to Stagecraft

Introduction to Stagecraft gives students a hands-on introduction to the work that happens behind the scenes in theatre. Students learn basic theatre terms, stage directions, shop safety, and how to use tools, hardware, and materials. They also explore set construction, lighting, sound, measurement, and technical drawings. Students apply these skills through class projects and helping with Lab Theatre productions.

Scenic Design

Scenic Design introduces students to the process of designing for the stage. They learn how to study a script, develop design ideas, and use color, composition, drawing, drafting, scale models, and CAD to express those ideas. The course also introduces lighting and sound design showing how they help shape a production. Through class assignments and projects, students turn creative ideas into designs, with chances for their work to be used in Lab Theatre productions.

Dance

Upper School Dance provides students with a space for connection and enrichment through the development of creative expression. Creativity, identity, self-confidence, belonging and safety are encouraged as a result of dance instruction. Students are guided through fundamental concepts of various dance genres, such as contemporary, modern, ballet, lyrical, jazz, improvisation and hip-hop. They also gain exposure to several traditions from across the world, such as Latin, Arabic and Greek dancing. Students experiment with different forms of creative expression by blending videography, spoken word, and visual art mediums with dance. Throughout the curriculum, students connect principles of technique to anatomy in order to promote safety. This course encourages students to nurture a sense of identity through dance and to eventually create their own choreography, both individually and as a group. The course culminates in an end-of-year performance where students showcase their learned skills. By the end of the course, students have gained a greater sense of meaning for dance as an art, as well as greater self-confidence which will translate to other aspects of their lives.



ARTS

COURSE DESCRIPTIONS

Music Performance

The Music Performance course offers students the opportunity to learn to play musical instruments in a small ensemble setting. During the first half of the year, students learn the basic components of music, such as notes, chords, and scales, and develop these skills by playing short chord progressions, song fragments, and simple songs. Multiple methods of instruction are utilized including various written materials, video and audio presentations, and classroom demonstration. A constant and consistent emphasis is placed on fundamental music theory and all ideas, throughout the course, are presented with full discussion of theoretical aspects and implications. During the second half of the year these musical skills are directly applied as the class forms into a functioning band--choosing, practicing and learning songs together, unified by the goal of staging an impressive and entertaining performance at the end of the school year. In the process, students learn about all aspects of small ensemble performance ranging from volume control and tone management to understanding and appreciating the importance of establishing positive and supportive working relationships with classmates and band members.

Each year, courses are offered for beginner, intermediate, and advanced musicians.

Music Perspectives

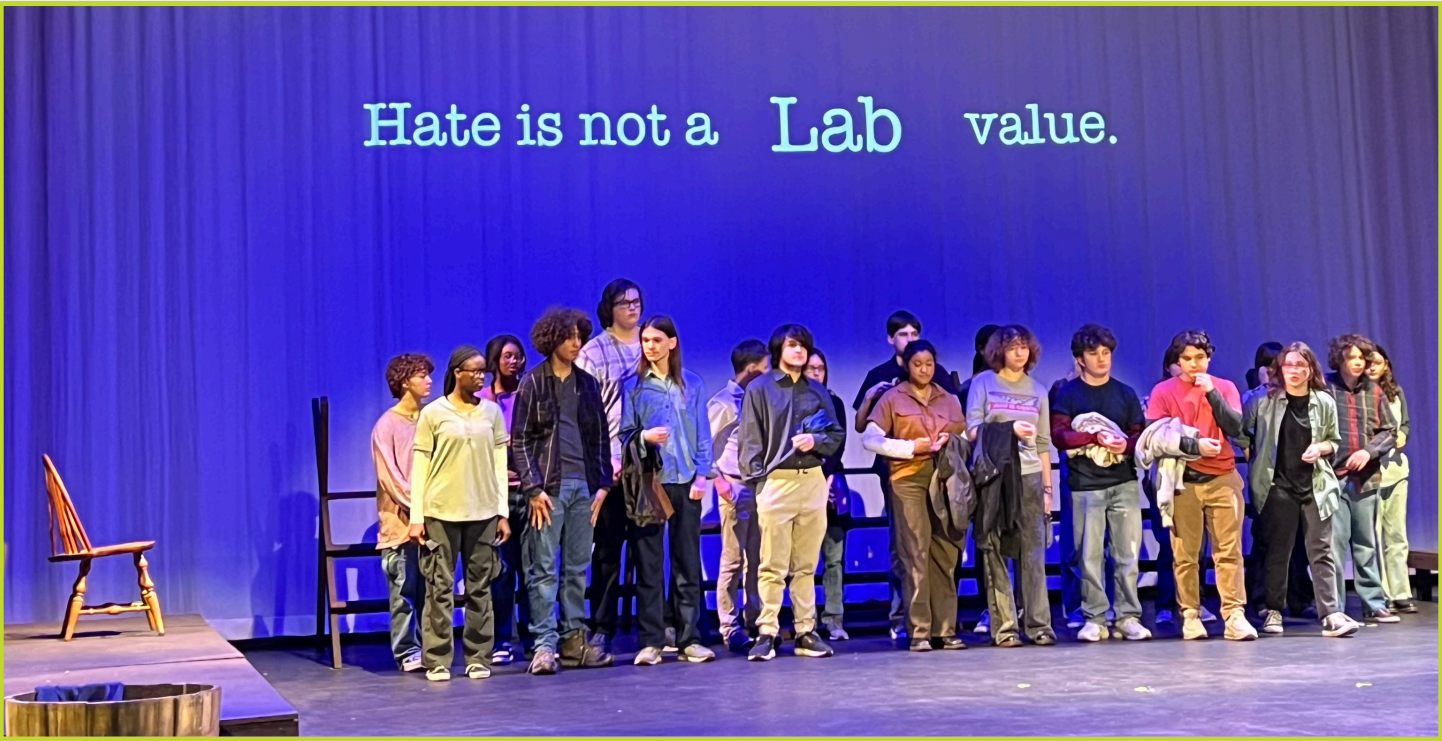
The course is designed to enlighten, inform, and inspire students to find their creative outlet and to explore their potential to become expressive in a bold way. The class provides multiple examples of creative individuals who followed their muse and overcame various obstacles to become fully expressive artists. It is hoped that, after taking this course, students recognize and capitalize on the many creative opportunities available to them and that they are better able to embrace risk and explore unknown areas in a quest to realize their potential as creative, expressive, and productive individuals.

A NOTE FROM OUR **DIRECTOR OF THE ARTS**



**SALLY
KIERNAN**

The Arts at Lab are thriving in the Upper School! Throughout the year, we have numerous performances, exhibitions, class offerings, travel, and other opportunities available for our Upper School students. We have fall and spring play productions in addition to the student-faculty winter play. We also have a chapter of the International Thespian Society (ITS), a national honor society that recognizes student achievement in theatre; we are so excited for our students to be a part of it! Continuing this year is our Art Series in which students explore the Washington, D.C., arts scene with two monthly outings - one with a focus on visual arts and one with a focus on performing arts. Upper School students are invited to register for the entire series or drop in to any and all that pique their interest. On the schedule for fall 2026 are visits to the Smithsonian American Art Museum, The Phillips Collection, and the National Museum of Women in the Arts, as well as shows at Signature Theatre, Ford's Theatre, and Arena Stage. Finally, we have robust class opportunities for all kinds of student artists! The current course catalog includes returning favorites Jewellerymaking/Metalsmithing, Studio Art, Digital Filmmaking, Dance, Rehearsal & Performance, Music, and more, plus our new theatre class, Theatre for Social Change. We truly have something to offer for everyone!





INTEREST-BASED COURSES

Languages | Physical Education | Freshman Seminar | Internship

Interest-based courses at Lab expand learning beyond traditional academics, blending personal growth, global awareness, and real-world readiness. From mastering new languages and understanding personal wellness to exploring civic life in Washington, D.C., and preparing for internships, students develop the communication, problem-solving, and leadership skills that carry them into college and career with confidence.

INTEREST-BASED COURSES COURSE DESCRIPTIONS

LANGUAGES

American Sign Language I

The American Sign Language Level I (ASL I) course is designed to introduce Upper School students to the language and culture of the American Deaf community. Students develop basic ASL skills, including fingerspelling, vocabulary, and sentence structure, as well as facial grammatical markers, use of space, the ASL visual timeline, and more. Students also learn about the history and culture of the Deaf community in America including ABC stories and ASL idioms.

American Sign Language II

The American Sign Language Level II (ASL II) is a continuation of ASL I. Students build on previous vocabulary and grammatical features acquired in ASL I; they learn more vocabulary, grammar, sentence structure, and cultural and historical foundations of ASL, with a greater emphasis on the development of their expressive and receptive skills. They demonstrate the ability to better understand signed phrases and sentences and to respond appropriately by observing ASL sentence structure and its grammatical rules, including proper use of classifiers.

American Sign Language III

The American Sign Language Level III (ASL III) is a continuation of ASL II. In ASL III, students build on prior knowledge and skills acquired in ASL I and II and are introduced to the intermediate skills of developing production and comprehension. Students learn culturally appropriate behaviors as they continue to study culture and history of the Deaf communities. Students also continue to learn and practice expressive and receptive ASL skills through in-person classroom conversation with their peers and instructor, as well as via video recordings.

INTEREST–BASED COURSES

COURSE DESCRIPTIONS

American Sign Language IV

The American Sign Language Level IV (ASL IV) is a continuation of ASL III. Each unit focuses on different language skills such as building narrative skills, moving from an informal to a more formal presentation, and developing conversational skills used in every discussion. Students develop greater receptive and expressive skills through in-class conversations with their peers and instructor, communicating on a variety of topics and explaining ideas and concepts. They expand their use of complex grammatical features of ASL, including storytelling conventions and types of discussion. Recordings continue to be used to strengthen communication skills. Students deepen their understanding of culturally appropriate behaviors, culture and history of the Deaf communities, and learning extends beyond the classroom by having students attend events in the Deaf community. On these field trips, they observe how ASL is used in the real world and have the opportunity to practice their signing skills with native Deaf signers.

Spanish I

This course is an introduction to the Spanish language and language learning in general. While students engage in written and spoken forms of communication, this course is taught using Comprehensible Input through storytelling and creation by the teacher and students. Beyond stories, students learn the nuances of the Spanish language (with limited direct instruction of grammar) and engage with global culture through a variety of media including, but not limited to, film shorts, music, and other authentic realia.

Spanish II

Students expand on what they learned in Spanish I, engaging in all modes of communication: reading, writing and speaking. As in Spanish I, Spanish II is taught using Comprehensible Input, now at a more complex level of meaningful narratives and interactions between the teacher and class. Limited direct instruction of grammar is used as a teaching method. Spanish II students deepen their understanding of the nuances of the Spanish language and engage more intently with global culture through biographies, short stories, and current events articles. Film shorts, music, and other authentic realia continue to serve as tools for learning.

Spanish III

Students continue to engage with the Spanish language through cultural investigations. Employing Comprehensible Input, they explore themes relevant to a global society while also taking a deeper dive into folklore in the Spanish-speaking world. Higher-level readings are introduced during Spanish III including, but not limited to, more complex current events articles and language learning novels. Students continue to experience the language and culture through film shorts, music, and other authentic realia.

Spanish IV

Spanish IV students further explore themes relevant to a global society as they focus on historical and current events, cultural investigations, and more. Along with a deeper study of more complex Spanish grammar, students read longer texts, including novels designed for language learners. Students who complete this level will feel comfortable expressing themselves in the present tense and occasionally using past tense.

Spanish V

This course is based on the novel *A Través de Cien Montañas* by Reyna Grande and focuses on reading, writing to answer questions, and discussion.

Health/Conditioning/Physical Education

Health

In this class, the basic body systems, including the respiratory system, digestive system, reproductive system, and circulatory system, are covered. Additionally, corresponding social and behavioral topics such as substance abuse and addiction, sexuality and sex education, nutrition, fitness, emotional wellness, and mental health are studied. Topics such as safety, injury prevention, and disease prevention and control, as well as personal and consumer health, are integrated into the curriculum. The primary goal is to reinforce student knowledge of issues they may face in the future so that they are better able to make informed decisions about their personal health.

Conditioning

This course focuses on general conditioning including running, walking, and plyometrics, as well as an introduction of the principles of High Intensity Training (HIT) and Progressive Resistance. Goal setting, program design, proper warm-up, suspension cables, jump ropes and stretching and body-weight routines are introduced to the students. Students start the year as a group and slowly and progressively work up to more challenging workouts. Eventually all students will work at an individualized, level-appropriate, goal-oriented pace.

Physical Education

The Physical Education class consists of general fitness and conditioning through organized sports. Group gameplay is the focus of the class. Students begin class with a light warm-up followed by the designated activity. Activities include but are not limited to fitness assessments, soccer, football (touch), basketball, volleyball, pickleball, badminton, pillow polo, and capture the flag.

INTEREST-BASED COURSES

COURSE DESCRIPTIONS

FRESHMAN SEMINAR

Academic Skill Development

Academic Skill Development is a course for ninth graders to focus on learning and growing specific skills for academic success in the Upper School and beyond. Students learn and develop their own systems for organization, homework completion, and time management. The course focuses on teaching academic skills that students can practice in conjunction with their other classes.

Food, Identity, & Culture

In the Food, Identity, & Culture course, students look at food as a way to analyze and understand the culture and history of different racial, ethnic, and national groups. They explore how food and cooking reflect social, economic, and political aspects of societies. This class studies various food staples associated with different groups of people and relates the ingredients, methods of cooking, and food customs to these groups' cultural values, religions, geography, and other aspects of identity. In addition to academic work in the classroom, students occasionally cook and eat foods from different cultures while talking about food and identity development, and they participate in trips to local restaurants and museums. This course culminates with a final project and presentation, where students share a meal that is close to their family's identity and unpack the history behind this cultural meal. Students are encouraged to register for this course if they are interested in, and have background knowledge of, cooking.

D.C. History

This course explores American civics and history through the lens of Washington, D.C., from its tumultuous founding in 1780 to present day. Through a place-based education model, students understand the layers and functions of our government and unpack the historical roots of contemporary local issues and questions to better understand the connections between past and present. Students initiate topics, events, and driving questions in order to guide their learning. They use primary and secondary sources to understand and explain the history, layout, architecture, and government structure of Washington, D.C. Students share what they learn in a variety of ways, developing their public speaking, conversation, perspective-taking, reading, writing and organization skills to prepare them for high school and next steps.

Financial Literacy

Financial Literacy familiarizes students with personal finance so they can start their post-secondary lives making informed financial decisions. Through simulation, research, discussion, and presentations, students understand how to plan for major life events and unforeseen expenses, and they discover how to work towards their ideal financial future. This seminar is a practical toolkit for life, where students learn how banks work, the power of credit scores, short-term and long-term investing, and how decisions such as which college to attend can impact their financial journey. This class weaves together foundational student skills with financial literacy to help students explore the choices they are making.

JUNIOR YEAR INTERNSHIP

This course is a career exploration, financial literacy, postsecondary preparatory and skill-building opportunity. It is designed to provide students with exposure to the world of work and all that it encompasses. Our program empowers and motivates students to define, pursue, and achieve their individual career and educational goals. This is achieved through a learning process that allows students to apply core academic competencies, build professional competencies, gain occupational knowledge, and develop career networking skills.

We value the learning and experiences that take place beyond the classroom walls. Our unique year-long internship is truly an experiential learning opportunity. Students spend up to three-quarters of the school year (2-3 hours, twice a week) at their internship. Each student has a chance to intern in a structured, supportive environment — aligned with their interests — which can lead to avenues for further study. Our internship placements are as varied as:

- American University Police Department
- DC Office of the Mayor
- GTM Architects
- Howard Theatre
- National Child Research Center Preschool
- National Museum of American History
- The George Washington University's Medical Faculty Associates
- Signature Theatre



DARREL PARKER
Internship Coordinator & Assistant College Advisor



Community & Opportunities

Clubs & Activities | Leadership | Travel | Athletics

Our myriad Upper School clubs, extra-curricular activities, and leadership opportunities offer students more ways — beyond the classroom — to explore their interests, take risks, develop new areas of interest, and master skills.



National Honor Society

Affinity Groups*

- Ethnicity
- Family Structure/Adoption
- Gender/ Sexuality
- Race
- Religion

Clubs*

- Business/Stocks
- Chess
- Coding/Robotics
- Cooking/Baking
- Council for Equity and Social Justice
- Creative Writing
- Drama Club
- Philosophy
- Science and Art
- Sci-Fi/Anime

Leadership Opportunities

- Eye to Eye
- Spirit Club
- Student Council

*Each year, affinity groups, clubs, and activities are determined by student interest. Opportunities listed represent a sample from 2025-2026.



CHRIS LANIER

Associate Head of Upper School



RASHAAD PHILLIPS

Dean of Student Life



MORGAN RITACCO

Social Worker

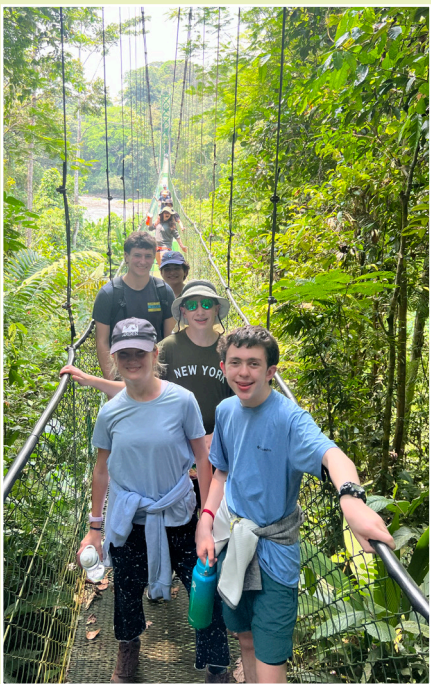


DR. NATOSHA SPEIGHT

Director of Community Well-Being, Equity, and Belonging

Seeing the world through another’s eyes is critical to life-long learning, growth, and understanding. It’s why we at Lab incorporate diversity, equity, inclusion, and belonging as integral to our curriculum. After all, learning does not happen in a vacuum; at Lab, our success in learning happens together, no matter our race, religion, class, or gender.

In addition to ensuring that our students become more culturally competent and socially aware, while also enhancing their relationship skills, we are committed to their holistic development and well-being. Through our equity-rooted programming, our students become more self-aware leaders who are equipped with the necessary tools to thrive and succeed in life.



TRAVEL OPPORTUNITIES

We develop life-long learners who engage with the world around them. In recent years, students have participated in an arts and historical tour of New York City, a cultural tour of Japan, a civil rights tour in Alabama, and an ecology-focused trip to Costa Rica.

- In the 2026-2027 school year, students will travel to Baltimore, NYC, Florida, and Greece.
- International destinations — exploring history, culture, language, science, and economy — have included Cambodia, China, Ecuador and the Galapagos Islands, England, France, Germany, Italy, Morocco, Poland, Portugal, Puerto Rico, South Africa, Spain, and Vietnam.

UPPER SCHOOL ATHLETICS

The Upper School is a member of the Metro Independent School Athletic League and the Independent Small Schools Athletic Conference. Our teams are competitive, yet open to everyone. Athletes learn teamwork, sportsmanship, and self-discipline.



A NOTE FROM OUR ATHLETIC DIRECTOR KIP CROUCH

In the middle school years, coaches hope to instill a love of sports while developing individual and team skills of all student-athletes. In the Upper School, the focus turns to high-level competition that presents a challenge to opponents and places the Dragons in positions to win. Winning isn’t everything, but preparing to win is. It is the time spent on the practice courts, fields, and courses that creates competitors. The drive to compete is the focus at the varsity level. Teamwork, sportsmanship, and team play are integral to the success of the individual teams and programs. Placing team goals ahead of personal goals, implementing game plans prepared by dedicated coaches, and accepting responsibility for one’s own efforts are the touchstones of the Upper School athletics program. The lessons of wins, losses, and commitments to the team are life lessons in disguise. Our coaches not only grow players and contributors to the game but also help in the development of good citizens to their communities.

As student-athletes grow and mature, the expectations for performance increase. Team selections become more competitive. Team goals become more important. And, team outcomes become the focus of positive interactions among team members. The abilities to grow within the game and sport allow student-athletes to gain confidence in their abilities, their play, and themselves. Growing into a competitive student-athlete is the goal of the varsity athletics program at Lab. It’s the Dragons’ Way!



Lab’s 2026–2027 team sports include:

- Basketball
- Cross Country
- Flag Football
- Golf
- Soccer
- Tennis
- Track & Field
- Volleyball

Recent Athletics Highlights:

- Varsity Girls 2025 & 2026 ISSAC Basketball Champions
- Varsity 2025 ISSAC Soccer Champions
- Varsity Boys Basketball 2025 ISSAC Runners Up
- Donovan Harris ('26) joined the 1,000 Point Club





PREPARING FOR LIFE AFTER LAB

Director of College Counseling | College Acceptances

From the start of 9th grade, our Director of College Counseling gets to know every Upper School student, developing an understanding of interests and goals, recommending summer programs and other pre-college activities of interest to the student, securing accommodations for the ACT test, and working with the student and family to determine the best postsecondary fit. Upperclassmen and their parents use Naviance, software that matches students with colleges and tracks application materials, to facilitate the college search process. Additionally, seniors engage in a Life After Lab seminar-style curriculum to help them successfully launch. They explore a variety of topics such as navigating campus life and logistics, self-advocacy in the college/career environment, accessing postsecondary academic support, increased financial independence, social adjustment, and staying healthy & safe.

COLLEGE COUNSELING AT LAB



NICOLE SAVAGE

At Lab, our college counseling program works with each student to create an individually-designed post-Upper School pathway. Most Lab students enroll in a four-year college or university upon graduation; and, each year we also work with students whose journey may take them on a different path, such as culinary school, the military, or another technical program. Our Director of College Counseling begins the process of working with students in 9th and 10th grades, getting to know them as individuals and helping them chart a course to their postsecondary goals. In junior year, students work directly with the Director of College Counseling on researching colleges and determining what they are looking for in their postsecondary experience. As seniors, students are supported through the application process, including the final stage of ensuring they have college-ready school documentation to guarantee their appropriate accommodations and learning support.

2021–2026 COLLEGE ACCEPTANCES

Bold indicates colleges attended.

Adelphi University
Agnes Scott College
Alfred University
Allegheny College
American College of Norway
American University
Anderson University
Anne Arundel Community College
Arizona State University
Averett University
Beacon College
Boston University
Bowie State University
Brown University
Butler University
Centenary University
Champlain College
Chapman University
Christopher Newport University

Clarkson University
Clemson University
Cleveland Institute of Art
Coastal Carolina University
College of Charleston
Colby College
College of Southern Maryland
Columbia College Chicago
Columbus College of Art and Design
Connecticut College
Coppin State University
Cornell University
Davidson College
Davis & Elkins College
Dean College
Delaware State University
Delaware Valley University
DePaul University
Douglas Education Center

COLLEGE ACCEPTANCES

Drew University
Drexel University
Duquesne University
Eckerd College
Elon University
Emerson College
Emory & Henry College
Endicott College
Fairleigh Dickinson University
Florida Atlantic University
Florida Gulf Coast University
Fordham University
Frostburg State University
Full Sail University
George Mason University
Gettysburg College
Goucher College
Guilford College
Hampton University
Hartpury University, UK
High Point University
Hofstra University
Hollins University
Holy Cross College IN
Howard Community College
Howard University
IE University Madrid
Illinois Wesleyan University
Ithaca College
James Madison University
Juniata College
Kean University
Kettering University
Landmark College
Lesley University
Lewis & Clark College
Lincoln University
Longwood University
Loyola Marymount University
Loyola University Chicago
Loyola University Maryland
Loyola University New Orleans
Lynn University
Maine College of Art and Design
Manhattanville University
Marist College
Marquette University
Maryland Institute College of Art
Marymount Manhattan University
Marymount University
Massachusetts College of Art & Design

McDaniel College
McGill University
Mercyhurst University
Miami University
Middlebury College
Milwaukee Institute of Art & Design
Mitchell College
Montana State University
Montgomery College, Rockville
Morehouse College
Morgan State University
Mount Holyoke College
Mount Saint Mary's University CA
Mount St. Mary's University MD
Muhlenberg College
New England Institute of Technology
New York University
Northeastern University
Northern Virginia Community College
Northwestern University
Oberlin College
Ohio University
Old Dominion University
Pace University
Pennsylvania College of Technology
Pennsylvania State University
Pennsylvania Western at Clarion
Pepperdine University
Pratt Institute
Prince George's Community College
Providence College
Radford University
Reed College
Rensselaer Polytechnic Institute
Rider University
Ringling College of Art and Design
Rochester Institute of Technology
Roger Williams University
Rollins College
Rose-Hulman Institute of Technology
Saint Joseph's University
Salisbury University
Sarah Lawrence College
Savannah College of Art and Design
Shenandoah University
Shepherd University
Smith College
Spelman College
St. Andrews University
St. John's University
St. Mary's College of Maryland

Stevens Institute of Technology
Stevenson University
Stockton University
Susquehanna University
Sweet Briar College
Syracuse University
Temple University
The Culinary Institute of America
The Catholic University of America
The George Washington University
The New School
The College of Wooster
Towson University
Union College
University of Lynchburg
University of Utah
University of Vermont
Virginia Commonwealth University
Virginia Tech
Wake Forest University
Washington College
Washington University St. Louis
West Virginia Wesleyan College
Westminster University UT
Wheaton College MA
Wilson College
Worcester Polytechnic Institute
Writtle University College, UK
Xavier University
University of Arizona
University of Cincinnati
University of Colorado, Boulder
University of Dayton
University of Delaware
University of Denver
University of District of Columbia
University of Hartford
University of Kentucky
University of Maine
University of Maine, Farmington
University of Mary Washington
University of Maryland, Baltimore
University of Maryland, College Park
University of Nebraska-Lincoln
University of New Hampshire
University of New Haven
UNC School of the Arts
University of Pittsburgh
University of Rhode Island
University of South Carolina
University of Southern California

University of Southern Maine
University of Tampa
University of Tennessee

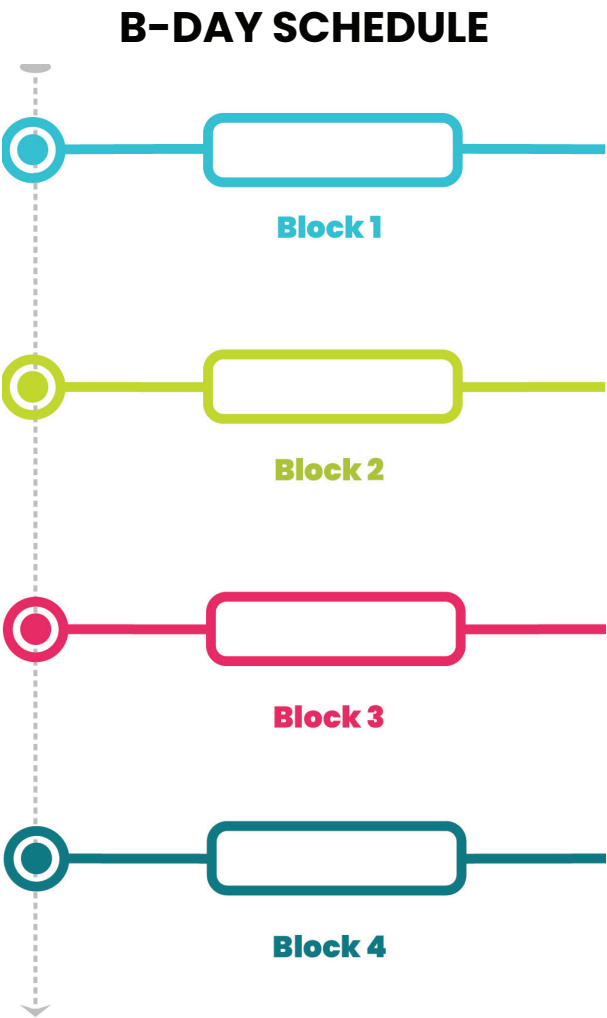
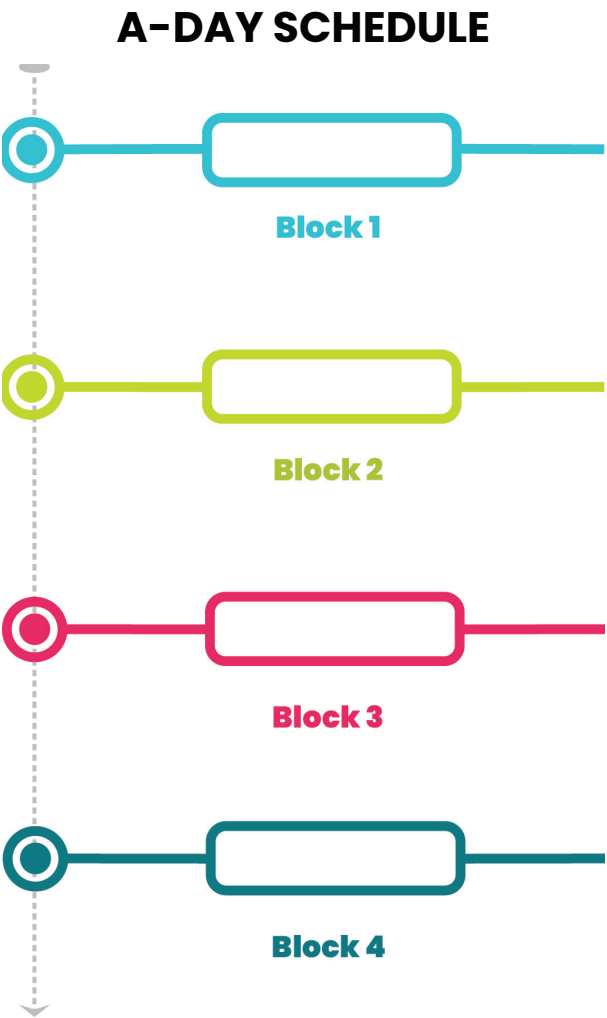


INDIVIDUALIZED PATHWAYS & ENRICHMENT OPPORTUNITIES

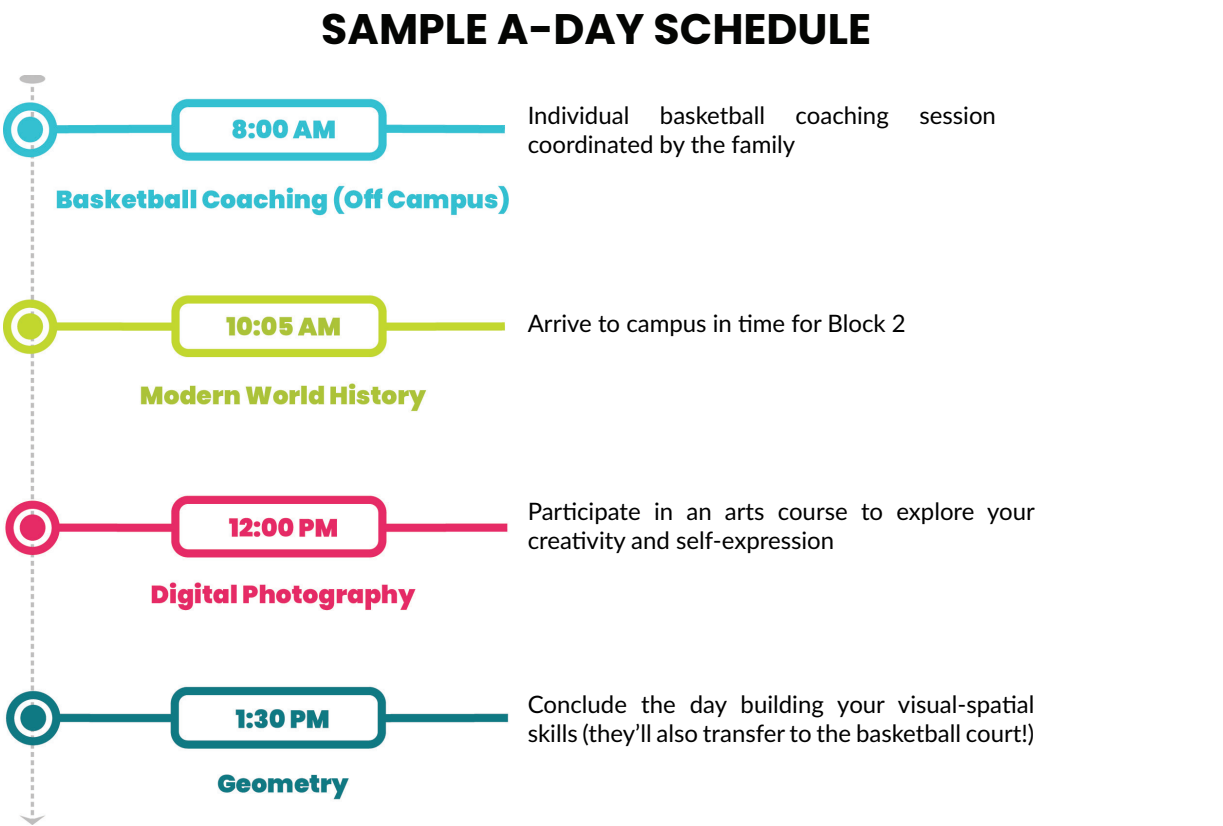
Dual-Enrolled Student | Student Athlete | Your Individualized Pathway

At Lab every student’s path is individualized because we envision a world that embraces differences as extraordinary. By leveraging our approach we are able to uncover potential, unearth pathways and unlock progress so that Lab students are fully challenged. This means that each pathway can, and should, be unique. These pathways highlighted are a few examples of the many ways that Lab differentiates to support our extraordinary students.

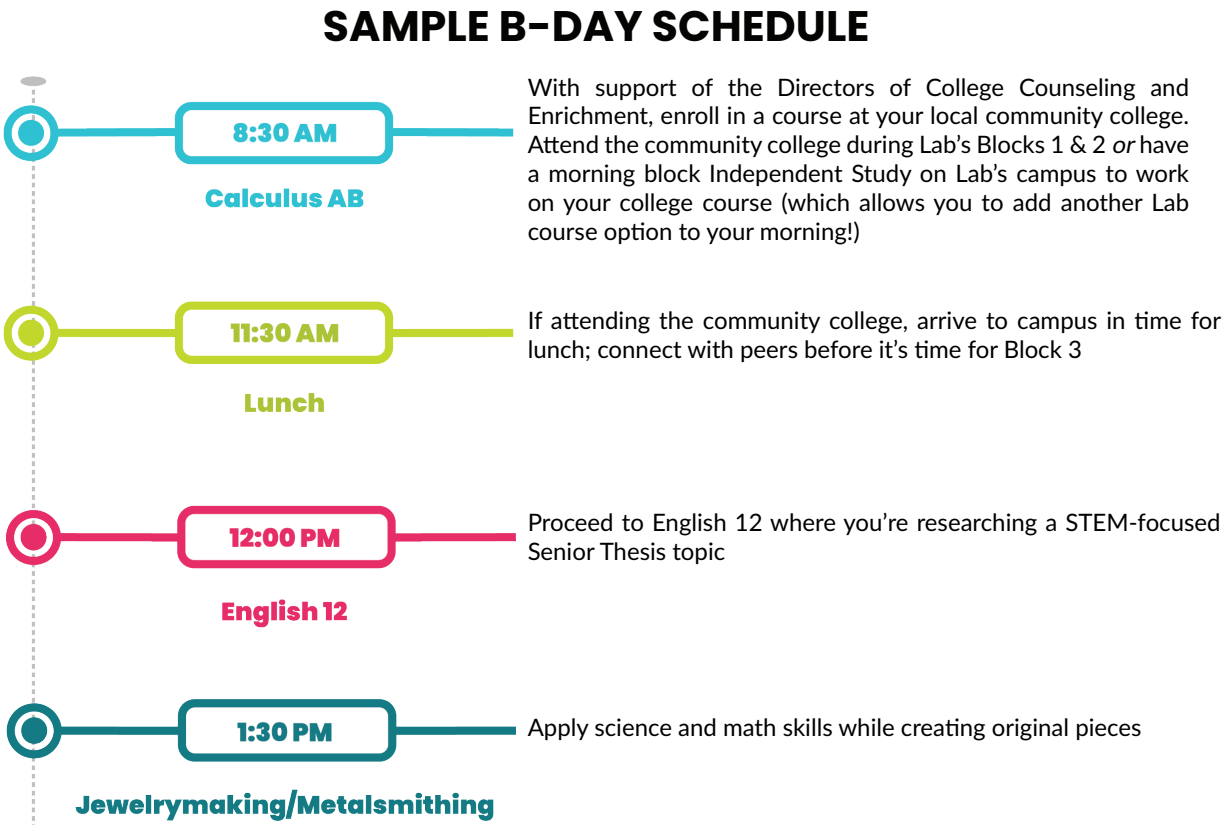
YOUR INDIVIDUALIZED PATHWAY



STUDENT ATHLETE



DUAL-ENROLLED STUDENT





***At The Lab School of Washington,
we embrace differences as advantages.***

LAB
THE LAB SCHOOL

www.labschool.org

Revised August 2026