

2018-2019

Lexington High School

Course Catalogue

**Lexington High School
251 Waltham Street, Lexington Massachusetts 02421**

Lexington High School

2018 – 2019 Course Catalogue

Accreditation Statement

Lexington High School is accredited by the New England Association of Schools and Colleges, Inc., a non-governmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering post-graduate instruction.

Accreditation of an institution by the New England Association indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer group review process. An accredited school or college is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the New England Association is not partial, but applies to the institution as a whole. As such, it is not a guarantee of the quality of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

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251 Waltham Street
Lexington, MA 02421
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2018-2019 Course Catalogue

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Principal's Message:

Dear LHS Student,

The purpose of the *LHS Course Catalogue* is to help you and your parents understand and make choices from among the wide range of courses available at Lexington High School. Lexington High School offers an impressive array of courses that reflect a top-notch educational program available to all of our students. This comprehensive catalogue is the product of collaborative work by the faculty, department heads, curriculum coordinators, and Christine Ashness, who has put many hours into editing, updating, and formatting this resource for you. All of that work done for you is greatly appreciated.

Over the course of February, you will be discussing recommended courses with your teachers and parents, as well as meeting with your counselors to plan the courses you will take to meet the LHS graduation requirements. As important, you will be discussing and exploring your interests and hopefully challenging yourself so that the courses you select help you to further develop the key academic and life skills you need for the world beyond high school. In March, you will identify the elective courses you wish to take using the online student portal (NOTE: you will be able to view your course schedule in mid-August via the Aspen portal). Also in March, you will electronically schedule an individual meeting with your counselor to review your course recommendations and requests, and to discuss your choices.

The goal of this process is to give you multiple opportunities to have discussions and engage in reflection around the direction of your academic career at LHS. The course selection process takes planning and reflection and should be taken seriously. Be honest with the assessment of your abilities, time constraints, and interests. Ask questions and seek out the advice and guidance of the adults in your life, be they your parents, teachers, administrators, or counselors. The key is to develop a course selection that challenges you while also allowing you to develop your current interests and abilities and try new areas to stimulate new interests. *An important consideration as you navigate this process is to find the balance between the rigor of the classroom and the other activities in which you engage outside of the classroom.* Finding that realistic balance is essential to your success and well being as you progress through high school.

Please know that our course offerings, school wide expectations, educational goals and objectives, graduation requirements, as well as the policies and procedures that guide our daily campus life are grounded in our desire to help you gain confidence in who you are as a learner and as a person. While the course selection process ultimately is yours, please know that you are not alone as you make these important decisions. We will work with you to identify your strengths as well as any supports you need as you navigate through high school.

Sincerely,



Andrew Stephens, EdD. – Principal

January 15, 2018

Graduation Requirements

The Lexington School Committee approved the following graduation requirements in March of 1996. The required course credits in each discipline/department are referred to as course distribution requirements.

1. Credits required each year:

Freshman – 28; Sophomore – 27; Junior – 27; Senior – 26.

2. Students must earn 104 total credits and fulfill minimum course distribution requirements. In addition, students must perform 40 hours of approved community service.

3. Required courses: Students will study English, Math, Science and Social Studies during each of the four years. (Exception: In senior year, students may apply for the Senior choice option. If approved, they may take alternate electives in place of either social studies or science while maintaining a full year of courses in the other two.)

4. Course Distribution Requirements

Students must accumulate the following number of credits in each department as indicated:

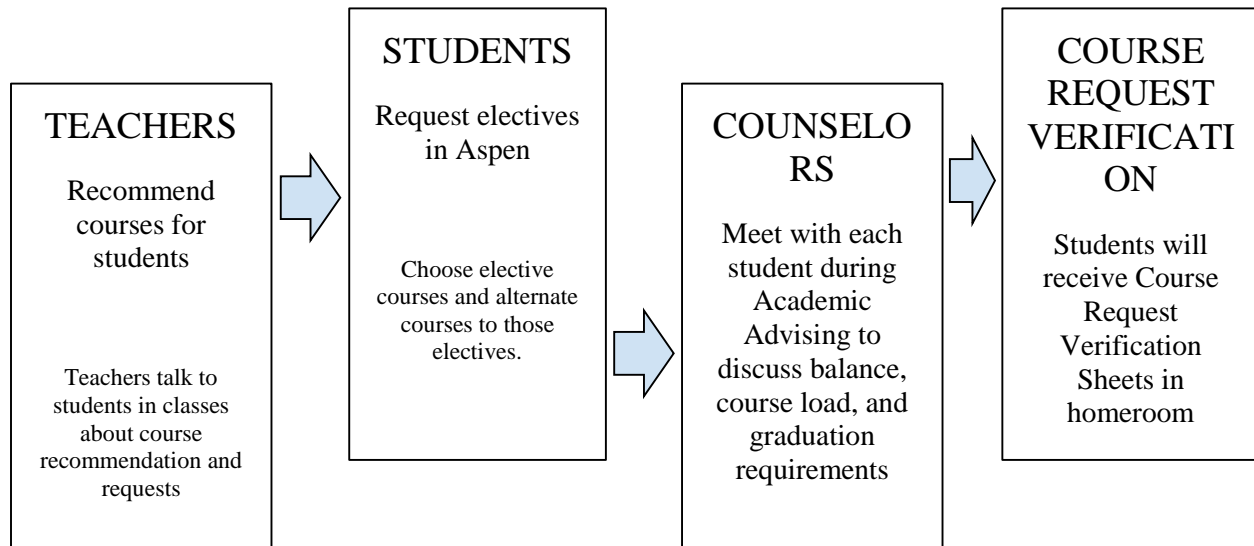
English:	16 Credits
Science:	18 credits
Social Studies:	16 Credits (including United States History)
Mathematics:	16 Credits
World Language:	8 Credits
Physical Education:	6 Credits
Fine and Performing Arts:	8 Credits
Health:	2 credits

The course request process for the next school year begins at the end of quarter 2. Teachers meet with their current students to discuss what courses are available in that subject area for the following year. In most subject areas, current teachers will make a course recommendation for the level that best meets the academic needs of the student. When making recommendations, teachers consider the student’s performance, and pace of the course. Teachers’ course recommendations are made with a holistic lens.

Once the recommendation process has concluded, students will have the opportunity to make course requests in Aspen for the following school year at the level recommended by their current teacher. As students formulate their course requests, attention to the Course Catalog is essential as it contains information regarding prerequisites, course recommendations, and course expectations.

Students are encouraged to take a challenging program, but also to be realistic about their commitments in and out of school. Thus all students will meet with their counselor to discuss their course requests with a focus on appropriate challenge and balance.

Overview of Course Recommendation, Course Request, and Academic Advising Process



What do you need to do?

- ☐ **Make sure you can log on to the Aspen student portal** with your own student account.
- ☐ **Review the Course Catalog** available on the LHS website.
- ☐ **Discuss your course recommendations** for next year with your teachers.
- ☐ **Talk to your teachers and parents/guardians** about your course recommendations and course requests for next year.
- ☐ **Request elective courses online through Aspen.** Teacher recommendations will also be viewable in the Aspen student portal when you enter your elective requests.
- ☐ **Choose alternate classes for each elective course** in case of scheduling conflicts or a course is full or canceled. Alternate classes should be entered into the “Notes to Counselor” box. Please note that seniors being recommended for an AP Social Studies course should choose an alternate as these courses are considered electives.
- ☐ **Sign up for an Academic Advising appointment with your school counselor through SignUpGenius.com.**
 - ☐ Academic Advising appointments should be made during the following weeks:
 - ☐ **Juniors:**
 - ☐ **Sophomores:**
 - ☐ **Freshmen:**
- ☐ **Verify all of your course recommendations and course requests.** You will receive a Course Request Verification Sheet in homeroom. If there are any errors, please make the change on the sheet and hand it into your counselor. Please keep in mind that the course recommendations and course requests at this stage impact the number of staff hired each year and how the LHS schedule is structured. It is important that courses be considered very carefully because changes after the Course Request Verification period will be limited.

In academic courses where there is a disparity between the teacher recommendation and the course the student wishes to request, the teacher will enter their recommendation, and the student will follow the Placement Review Process.

Course Levels at Lexington High School

The following description is intended as a general guideline for students, parents, and college admissions officers. The individual course descriptions under each department heading can provide more explicit information regarding the nature of the courses and the types of programs available at Lexington High School.

Grade Point Averages: Lexington High School does not rank students. The grade point average is based on a four-point scale and includes all subjects in which a student has received a letter grade.

All courses offered at Lexington High School are designed as college preparatory.

Although our courses do have articulated levels, the courses are not “tracked.” There is a misconception that it is impossible to move levels year-to-year. This is untrue as students do participate in a variety of levels during their high school education. The prerequisite course listed with each course description is the strongly recommended background necessary for student success at that level; however, teacher recommendations take priority over the prerequisite.

College Preparatory 2

The course level is designed to meet the needs of a learner who thrives in a **structured** learning environment. Learners can expect:

- A flexible pace that allows for repetition and practice
- Review of essential concepts and skills from prior courses
- New ideas introduced in their most concrete form
- To investigate, analyze, apply concepts, and solve problems with targeted support
- Some work outside class, typically up to 30 minutes per class meeting
- To be supported in taking increasing responsibility for their own learning

College Preparatory 1

The course level is designed to meet the needs of a learner who thrives in a **guided** learning environment. Learners can expect:

- A rigorous pace
- Assumed mastery of most of the concepts and skills from prior courses
- New ideas introduced using a balance of concrete and abstract approaches
- To investigate, analyze, apply concepts, and solve problems with moderate guidance
- Substantial work outside class, typically up to 45 minutes per class meeting
- To take increasing responsibility for their own learning

Honors and AP

The course level is designed to meet the needs of a learner who thrives in an **independent** learning environment. Learners can expect:

- An accelerated pace
- Assumed thorough mastery of all of the concepts and skills from prior courses
- New ideas introduced in their most abstract and theoretical form
- To investigate, analyze, synthesize, evaluate, and solve unfamiliar problems with minimal guidance
- Extensive work outside class, typically up to 60 minutes per class meeting
- To consistently take responsibility for their own learning

AP courses follow a nationally-standardized college-level curriculum and often use college textbooks. *Honors and AP courses may include an independent inquiry project.*

English

Academic Expectations

The English Department assumes “primary responsibility” for assisting students in achieving proficiency in Academic Expectations 1 (Writing), 2 (Reading) 4 (Listening), and 9 (Aesthetic Principles). We also acknowledge our collaborative efforts in reinforcing and supporting all of the other academic expectations. The goals and objectives of the course offerings listed below reflect the overall goals of Lexington High School’s English program 9-12.

Summer reading: The summer reading list will be available in the Main Office and online <http://lps.lexingtonma.org/domain/395> after June 1.

All English courses include instruction in the parts of the sentence and paragraph, vocabulary, grammar and usage. Teachers use those terms to comment on students’ oral and written expression. Courses open to juniors and seniors emphasize instruction and practice in these skills and prepare students for the verbal SAT as well as the Advanced Placement Examination in English. All English courses have common final examinations. Most courses require summer reading and/or related projects. Although the LHS English department coaches students in ELA skills and critical thinking, which result in high achievement on standardized tests, our curriculum is *not* test-driven. Historically, LHS students who have taken Advanced Placement exams in English have achieved qualifying scores, without taking the AP courses, which are specifically geared towards test preparation. Because we are not constrained by a test-based curriculum, our courses offer the flexibility to challenge our students with a wide variety of learning activities and assessments.

Note to Students Interested in Advanced Placement Tests

Students may opt to take the Advanced Placement English test at different points in their high school careers. Traditionally, many students have taken the test at the end of their junior year. Students may also take the test in May of their senior year, after taking any of the senior electives.

Grade 9 – Requirement

1100 – Literature and Composition I

4 credits

Level: No Level

The purpose of this course is to help students become more effective readers and writers. To this end, students study literature from a variety of genres. Major works include *Oedipus Rex*, *The Odyssey*, *Romeo and Juliet*, *In the Time of the Butterflies*, and a variety of short stories, essays and poems. While students have the opportunity to write for a variety of purposes, they focus their attention on the expository essay. Students learn to craft better arguments by generating their own thesis statements, gathering and organizing evidence, and revising earlier drafts of their work. To further the development of their reading and writing skills, students study grammar and vocabulary throughout the year. In addition, they complete a Reading Project during the winter in which they select their own series of outside readings and related activities.

Developed and taught in conjunction with the freshman world history course, this course also focuses on the development of study skills. Students learn strategies in both courses for organizing their notebooks, budgeting their time and planning long-term projects. Students need to use all of these strategies, along with their reading and writing skills, in order to complete major writing tasks in the spring.

Courses Open to Sophomores

1208 – Literature and Composition II

4 credits

Level: Honors

This accelerated course continues the skill development begun in Literature and Composition I for students who have excelled in expository writing, reading comprehension, grammar study and vocabulary acquisition.

Challenging works from the four major genres provide springboards for frequent and varied writing assignments, primarily independent inquiry and exposition, vocabulary study and grammar instruction. Students may read from the following texts: *Frankenstein*, *Things Fall Apart*, *Fahrenheit 451*, *Macbeth*, *Great Expectations*, *Persepolis*, *Slaughterhouse-Five*, *The Handmaid's Tale*, *Story of a Shipwrecked Sailor*, *Lord of the Flies*, and others. Students will also read essays, short stories, and an extensive selection of poetry; they will also view films and listen to audio essays to further explore the genre and theme. Their writing will reflect an ability to select appropriate style and to analyze and express complex viewpoints. Creative writing assignments and essays are assigned to develop each individual writer's voice. Other writing assignments may include: personal narratives, creative emulation, poems, reflections, audio-essays, short stories, plays. Students who elect this course assume the responsibility for making the study of English a priority in their academic commitments.

1206 – Literature and Composition II

4 credits

Level: CP1

This course continues the skill development begun in Literature and Composition I. Works from the four major genres generate frequent and varied writing assignments, vocabulary study and grammar instruction. Students may read from a few of the following texts: *Frankenstein*, *Things Fall Apart*, *Fahrenheit 451*, *Macbeth*, *Great Expectations*, *Persepolis*, *Slaughterhouse-Five*, *The Handmaid's Tale*, *Story of a Shipwrecked Sailor*, *Lord of the Flies*, and others. Students will also read essays, short stories, and an extensive selection of poetry; they will also view films and listen to audio essays to further explore the genre and theme. Writing instruction focuses on developing unified, coherent and text-supported paragraphs and essays. Creative writing assignments and essays are assigned to develop each individual writer's voice. Other writing assignments may include: personal narratives, creative emulation, poems, reflections, audio-essays, short stories, plays. Writing instruction focuses on developing unified, coherent and text-supported paragraphs in essays that respond to teacher-guided thesis statements. Creative writing assignments and essays are assigned to develop each individual writer's voice.

1204 – Literature and Composition II

4 credits

Level: CP2

Building on the foundation established in the Freshman Literature and Composition I course, this course takes a more skills-based perspective, helping students to galvanize their understanding of the structure of language in sentences, paragraphs and essays. The development of skills focuses on grammar instruction and MCAS preparation. While skill development plays a prominent role, analysis of literature, orally and in writing, are also important in the class. While students express themselves through formal essays, they also have the opportunity to write poetry, journal entries, and other creative pieces. Students may read from a few of the following texts: *Frankenstein*, *Things Fall Apart*, *Fahrenheit 451*, *Macbeth*, *Great Expectations*, *Persepolis*, *Slaughterhouse-Five*, *The Handmaid's Tale*, *Story of a Shipwrecked Sailor*, *Lord of the Flies*, and others.

Courses Open to Juniors

Throughout the year of American Literature, students can expect to write formally and informally in expository, argumentative, and narrative modes. At the end of junior year, students will have produced a first draft of a personal/college application essay. The year culminates in an independent writing assignment in which they synthesize the themes of the course

1308 – American Literature

4 credits

Level: Honors

In class discussions and compositions, students examine the breadth, diversity, and evolution of American literature within the unique context of the American experience and American values/traditions. This rigorous approach to the literature requires closely reading and re-reading texts to identify patterns, contradictions, and the relationship between motifs and larger themes/ideas. Students will also learn different methods of critically interpreting the texts and produce argumentative, explanatory/informative, and narrative pieces independently. Students will apply critical terminology such as tone, mood, theme, and irony and articulate the distinguishing features of each genre. Students are expected to be active, engaged, and regular participants in class discussion.

The honors year culminates in an extensive, independent final project.

Readings will feature some of the following authors: Nathaniel Hawthorne, Mark Twain, Edith Wharton, Zora Neale Hurston, Ernest Hemingway, F. Scott Fitzgerald, Arthur Miller, and Henry David Thoreau.

1306 – American Literature

4 credits

Level: CP1

Through close reading, students examine a rich array of American poems, novels, essays, short stories, and plays by a wide variety of writers. In both class discussions and compositions, students will critically analyze these works within the unique context of the American experience and American values/traditions. Students should expect significant nightly reading assignments and will produce argumentative, explanatory/informative, and narrative pieces. These assignments vary in length. Assessments will derive from students' reading, writing, and class discussion.

1304 – American Literature

4 credits

Level: CP2

American Literature has a three-fold focus. Students will work together with the teacher to create a learning community that identifies, then reviews and reinforces skills that they have not yet mastered. Secondly, students will identify personal areas of strength and weakness and will work to achieve mastery in the identified areas. Extensive writing and conferencing will be a part of this process. Finally, students will be able to recognize and articulate the common themes and motifs present in American literature.

Works read will include many of these titles: Fitzgerald's *Great Gatsby*, Miller's *Death of a Salesman*, essays by Thoreau and Emerson, selected work from the Harlem Renaissance. Students will also read short stories and essays by contemporary writers.

Courses Open to Seniors

These are year-long electives. In each course, you will be expected to read and write. Teachers and texts vary year to year. Be sure to pick the course that most entices you.

1404 – Senior Literature and Composition

4 credits

Level: CP2

This course focuses on how literature expresses the human condition. Students in this course will use reading and writing to explore their internal and external personas and to expand their understanding of themselves and their place in the world. As in previous courses, students will work together with the teacher to create a supportive learning community that identifies and strengthens skills not yet mastered. Areas of focus will include making inferences in reading through recognizing and articulating motifs and themes, expanding vocabulary, and improving coherence and cohesion in writing in a variety of modes.

Texts and/or other sources: Readings may include excerpts as well as longer works from such writers as Marjane Satrapi, Paulo Coelho, Franz Kafka, Tennessee Williams, and Will Eisner, as well as poems, short stories, and essays.

1410 - The Heroine's Journey: Women's Literature

4 credits

Level: No Level

This course will explore the fluidity of representations of women in literature spanning from the early modern era through the present day. Students will explore the implications of the gender binary on society through their readings, as well as the ways in which race and sexuality distinctions further complicate these ideas. Students will also be asked to think about the ways in which gender is performative and to what end that performance is still attended. By the end of the course, students will develop vocabulary and theory knowledge to critically examine the gendered world they live in.

1420 – British Literature from Shakespeare to Sherlock Holmes

4 credits

Level: No Level

In this course, we will explore the development of British literature from Beowulf through Shakespeare and up to the present through close readings of poems, novels, plays, and essays by a variety of British writers. Together we will work to identify major themes, patterns, obsessions, and other features that distinguish these texts. Students will also spend the year developing their expository and analytical writing skills. Highlights include attending a field trip to see a Shakespeare production in Boston and guest lectures from visiting scholars; the course culminates in a final collaborative performance project. Works read include: Hamlet, Black Swan Green, The Sign of Four, Jane Eyre, and Twelfth Night. Other representative authors include Oscar Wilde and Virginia Woolf.

1430 – Creative Writing & Publication

4 credits

Level: No Level

In this course, students will craft short fiction, poetry, and creative nonfiction while drawing inspiration from their own experiences, writing prompts, and mentor texts. Students will analyze professional writing, expand vocabulary, and improve coherence and cohesion of their own work. Students will share their writing with class members on a regular basis and build a digital portfolio to showcase their work. Readings will include short pieces and excerpts by mostly contemporary writers.

1440 – Fighting Words: Social Change Literature

4 credits

Level: No Level

Literature, in all cultures and in all eras, has immeasurable amounts of cultural significance and power; it has suggested, instructed, and demanded readers of all ages, shapes, and sizes to listen and to act. Perhaps you once believed that books were nothing more than good kindling for a campground fire. However, did you ever wonder why historical figures such as Adolf Hitler felt compelled to burn books en masse? Or why enslaved peoples were refused the ability to read and write? What makes literature so influential? What makes it so ubiquitous? What makes it trans-global? As a medium of communication, literature connects the masses. ~It demystifies asymmetric thought in culture, religion, perspective, struggle, and humanity. This course samples these points of significance, sharpens your ability to use literature to create change, and in turn, sheds light on why literature is a vehicle for social change.

Authors studied may include but are not limited to: Authors studied may include but are not limited to: Toni Morrison, Leslie Feinberg, Sandra Cisneros, Langston Hughes, Henry David Thoreau, Frederick Douglass, Allen Ginsberg, Tony Kushner, Paul Monette, John Callahan, and Joanna Brooks.

1450 – Play by Play: Dramatic Literature

4 credits

Level: No Level

In this course, students will explore how plays bring humanity's struggles, triumphs, and deepest desires to life on the stage. We will embody the roles of playwright, actor, director, and audience member to analyze influential plays and write our own scripts. We will also attend plays performed in the Boston area to craft theater reviews and experience how a play is brought to life from page to stage. Students will engage in course material through active discussions, performances, creative and analytical writing, and art projects. This is not an acting class, and no theater experience is required.

Playwrights studied may include but are not limited to: Luigi Pirandello, William Shakespeare, Lorraine Hansberry, David Henry Hwang, Yussef El Guindi, Henrik Ibsen, and George Bernard Shaw.

1460 – Film and Literature

4 credits

Level: No Level

Film directors are artists who make conscious formal choices. Students in this course learn about film form and its vocabulary so that they can analyze and interpret film. Once film vocabulary is introduced, students watch classic and contemporary films, and interpret the way film directors convey meaning. The class provides opportunities for students to respond to the material through analytical writing, discussion, and creative projects. This course is now NCAA approved.

1470 - Journeys in East Asian Literature

4 credits

Level: No Level

At the heart of the philosophical and imaginative literature of East Asia lie view of the self, of nature, and of society that are relevant to our lives today. In this course we will examine these views in three different contexts. First, we will read and reflect on the literature and philosophy of the classical Chinese, Japanese, and Korean traditions, before their encounters with European civilization. Second, we will study Chinese, Japanese, and Korean stories and poems from the twentieth and twenty-first centuries, in order to understand how East Asian societies have responded and adapted in the face of globalization. Finally, we will explore American literature of the twentieth and twenty-first centuries, and examine how American writers have found an enduring relevance in the philosophy and art of classical East Asia.

If you are interested in the outdoors, in Eastern philosophy and religion, in poetry, in translation, in art, in how not to be stressed, in transformation, in literature's place in the world, or in the relevance of ideas to one's life, you will find something in this course for you.

1480 – Dystopias

4 credits

Level: No Level

What is an ideal world and how might its version of perfection be more troubling than the imperfect world that already exists? This course will look at worked that examine the possibility of the future in order to comment on the present. The major texts we'll study: V for Vendetta, 1984, Brave New World, A Clockwork Orange, A Handmaid's Tale, plus plenty of shorter stories, essays, song lyrics, music videos an artwork.

1490 – Literature of Our Time

4 credits

Level: No Level

This course will look at recent fiction from the past 25 years and consider contemporary forces such as cultural and social difference, technological innovation, and gender roles. Students will write analytical essays as well as creative pieces (short fiction, graphic novella, creative non-fiction).

The course will explore the following questions:

- What forces in contemporary life provoke feelings of anxiety? Hope?
- How does this generation respond to the one that came before it?
- What's positive and negative about our increased ability to curate our identities?
- What styles/patterns have emerged in current literature?

Readings include: *Middlesex* by Jeffrey Eugenides, *The Namesake* by Jhumpa Lahiri, *Rita Hayworth and The Shawshank Redemption* by Stephen King, *The Hours* by Michael Cunningham, *Maus* by Art Spiegelman, *Doubt* by John Patrick Shanley, and *The Circle* by Dave Eggers.

1790 – Senior Capstone: Inquiry and Evaluation in English

4 Credits

Unleveled

In English, students will study contemporary nonfiction texts, write compelling nonfiction, and develop a digital portfolio. Texts will include *Mountains Beyond Mountains*, *The Immortal Life of Henrietta Lacks*, *Being Mortal*, as well as *Writing Tools*, a variety of literary essays, and works of short fiction.

Students enrolling in the Capstone Course must sign up for Inquiry and Evaluation in English, Science, and Social Studies.

See Interdisciplinary Studies

5486 – Mythology

2 credits

Level: CP1 or CP2

Prerequisite: None

Mythology is a survey of ancient Greek and Roman stories about heroes, gods and the creation of the universe.

We will explore such timeless questions as:

Why do cultures create myths?

How do we define being human?

How do we define gods and heroes?

What is the relationship of human to gods?

We will explore mythology in both traditional text formats and alternative formats such as graphic novel, film, and artwork. Students may take this class for either Level 1 or Level 2 credit. Level 1 students will do an independent project and presentation. Students may take this class for English, Social Studies, or World Language credit.

Interdisciplinary Studies

1790 - Senior Capstone

English

Science

Social Studies

10 credits – year long

Level: No Level

Through connected English, Social Studies, and Science classes, students will learn to read about, write about, analyze, and evaluate contemporary issues that face our society today. Students will have a unique opportunity to work closely with a cohort of peers and educators to develop collaborative skills as well as independent readiness for life after high school. This class will honor thinking beyond a single subject, encouraging students to grow intellectually and develop agency in their own education. During the 2018-2019 school year, students will spend first semester examining contemporary issues in public health. After developing a strong analytical understanding of how to approach complex problems, students will spend second semester developing a senior capstone project in which they will examine and evaluate a contemporary topic of their choosing and produce a single, comprehensive final product.

Students enrolling in the capstone course must sign up for Inquiry and Evaluation in English, Science, and Social Studies.

5486 – Mythology

English

Social Studies

World Languages

2 credits

Level: CP1 or CP2

Prerequisite: None

Mythology is a survey of ancient Greek and Roman stories about heroes, gods and the creation of the universe.

We will explore such timeless questions as:

Why do cultures create myths?

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How do we define gods and heroes?

What is the relationship of human to gods?

We will explore mythology in both traditional text formats and alternative formats such as graphic novel, film, and artwork. Students may take this class for either Level 1 or Level 2 credit. Level 1 students will do an independent project and presentation.

Students may take this class for English, Social Studies, or World Languages credit.

6631 – Music in American Society: Blues, Jazz and Rock 1

Music

Social Studies

2 credits – 1st semester

Level: No Level

Prerequisite: None

Duke Ellington. Louis Armstrong. Charlie Parker. In the early 20th century, American music- jazz, blues, rock and roll, and rhythm and blues, took over the world. What is it about our music that makes it speak to so many people? How did this new music emerge from plantations to concert halls? This class will explore how American music came to be, and then how it affected not just the pop charts, but the way the world sees America, and the way America sees itself.

The format of the course will combine listening, documentary footage, first person accounts from musicians, critics and fans, hands-on exploration, and critical and creative writing on jazz and pop music to build students understanding and appreciation of our musical birthright.

Semester One will be split into two parts

1. How to Listen: The course will begin by exploring how to listen to and talk about music critically, We'll focus on elements unique to jazz, which is at the center of all the music we will explore.
2. New Orleans, Jazz and the Swing Era 1900-1950: We will examine the birth and growth of jazz and blues, which for a two-decade period were the most popular music in America. Beginning with the slave roots of jazz, we'll follow the geographic and stylistic shifts in the music, from New Orleans to Chicago and Kansas City to New York, from Ragtime to Swing. We will also meet the early geniuses of the music, how music helped create the idea of the teenager and music's role in defining American and African-American identity.

At the end of the semester, each student will be asked to create a paper and presentation around a piece of music we studied to share their own experience of this music.

6632 – Music in American Society: Blues, Jazz and Rock 2

Music

Social Studies

2 credits – 2nd semester

Level: No Level

Prerequisite: None

After World War II, a new style of music emerges from the Mississippi Delta and the urban streetcorner and captivates a new generation of Americans. And each decade after, geniuses, madmen and machines will transform the sound of music.

Using documentary footage, first person and critical accounts, and most importantly the music itself, we'll explore how American pop music- rock and roll, Motown, "cool" jazz and hard bop, fusion, punk, hip-hop, EDM- came to be, and what it has meant to the larger American culture. By focusing not just on styles but on important moments- Bob Dylan plugging in at Newport, Jimi Hendrix at Woodstock, and the early DJs and the Stonewall Inn, for instance- students will gain a greater understanding for how a generation's soundtrack can define its experience.

At the end of each semester, each student will be asked to create a paper and presentation around a piece of music we studied to share their own experience of this music.

This class can be counted towards graduation requirements for either performing arts or social studies credit.

Mathematics

Program Overview

The Mathematics Department offers a comprehensive four-year mathematics program whose goal is to enable all students to reach high standards and full potential in a supportive, academically focused environment. We seek to engage students in meaningful mathematics that stimulates curiosity and enjoyment, while providing a balance between skill development and conceptual understanding. Throughout our curriculum, we emphasize these eight Mathematical Practices identified in the *Common Core State Standards* and the *Massachusetts Curriculum Framework for Mathematics*:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Placements and Placement Review

The following information about placements is for students who are already enrolled in the Lexington Public Schools. There is a different placement process for students who are transferring into LPS. Details will be provided when registering for school.

Mathematics course placements at Lexington High School are based primarily on teacher recommendation. These recommendations should be considered very carefully, and students and families should consult with the teacher if there is a disagreement about placement. After consultation, if a student still wishes to take a course or level that was not recommended by the teacher, he/she may request a “placement review” for this change to be considered. To do so, request a Math Placement Appeal Form from the current teacher by March 6, complete the form, and submit it to the Mathematics Department Office (room 711) no later than March 15. **Students who do not submit a placement review request will not be permitted to change their math course or level at a later date.** The Math Placement Appeal Form will be reviewed by a team of teachers including the Math Department Head, and the student will be notified of the decision in May. Because this placement review is an appeal process, decisions are final and no further appeals are available.

Occasionally a student may wish to skip over a semester or a year of our course sequence based on outside learning such as summer school or tutoring. The Mathematics Department generally discourages this practice; most students are better served by taking a full-length course at LHS rather than a condensed course or non-school experience. Students are permitted to change their LHS math course on the basis of outside learning only by requesting a “placement review” and gaining pre-approval. To do so, request a Math Placement Acceleration Form from the current teacher by March 6, complete the form, and submit it to the Mathematics Department Office (room 711) no later than March 15. **Students who do not submit a placement review request will not be permitted to change their math course or level at a later date.** The Math Placement Acceleration Form will be reviewed by a team of teachers including the Math Department Head, and the student will be notified of the decision in May. Decisions are final and no further appeals are available.

Technology

Graphing calculators are a vital everyday tool for mathematics learning, so students in every mathematics course need to have a graphing calculator. Lexington High School strongly recommends that all students purchase a Texas Instruments calculator from the TI-83 or TI-84 family. A calculator purchased at the start of 8th or 9th grade will be useful for class work, homework, and assessments in math and science classes through all four years of high school. Our school has a supply of calculators for loan to students who are not able to get their own due to need; see the Mathematics Department section of the LHS website for details.

Mathematics courses at LHS also make use of a variety of computer programs and applications where relevant to the curriculum, including algebra and geometry software, spreadsheets, and programming environments.

Academic Expectations

The Mathematics Department assumes primary responsibility for assisting students in achieving proficiency in Academic Expectations 5 (Data Analysis), 6 (Logical Reasoning), and 7 (Technology). We also reinforce and support the school's other academic expectations.

Curriculum and Course Sequences (Class of 2021 and 2022)

Lexington High School offers a sequence of integrated mathematics courses that is fully aligned with the Massachusetts *Curriculum Framework for Mathematics* incorporating the *Common Core State Standards*. In each of the core courses Math 1, Math 2, and Math 3, there is a mixture of topics from algebra, geometry, and statistics/probability. The aim of this integrated approach is to present mathematics as a cohesive whole, while emphasizing mathematical practices such as reasoning, problem solving, and modeling.

The following chart shows typical progressions between courses at each level. Most courses have prerequisite grades in the preceding course; see the course descriptions for details. Students may move either up or down in level when appropriate and when recommended by their teachers. However, changes that involve skipping a year of content cannot be made without an approved plan to cover the skipped material, and the student must submit Math Placement Acceleration Form for consideration as described under the heading “Placements and Placement Review.”

grade 8	grade 9	grade 10	grade 11	grade 12
Grade 8 Math	3314 CP2 Math 1: Algebra, Geometry, and Statistics	3324 CP2 Math 2: Algebra 2, Geometry, and Statistics	3334 CP2 Math 3: Algebra 2, Geometry, and Statistics	3344 CP2 Math 4: Advanced Algebra (students with strong records and teacher recommendation may also take 3456 or 3556)
	3316 CP1 Math 1: Algebra, Geometry, and Statistics	3326 CP1 Math 2: Algebra 2, Geometry, and Statistics	3336 CP1 Math 3: Algebra 2, Geometry, and Precalculus	3346 CP1 Math 4: Precalc. or 3456 CP1 Statistics or 3556 CP1 Contemporary Applied Math
Math 1	3326 CP1 Math 2: Algebra 2, Geometry, and Statistics	3336 CP1 Math 3: Algebra 2, Geometry, and Statistics	3346 CP1 Math 4: Precalculus	3356 CP1 Calculus or 3456 CP1 Statistics or 3556/3559 CP1 or Honors Contemporary Applied Math
Math 1 Honors	3328 Honors Math 2: Algebra 2, Geometry, and Statistics	3338 Honors Math 3: Algebra 2, Geometry, and Statistics	3348 Honors Math 4: Precalculus	3359 AP Calculus AB or 3369 AP Calculus BC or 3459 AP Statistics or 3559 Honors Contemporary Applied Math

Curriculum and Course Sequences (Classes of 2019 and 2020)

Lexington High School offers a sequence of integrated mathematics courses that is fully aligned with the *Massachusetts Curriculum Framework for Mathematics* incorporating the *Common Core State Standards*. In each of the core courses Math 1, Math 2, and Math 3, there is a mixture of topics from algebra, geometry, and statistics/probability. The aim of this integrated approach is to present mathematics as a cohesive whole, while emphasizing mathematical practices such as reasoning, problem solving, and modeling.

The following chart shows typical progressions between courses at each level. Most courses have prerequisite grades in the preceding course; see the course descriptions for details. Students may move either up or down in level when appropriate and when recommended by their teachers. However, changes that involve skipping one or more semesters of content cannot be made without an approved plan to cover the skipped material, and the student must submit Math Placement Acceleration Form for consideration as described under the heading “Placements and Placement Review.”

grade 8	grade 9	grade 10	grade 11	grade 12
Math 1A	3314 CP2 Math 1: Algebra, Geometry, and Statistics	3324 CP2 Math 2: Algebra 2, Geometry, and Statistics	3334 CP2 Math 3: Algebra 2, Geometry, and Statistics	3344 CP2 Math 4: Advanced Algebra (students with strong records and teacher recommendation may also take 3456 or 3556)
	3325 CP1 Math 1B/2A: Algebra, Geometry, and Statistics	3335 CP1 Math 2B/3A: Algebra 2, Geometry, and Statistics	3345 CP1 Math 3B/4A: Algebra 2, Geometry, and Precalculus	3355 CP1 Math 4B/5A: Precalculus/Calculus or 3456 CP1 Statistics or 3556 CP1 Contemporary Applied Math
Math 1 or Math 1 Extended	3326 CP1 Math 2: Algebra 2, Geometry, and Statistics	3336 CP1 Math 3: Algebra 2, Geometry, and Statistics	3346 CP1 Math 4: Precalculus	3356 CP1 Calculus or 3456 CP1 Statistics or 3556/3559 CP1 or Honors Contemporary Applied Math
	3328 Honors Math 2: Algebra 2, Geometry, and Statistics	3338 Honors Math 3: Algebra 2, Geometry, and Statistics	3348 Honors Math 4: Precalculus	3359 AP Calculus AB or 3369 AP Calculus BC or 3459 AP Statistics or 3559 Honors Contemporary Applied Math

Courses for Grade 9

3314 – Math 1: Algebra/Geometry/Statistics

6 credits (4 credits counting for the math requirement and 2 additional credits toward graduation)

Level: CP2

*Prerequisite: Teacher recommendation. Appropriate for students who need **significant extra support** to learn on-grade-level mathematics.*

Math 1 students will learn to reason quantitatively, interpret mathematical expressions, create equations to describe relationships, and use the concept and notation of functions. They will examine linear and exponential functions using algebraic and graphical approaches, and use these function types for modeling and problem solving. Students will solve linear equations and inequalities, as well as systems of equations. They will use descriptive statistics to summarize, represent, and interpret one-variable and two-variable data involving categorical or quantitative variables. Students will develop knowledge of transformations of the plane, use transformations to establish triangle congruence criteria, and use coordinate geometry.

Math 1 students will engage in mathematical practices such as making sense of problems, reasoning and constructing arguments, modeling, and using structure and regularity. They will use mathematical tools including graphing calculators and computer software.

Students in CP2 Math 1 are scheduled for 4 classroom blocks plus 2 blocks of Math Academic Support, which respectively earn 4 math graduation credits and 2 general graduation credits.

3316 – Math 1: Algebra/Geometry/Statistics

4 credits

Level: CP1

*Prerequisite: Teacher recommendation. Appropriate for students who are able to learn on-grade-level mathematics with an **ordinary level of support**.*

Math 1 students will learn to reason quantitatively, interpret mathematical expressions, create equations to describe relationships, and use the concept and notation of functions. They will examine linear and exponential functions using algebraic and graphical approaches, and use these function types for modeling and problem solving. Students will solve linear equations and inequalities, as well as systems of equations. They will use descriptive statistics to summarize, represent, and interpret one-variable and two-variable data involving categorical or quantitative variables. Students will develop knowledge of transformations of the plane, use transformations to establish triangle congruence criteria, and use coordinate geometry.

Math 1 students will engage in mathematical practices such as making sense of problems, reasoning and constructing arguments, modeling, and using structure and regularity. They will use mathematical tools including graphing calculators and computer software.

3326 – Math 2: Algebra 2/Geometry/Statistics

4 credits

Level: CP1

Prerequisite: Math 1 in grade 8 with at least a C-range grade. (Students with D's or F's in 8th grade Math 1 should take a 9th grade Math 1 course per teacher recommendation.)

3328 – Math 2: Algebra 2/Geometry/Statistics

4 credits

Level: Honors

Prerequisite: Honors Math 1 in grade 8 with an A-range grade.

Math 2 students will examine functions of varied types, with an emphasis on quadratic functions and their use in modeling. They will develop skills in rewriting expressions, using exponent properties, and solving equations and inequalities. Students will understand the geometric concepts of congruence and similarity in terms of transformations. They will investigate geometry theorems about triangles, parallel lines, and circles, and prove them by writing deductive proofs and coordinate proofs. They will compute and interpret probabilities of compound events and conditional probabilities.

Math 2 students will engage in mathematical practices such as making sense of problems, reasoning and constructing arguments, modeling, and using structure and regularity. They will use mathematical tools including graphing calculators and computer software.

Availability of more advanced courses for grade 9 students

Since each year of the LHS mathematics curriculum has vital and distinct content, skipping courses is generally discouraged. Entry of grade 9 students into courses beyond Honors Math 2 is granted only in very exceptional cases. The student must have already learned substantially all of the contents of any courses to be skipped, must be recommended by the student's current teacher during the recommendation process in February, and must submit a Math Placement Acceleration Form to the LHS Mathematics Department Head by March 15. A decision on this request will be made as described under the heading "Placements and Placement Review."

Late requests to skip over grade 9 math will not be considered under any circumstances.

Courses for Grade 10

3324 – Math 2: Algebra 2/Geometry/Statistics

4 credits

Level: CP2

Prerequisite: Successful completion of Math 1.

3326 – Math 2: Algebra 2/Geometry/Statistics

4 credits

Level: CP1

Prerequisite (for grade 10 students): CP1 Math 1 with at least a C-range grade.

Math 2 students will examine functions of varied types, with an emphasis on quadratic functions and their use in modeling. They will develop skills in rewriting expressions, using exponent properties, and solving equations. Students will understand the geometric concepts of congruence and similarity in terms of transformations. They will investigate geometry theorems about triangles, parallel lines, and circles, and prove them by writing deductive proofs and coordinate proofs. They will compute and interpret probabilities of compound events and conditional probabilities.

Math 2 students will engage in mathematical practices such as making sense of problems, reasoning and constructing arguments, modeling, and using structure and regularity. They will use mathematical tools including graphing calculators and computer software.

3336 – Math 3: Algebra 2/Geometry/Statistics

4 credits

Level: CP1

Prerequisite: CP1 Math 2 with at least a C-range grade.

3338 – Math 3: Algebra 2/Geometry/Statistics

4 credits

Level: Honors

Prerequisite: Honors Math 2 with at least a B-range grade.

Math 3 students will expand their understanding of functions to include polynomial, exponential, logarithmic, and trigonometric functions. They will use trigonometric functions for general triangle solving, sinusoidal modeling, and other algebraic uses. They will extend their use of number systems to include the complex numbers, and make use of sequences and series. Students will apply methods from probability and statistics to draw inferences and conclusions from data.

Math 3 students will engage in mathematical practices such as making sense of problems, reasoning and constructing arguments, and using structure and regularity. They will use functions and geometry to create and critique mathematical models and solve contextual problems. They will use mathematical tools including graphing calculators, spreadsheets, and computer software.

Courses for Grade 11

3334 – Math 3: Algebra 2/Geometry/Statistics

4 credits

Level: CP2

Prerequisite: Successful completion of Math 2. Open to grades 11 and 12 only (except by teacher recommendation and special permission from the Math Department Head).

Math 3 students will expand their understanding of functions to include polynomial, exponential, logarithmic, and trigonometric functions. They will use trigonometric functions for general triangle solving, sinusoidal modeling, and other algebraic uses. Students will make use of sequences and series, and apply methods from probability and statistics to draw inferences and conclusions from data.

Math 3 students will engage in mathematical practices such as making sense of problems, reasoning and constructing arguments, and using structure and regularity. They will use functions and geometry to create and critique mathematical models and solve contextual problems. They will use mathematical tools including graphing calculators and computer software.

3345 – Math 3B/4A: Algebra 2/Geometry/Precalculus

4 credits

Level: CP1

Prerequisite: Math 2B/3A with at least a C-range grade.

Math 3B/4A students will examine functions of varied types, with an emphasis on trigonometric, exponential, logarithmic, and rational functions. They will develop their understanding of general function concepts such as function operations, composition and inverses, and transformations. They will use trigonometry for general triangle solving, sinusoidal modeling, and other algebraic uses. They will extend their use of number systems to include the complex numbers.

Math 3B/4A students will engage in mathematical practices such as making sense of problems, reasoning and constructing arguments, and using structure and regularity. They will use functions and geometry to create and critique mathematical models and solve contextual problems. They will use mathematical tools including graphing calculators and computer software.

3346 – Math 4: Precalculus

4 Credits

Level: CP1

Prerequisite: CP1 Math 3 with at least a C-range grade.

3348 – Math 4: Precalculus

4 credits

Level: Honors

Prerequisite: Honors Math 3 with at least a B-range grade.

Math 4 students will develop their understanding of general function concepts such as function operations, composition and inverses, and transformations. Building on their knowledge of function behavior, students will investigate the graphical characteristics of rational functions. They will expand their knowledge of trigonometric functions, focused on function graphs, equation solving, identities, and modeling. Students will learn how to express complex numbers in rectangular and polar forms and will investigate the graphs of polar equations. They will perform vector and matrix operations and use vectors for simple proofs and for solving practical problems. Circles and other conic sections will be studied from algebraic and geometric perspectives.

Math 4 students will engage in mathematical practices such as making sense of problems, reasoning and constructing arguments, and using structure and regularity. They will use functions and geometry to create and critique mathematical models and solve contextual problems. They will use mathematical tools including graphing calculators and computer software.

3459 – AP Statistics

4 credits

Level: Advanced Placement

Prerequisite (for grade 11 students): Honors Math 3 with a B-range grade, and must be taking Math 4 concurrently (unless previously completed).

This course introduces students to the major concepts and tools for exploring data, planning a study, analyzing patterns, and drawing conclusions from data. The course will rely heavily on graphing-calculator-based processes and the analysis of data produced by graphing calculator and by computer software packages. The Advanced Placement Statistics exam is expected of all students in this course. More information can be found at <https://apstudent.collegeboard.org/apcourse/ap-statistics>

Courses for Grade 12

3344 – Math 4: Advanced Algebra

4 credits

Level: CP2

Open to grade 12 only.

Prerequisite: Successful completion of CP2 Math 3.

The goal of this course is to complete and reinforce learning of core high-school-level mathematics for college and career readiness. Students will develop their algebraic proficiency in manipulating expressions and equations, and solving of equations and inequalities. Students will also develop their understanding of triangle trigonometry, projectile motion, vectors, and dimensional analysis, which will support them in their study of physics. Successful students will be fully prepared for further math courses such as precalculus, and meeting college math requirements.

3355 – Math 4B/5A: Precalculus and Calculus

4 credits

Level: CP1

Open to grade 12 only.

Prerequisite: CP1 Math 3B/4A with at least a B-range grade.

This course completes the study of precalculus begun in Math 3B/4A, and then provides a one-semester introduction to calculus. Precalculus topics include trigonometric functions and identities, geometric trigonometry, vectors, parametric and polar equations, and limits. The calculus portion of the course will provide an introductory survey of both differential and integral calculus. Conceptual understanding and real-world applications will be emphasized. This course covers only a portion of an initial college-level calculus course, but students will be well prepared to continue studying calculus in college.

3356 – Calculus

4 credits

Level: CP1

Open to grade 12 only.

Prerequisite: CP1 Math 4 with at least a B-range grade, or successful completion of Honors Math 4.

This introductory course on differential and integral calculus emphasizes has a primary emphasis on conceptual understanding rather than theory and calculation. Topics include a review of functions, an introduction to limits and continuity, derivatives and their applications, integrals and their applications, anti-derivatives and the Fundamental Theorem of Calculus. Real-world applications and modeling will be emphasized. This course is not intended to prepare students for an Advanced Placement exam, but students will be thoroughly prepared to continue studying calculus in college.

3456 – Statistics

4 credits

Level: CP1

Open to grade 12 only.

Prerequisite: CP1 Math 4 or CP1 Math 3B/4A. Also open to strongly successful students from CP2 Math 3 by teacher recommendation.

Students will be introduced to the concepts, properties, methodologies, and techniques of statistics. Students will explore the design of surveys, polls, and experiments to assess the validity of results, to identify potential sources of bias, and to identify the conclusions that can be drawn. Other topics include probability simulations and experimental design. Active and collaborative learning, conceptual understanding, and mathematical

communication are emphasized. Genuine real-world data will be used frequently, and graphing calculators and computers will be used as data analysis tools.

3556 (CP1) or 3559 (Honors) – Contemporary Applied Mathematics

4 credits

Level: CP1 or Honors

Open to grade 12 only.

Prerequisite: Honors Math 4 or CP1 Math 4 or CP1 Math 3B/4A. Also open to strongly successful students from CP2 Math 3 by teacher recommendation.

This course focuses on the application of mathematics to the social sciences of today's world. It is designed to meet the needs of students who are proficient readers and writers but may have varied math backgrounds.

Students will investigate the mathematics of social choice: design of voting systems, fair division and apportionment, and game theory. They will study the mathematics of the digital revolution, including identification numbers and cryptography. They will apply graph theory and linear programming to business and management problems involving planning, scheduling, efficiency, and optimization. The course will be based on a college math-for-liberal-arts textbook, *For All Practical Purposes*, and will have a constant emphasis on math use in the real world.

This is a multi-level course. Students taking the class at the Honors level are expected to meet additional requirements.

3359 – AP Calculus AB

4 credits

Level: Advanced Placement

Prerequisite: Honors Math 4 with at least a B-range grade. Also open to strongly successful students from CP1 Math 4 by teacher recommendation.

This is a college-level course on differential and integral calculus, equivalent to one semester of calculus at most universities. Topics include a review of functions, an introduction to limits and continuity, derivatives and their applications, integrals and their applications, anti-derivatives and the Fundamental Theorem of Calculus, and an introduction to differential equations using slope fields. There is an emphasis on conceptual understanding and working with functions represented graphically, numerically, analytically, and verbally. The Advanced Placement Calculus AB exam is expected of all students in this course. More information can be found at

<https://apstudent.collegeboard.org/apcourse/ap-calculus-ab>

3369 – AP Calculus BC

4 credits

Level: Advanced Placement

Prerequisite: Honors Math 4 with at least a B-range grade.

This is an intensive college-level course on differential and integral calculus, equivalent to the first two semesters of calculus at most universities. Topics include an introduction to limits and continuity, derivatives and their applications, integrals and their applications, anti-derivatives and the Fundamental Theorem of Calculus, an introduction to differential equations using slope fields and Euler's Method, Taylor polynomials and series, and calculus using parametric, vector and polar equations. There is an emphasis on conceptual understanding and working with functions represented graphically, numerically, analytically, and verbally. The Advanced Placement Calculus BC exam is expected of all students in this course. More information can be found at <https://apstudent.collegeboard.org/apcourse/ap-calculus-bc>

3459 – AP Statistics

4 credits

Level: Advanced Placement

Prerequisite (for grade 12 students): Must have taken Honors math courses or been strongly successful in CP1 math courses.

This is a college-level course in statistics. Students will learn about the major concepts and tools for collecting, analyzing, and drawing conclusions from data. They will develop analytical and critical thinking skills as they learn to describe data patterns and departures from patterns, plan and conduct studies, use probability and simulation to explore random phenomena, estimate population parameters, test hypotheses, and make statistical inferences. Graphing calculators and computers will be used as data analysis tools. The Advanced Placement Statistics exam is expected of all students in this course. More information can be found at

<https://apstudent.collegeboard.org/apcourse/ap-statistics>

3093 – Math Teaching Assistant Program

Credits variable depending on teaching blocks per week (maximum of 0.5 credit per quarter)

Credits count only toward the general LHS graduation requirements, not toward the mathematics graduation requirement. Grading is pass/fail.

Level: No Level

Prerequisite: Open only to grade 12 students who are taking another math course concurrently. Requires teacher recommendation and Department Head approval.

Under the close supervision and guidance of a teacher, senior students serve as teaching assistants to provide additional support for students who struggle in our 9th and 10th grade math courses. Teaching assistants experience first-hand the teaching and learning process from an educator's perspective, come to understand and value what it takes to make mathematics accessible to all students, and make connections with younger students that foster academic achievement and meaningful relationships. If you are interested in becoming a teaching assistant, please see your current mathematics teacher for more information.

Computer Courses

LHS offers three beginning computer courses to address varied interests. Each of them is a semester course, and they can be taken in any order. You are welcome to request one or two of these courses in the same year.

- **3610 Computer Applications** is for students who want to learn to use various application programs for personal productivity or business use.
- **3650 Computers, Design, and Code** is for students of all interests and backgrounds who want to learn to use computers to design things, from web pages to 3-D printed objects to phone apps. This course is exclusively for grades 9 and 10.
- **3706 Computer Programming** is for students who want to learn a programming language, C++. Computer Programming is the prerequisite for taking AP Computer Science in a subsequent year.

3610 – Computer Applications

2 credits – semester course

Level: No Level

Open to all students in all grades. Prerequisite: None.

This is an introductory, project-based course on computer applications used in such activities as presentation, desktop publishing, information processing and decision-making. Students will create documents, presentations, and spreadsheets using Microsoft Office, edit images and video using iPhoto, the Photoshop creative suite, and iMovie, create a basic web page, and write computer programs using Scratch.

3650 – Computers, Design, and Code

2 credits – semester course

Level: No Level

Open to students in grades 9 and 10 only. Prerequisite: None.

This course is for all students who want to discover the various design capabilities of computers. Projects will include drawing images and patterns, designing and creating a web page, and designing an object for printing on a 3-D printer. Students will also be introduced to building computer programs using coding and visual tools, including developing an app for the phone.

3706 – Computer Programming

2 credits – semester course

Level: CP1

Open to all students in all grades. Prerequisite: There is no specific course prerequisite, but this is a CP1 course that requires some proficiency in mathematics and reasoning. This course is not suitable for students whose concurrent math course is Math 1 or CP2 Math 2. (Students taking one of those math courses should choose course 3610 or 3650 instead.)

This is an introductory course in computer programming using C++ as the programming language. The course will emphasize analyzing problems, selecting appropriate algorithms, and implementing in C++. Topics include input and output, variables, operators, conditional statements, functions, loops, strings, arrays, sorting, and recursion. Course grades will be based primarily on success in completing programming projects.

3739 – AP Computer Science

4 credits

Level: Advanced Placement

Prerequisite: 3706 Computer Programming or 3726 Introduction to Programming II (or permission of the Math Department Head for students who can demonstrate sufficient programming experience).

Students will learn the core aspects of computer science at a level comparable to a first-semester college course. They will design and implement computer programs to solve problems relevant to today's world. They will learn to apply programming tools and solve complex problems. The course includes the study of algorithms, data structures, and abstraction. Java is used as the programming language and object-oriented programming methodology is emphasized. The Advanced Placement Computer Science A exam is expected of all students in this course.

More information can be found at <https://apstudent.collegeboard.org/apcourse/ap-computer-science-a>

3746 – Advanced Computer Programming

2 credits – semester course

Level: CP1

Prerequisite: 3739 AP Computer Science

This course allows students to experience the major data structures and associated algorithms: linked lists, stacks, queues, trees, binary search trees, heaps, and graphs. Additionally, there will be a unit on pointers and memory use. The course will build upon students' previous programming experience in C++. Students may also work to learn additional programming languages of their choice such as Swift, Python, or Go.

Mathematics for Business Course

3510 – Accounting

4 credits

Level: No Level

Open to all students in all grades. Prerequisite: None.

This is a beginning course in accounting intended for students preparing for college work in accounting, business management, or business administration. It is also a useful course for those who are considering operating their own businesses. Emphasis is placed upon the reasons and the purpose, use, and understanding of accounting rather than on procedure alone. At the end of the course, students are expected to be able to journalize, post, prepare a trial balance and financial statements, and manage customer or vendor accounts. The course is computer-based, with students learning and applying their skills using accounting software.

Other Courses Accepted for Math Credits

2720 – Introduction to Personal Finance

2 credits – semester course

For a course description, see the Social Studies section. If this course is taken during grade 12 and the credits are not needed for the Social Studies graduation requirement, the credits may be applied toward the Mathematics graduation requirement instead.

4550 – Introduction to Robotics and Engineering

2 credits – semester course

For a course description, see the Science section. If this course is taken during grade 12 and the credits are not needed for the Science graduation requirement, the credits may be applied toward the Mathematics graduation requirement instead.

Performing & Visual Arts

Academic Expectations

The Visual and performing Arts Department assumes “primary responsibility” for assisting students in achieving proficiency in Academic Expectations 4 (Listening), 6 (Reason Logically) and 9 (Aesthetic Principles). We also acknowledge our collaborative efforts in reinforcing and supporting all of the other academic expectations. The goals and objectives of the course offerings listed below reflect the overall goals of Lexington High School’s Visual and Performing Arts program 9-12. In the case where a specific course might concentrate on an additional academic expectation, the number of the expectation addressed is listed below the course title.

Performing Arts: Drama

6500 – “The Play’s the Thing”

2 credits – semester

Level: No Level

Have you ever wondered how a play is created from start to finish? This class is designed to take students through the entire dramatic workshopping process. We will begin with a raw starting point, develop ideas, create scenes, write a script, rehearse and perform. Students will be involved in every aspect of developing a theatrical performance, including addressing any technical needs. Students do not need any experience to take this course. Homework assignments may include script writing, memorization, and prop and costume design. We will either perform for an invited audience, or film the piece to be viewed at a later date.

6515 – This is Your Life

2 credits – semester

Level: No Level

How do our own lives provide material for dramatic performance? This Is Your Life will explore this essential question. In this introductory course to drama and theater, we will explore the human condition in real and fictional scenarios. Through theater games, activities, imaginative exercises and collaborative work with peers, students will create original performance material. Dramatic skills we will address include: improvisation, character development and scene structure. Students will also employ technical elements such as lighting and sound to support their scene work. Students will be responsible for multiple scene performances as well as reflective and creative writing assignments throughout the course. Students should be prepared to collaborate with others, especially while developing and practicing scenes in rehearsals. *You may not take this course if you have already taken Art of the Theater.*

6525 - Ripped From The Headlines

2 credits – semester

Level: No Level

This course is one of the introductory drama courses offered at LHS. Headlines, articles, and primary source materials will be used to explore significant cultural, social, political and historic events. After examining the era and its headlines, students will create relevant characters and scenes. Dramatic skills we will address include: structured improvisation, script writing, character development and plot structure. Students will also employ technical elements such as lighting and sound to support their scene work. Students will be responsible for multiple scene performances as well as reflective and creative writing assignments throughout the course.

6520 – Improvisational Theater

2 credits – semester

Level: No Level

Improvisation is central to our lives; we improvise on a daily basis! This course is an introduction to improvisational theater in its many forms. The scene material in the course will be student-generated through structured improvisation and developed during in-class rehearsal time. Units may include imaginary object use, accepting and blocking offers, story development, free form improvisation, and “Ripped from the Headlines” (exploring significant world events through performance). Ensemble work will be emphasized as students are expected to collaborate frequently with peers.

6531 – Public Speaking 1

2 credits – semester

Level: No Level

This is a course designed to give students practice in organizing and delivering informative, persuasive and demonstrative speeches. Students will work on skills such as: eye contact, posture, rate of speaking, and enunciation. Speeches will be delivered every two weeks and there will be several activities to enhance the lessons. In-class critiques offered by students will supplement teacher evaluation.

6532 – Public Speaking 2

2 credits – semester

Level: No Level

Prerequisite: Public Speaking 1

In this course, students will continue to develop the skills they learned in Public Speaking 1. We will work with speeches to persuade, to entertain and to inform. In addition, we will learn how to mark a script for oral interpretation. Students will continue to hone their skills in making eye contact, using proper posture, working with gesture, pitch and tone. Speeches will be due every two weeks and lengths will vary according to the assignment.

6540 – Drama of Social Issues Performance Workshop

2 credits – semester

Level: No Level

Prerequisite: Any one of the following: 6500, 6510, 6520, 6531 or 6532. Students must receive permission from one of the drama instructors to enroll in 6540.

This course will provide a format for students to explore the various social issues that affect our lives and the community/world we live in. Using exploratory structured improvisation, students will create and perform two theater pieces each semester for the school community. Each performance will explore a different issue in episodic or linear form. Students will be asked to look at these issues from various points of view and interpret them for the stage. This class may be repeated for credit.

6550 – Text Me

2 credits – semester

Level: No Level

Students in this class will explore a variety of scripts, both published and unpublished. Multiple time periods, writing styles and genres will be included. It is recommended that students have prior drama class or performance experience. In exploring each script, students will analyze characters, research genres, and show their interpretations through dramatic performance. Students will play a variety of characters throughout the course. Assignments include scene and monologue performances, script memorization and analysis, and creative and reflective writing prompts.

6560 – Advanced Drama Workshop

2 credits – semester

Level: No Level

Prerequisites: 6510 AND 6520 (The prerequisites may be waived for seniors with the permission of the instructor.)

This course will explore advanced dramatic structures, characterizations, themes and styles. Units may include Greek theatre, commedia dell'arte, and the comedy of manners. The work will be student-generated through research, rehearsal and group cooperation. Students will be held to a high standard within these areas, including presentation and performance, and may have to work outside of the classroom. This class may not be repeated for credit.

Please Note: This is Your Life and Improvisational Theater are prerequisites for Advanced Drama Workshop. You may not take either of them concurrently with ADW. Seniors who may not have completed the prerequisites may take this class with permission of the instructor.

6570 and 6580

Prerequisite: One drama class (not Public Speaking) at LHS.

It is recommended that students take both semesters of this class (Playwriting and Directing) within the same academic year, but this is not required. Please be sure to include both course numbers (6570 and 6580) when registering for this class.

6570 – Playwriting

2 credits – first semester

Level: No Level

Students will engage in a variety of writing exercises to find their voices as playwrights and to explore the essential elements of dramatic writing. Examples of units to be covered include character development, language, dramatic action, plot structure, and suspense. We will read, discuss and view examples of playwrights' work. Playwrights to be studied may include Shakespeare, Sam Shephard, Samuel Beckett, August Wilson, David Auburn, and more. Students will be given plenty of class time to work on writing exercises. Class time will also be dedicated to critiquing. Students will be expected to write a ten-minute play by the end of the semester. This class may not be repeated for credit.

6580 – Directing

2 credits – second semester

Level: No Level

In this course, students will examine the role of the director from concept to production. Specific units may include techniques for directing actors, designing ground plans, developing blocking and script analysis. Students may be introduced to Aristotle's dramatic values as well as the ideas of Stanislavski, Anne Bogart, Harold Clurman, Robert Wilson and more. Course activities include in-class exercises and performances, group presentations, a final project, and a production book. This class may not be repeated for credit.

6590 – Independent Study in Drama

1 credit – semester

Level: No Level

Prerequisite: Students must have completed their Fine and Performing Arts graduation requirements before enrolling in an Independent study. Those credits must be earned in Drama in order to take an Independent Study in Drama.

Performing Arts: Music

Music courses at Lexington High School may be selected from among three categories:

1. Theory, composition and history courses
2. Choral performance courses
3. Instrumental performance courses

All music courses offered at the high school level are elective. In the few cases where selectivity is involved, it will be noted under the course description. All course offerings require various levels of student commitment and involvement both in and outside the classroom setting. Regular homework assignments are associated with all music courses. Periodic assessments, term projects and regular class participation will be among the criteria used to determine the final grade a student earns for any course.

In performance (ensemble) classes, in addition to regular class attendance, students will be expected to participate in all dress rehearsals and scheduled performances. Class time is used to evaluate the individual student's ability to learn music for performance as well as to learn how to function effectively as a member of an ensemble. Periodic seating auditions are required in the instrumental groups and for solo work in the vocal ensembles.

Students are expected to practice daily and are encouraged to engage in private study to enhance their proficiency level. It is the Department's intent to offer a balanced music curriculum with adequate opportunities for all students to enhance their musical development.

Theory, Composition and History

Theory, Composition and History courses include offerings that focus on the historical and theoretical elements of music essential for the discriminating active listener or performer.

6610 – Music Theory

4 credits – year

Level: No Level

This course is designed to develop individual student musicianship in four distinct, but related, areas: *terminology/notation, performance/aural skills, analysis and composition*. Sight-reading, rhythmic/melodic/harmonic dictation, and composition are included. The construction and use of scales, keys, intervals, and elementary harmony is emphasized. Students will complete the majority of the curriculum using our cloud-based software (Auralia and Musition) which can be accessed both at school and at home.

Each student's abilities and previous musical experience will be assessed at the start of the course and STUDENTS WILL BE PLACED IN AN APPROPRIATE TRACK OF STUDY. Basic musical literacy is expected for students enrolling in music theory and students who do not read music will be expected to address this deficiency at the start of the quarter, before the end of the add/drop period. If this is not addressed, students may need to withdraw from the course.

6619 – AP Music Theory

4 credits – year

Level: AP Level

Prerequisite: Students should be able to read and write musical notation, and it is strongly recommended that the student has acquired at least basic performance skills in voice or on an instrument.

This course is designed to develop individual student musicianship in four distinct, but related, areas: *terminology/notation, performance/aural skills, analysis and composition*. Sight-reading, rhythmic/melodic/harmonic dictation, and composition are included. The construction and use of scales, keys,

intervals, and elementary harmony is emphasized. Students will complete the majority of the curriculum using our cloud-based software (Auralia and Musition) which can be accessed both at school and at home.

The AP Music Theory course corresponds to two semesters of a typical introductory college music theory course that covers topics such as musicianship, theory, musical materials, and procedures. Musicianship skills including dictation and other listening skills, sight-singing, and keyboard harmony are considered an important part of the course. Through the course, students develop the ability to recognize, understand, and describe basic materials and processes of music that are heard or presented in a score. Development of aural skills is a primary objective. Performance is also part of the learning process. Students understand basic concepts and terminology by listening to and performing a wide variety of music. Notational skills, speed, and fluency with basic materials are emphasized.

6631 – Music in American Society: Blues, Jazz and Rock 1

Music

Social Studies

2 credits – 1st semester

Level: No Level

Prerequisite: None

Duke Ellington. Louis Armstrong. Charlie Parker. In the early 20th century, American music- jazz, blues, rock and roll, and rhythm and blues, took over the world. What is it about our music that makes it speak to so many people? How did this new music emerge from plantations to concert halls? This class will explore how American music came to be, and then how it affected not just the pop charts, but the way the world sees America, and the way America sees itself.

The format of the course will combine listening, documentary footage, first person accounts from musicians, critics and fans, hands-on exploration, and critical and creative writing on jazz and pop music to build students understanding and appreciation of our musical birthright.

Semester One will be split into two parts

1. How to Listen: The course will begin by exploring how to listen to and talk about music critically, We'll focus on elements unique to jazz, which is at the center of all the music we will explore.
2. New Orleans, Jazz and the Swing Era 1900-1950: We will examine the birth and growth of jazz and blues, which for a two-decade period were the most popular music in America. Beginning with the slave roots of jazz, we'll follow the geographic and stylistic shifts in the music, from New Orleans to Chicago and Kansas City to New York, from Ragtime to Swing. We will also meet the early geniuses of the music, how music helped create the idea of the teenager and music's role in defining American and African-American identity.

At the end of the semester, each student will be asked to create a paper and presentation around a piece of music we studied to share their own experience of this music.

6632 – Music in American Society: Blues, Jazz and Rock 2

Music

Social Studies

2 credits – 2nd semester

Level: No Level

Prerequisite: None

After World War II, a new style of music emerges from the Mississippi Delta and the urban streetcorner and captivates a new generation of Americans. And each decade after, geniuses, madmen and machines will transform the sound of music.

Using documentary footage, first person and critical accounts, and most importantly the music itself, we'll explore how American pop music- rock and roll, Motown, "cool" jazz and hard bop, fusion, punk, hip-hop, EDM- came to be, and what it has meant to the larger American culture. By focusing not just on styles but on important moments- Bob Dylan plugging in at Newport, Jimi Hendrix at Woodstock, and the early DJs and the Stonewall Inn, for instance- students will gain a greater understanding for how a generation's soundtrack can define its experience.

At the end of each semester, each student will be asked to create a paper and presentation around a piece of music we studied to share their own experience of this music.

This class can be counted towards graduation requirements for either performing arts or social studies credit.

6660 – Music Tech and Production

2 credits – 1 semester

Level: No Level

Imagine making digital music without even having to touch or look at your computer. Using Ableton Push and Live 9 interface, students compose melodies and bass lines, create beats, arrange music and mix and master their tracks. Learn how to make bass line and drum sounds for dance music, or learn techniques DJ's around the world use to create amazing live performances.

6680 – Mixtape Anatomy

2 credits – 1 semester

Level: No Level

Want to learn how to talk about the music you listen to?

Want to try out some of the concepts that make your favorite songs work?

Want to figure out what David Bowie, Eminem, Beyoncé and The Beatles all have in common?

Welcome to Mixtape Anatomy. This is a new type of music appreciation, one that explores the relationships between songs across genres and time. The syllabus for the class is The Mixtape – a playlist of songs spanning the last 50 years of pop music. Each song illustrates a musical concept and genre. We will musically dissect and critique each of the songs, learn about a new musical concept, then explore the cultural context and the history of the genre that the song represents. You will be tasked with finding examples of the elements we learn about in the music that you listen to. We will also use technology to create our own examples of the concepts we explore. No musical experience required, though musicians are welcome. Doo wop, dubstep, post-punk, and beyond; challenge yourself and expand your musical palate!

Choral Performance

Choral performance opportunities are offered to all students. Courses which are selective or which require a co-requisite are so designated in the course description.

6700 – LHS Chorale (Soprano/Alto section)

4 credits – year

Level: No Level

Prerequisite: Student must demonstrate the ability to match pitch.

LHS Chorale is open to all Lexington High School students who are interested in performing as a member of a vocal ensemble. The group meets in two sections, one (course 6700) for soprano and alto voices and one (course 6710) for tenor and bass voices. Students will prepare and perform a wide range of challenging choral music representing many styles, languages and time periods, including at least one major work each year. Repertoire may include selections including but not limited to the great Western art music (sacred and secular), folk and multicultural music, vocal jazz, pop and musical theater, with special emphasis in course 6700 on work written for soprano and alto voices and by female composers. on work written for women's voices and by female composers. Emphasis in rehearsal is placed on the importance of individual contribution. Students will strengthen their individual vocal technique and enhance their music listening and reading skills throughout the year. Attendance at all special rehearsals and performances is mandatory. The SA section of Chorale will combine with TB section throughout the year to perform mixed-voice repertoire.

Note: Concurrent membership in a Lexington High School music ensemble is required for students who wish to participate in student-directed ensembles.

6710 – LHS Chorale (Tenor/Bass section)

4 credits – year

Level: No Level

Prerequisite: Student must demonstrate the ability to match pitch.

LHS Chorale is open to all Lexington High School students who are interested in performing as a member of a vocal ensemble. The group meets in two sections, one (course 6710) for tenor and bass voices and one (course 6700) for soprano and alto voices. Students will prepare and perform a wide range of challenging choral music representing many styles, languages and time periods, including at least one major work each year. Repertoire may include selections including but not limited to the great Western art music (sacred and secular), folk and multicultural music, vocal jazz, pop and musical theater, with special emphasis on work written for tenor and bass voices. Emphasis in rehearsal is placed on the importance of individual contribution. Students will strengthen their individual vocal technique and enhance their music listening and reading skills throughout the year. Attendance at all special rehearsals and performances is mandatory. The TB section of Chorale will combine with SA section throughout the year to perform mixed-voice repertoire.

Note: Concurrent membership in a Lexington High School music ensemble is required for students who wish to participate in student-directed ensembles.

6728 – LHS Chamber Singers

4 credits – year

Level: Honors

Prerequisite: Audition

This course is open to all soprano and alto singers in Lexington High School by audition. Auditions for this advanced vocal ensemble will be held in the spring. Students will prepare and perform a wide range of challenging choral music representing many styles, languages and time periods, including at least one major work each year. Repertoire may include selections including but not limited to the great Western art music (sacred and secular), folk and multicultural music, vocal jazz, pop and musical theater, with special emphasis on great works written for soprano and alto voices and by female composers, with texts relevant to a feminist point of view. Emphasis in rehearsal is placed on the importance of individual contribution. Students will strengthen their individual vocal technique and enhance their music listening and reading skills throughout the year. Attendance at all dress rehearsals and performances is mandatory. This group performs annually at the MICCA

Choral Festival, and often performs in treble/women's chorus festivals in addition.

Note: Concurrent membership in a Lexington High School music ensemble is required for students who wish to participate in student-directed ensembles.

6738 – Concert Choir

4 credits – year

Level: Honors

Prerequisite: Audition

Auditions for this advanced vocal ensemble will be held in the spring. Students will prepare and perform a wide range of challenging choral music representing many styles, languages and time periods, including at least one major work each year. Repertoire may include selections including but not limited to the great Western art music (sacred and secular), folk and multicultural music, vocal jazz, pop and musical theater. Emphasis in rehearsal is placed on the importance of individual contribution. Students will strengthen their individual vocal technique and enhance their music listening and reading skills throughout the year. Attendance at all dress rehearsals and performances is mandatory. This group performs annually at the MICCA choral Festival.

Note: Concurrent membership in a Lexington High School music ensemble is required for students who wish to participate in student-directed ensembles.

6778 – Madrigal Singers

4 credits – year

Level: Honors

Prerequisite: Audition

Auditions for this advanced vocal ensemble will be held in the spring. This honors ensemble will prepare and perform a wide range of challenging choral music representing many styles, languages and time periods, including at least one major work each year, with special emphasis placed on works written for small chamber ensemble. Repertoire may include selections including but not limited to the great Western art music (sacred and secular), folk and multicultural music, vocal jazz, pop and musical theater. Students should be able to read and memorize music quickly and carry their own part in a small ensemble. Madrigal Singers perform approximately 30 programs a year in school, community, and regional concerts and competitions. Emphasis in rehearsal is placed on the importance of individual contribution. Students will strengthen their individual vocal technique and enhance their music listening and reading skills throughout the year. Attendance at all dress rehearsals and performances is mandatory. This group performs annually at the MICCA Choral Festival.

Note: Concurrent membership in a Lexington High School music ensemble is required for students who wish to participate in student-directed ensembles.

6770 – Independent Study: Student-Directed A Cappella Ensembles

1 credit – year

Level: No Level

Prerequisite: Concurrent enrollment in an LHS musical ensemble (or other musical elective with special permission) and audition

Students are selected for the ensembles by competitive auditions in early fall. Rehearsals are for two hours one evening per week and two hours one weekend evening. Students may elect to audition for Pitchpipes, The Gentlemen, or Rock, Paper, Scissors (all male groups); Euphoria, Guacamole or Onomatopoeia (all female groups); or Mixed Nuts or Peanut Butter and Jelly (mixed groups). All ensembles, which are limited to 12-16 singers each, perform throughout the school year on a regular basis.

Instrumental Music

Instrumental music performance opportunities are available to all students. Courses which are selective or which require a co-requisite are so designated in the course description.

6900 – Symphonic Band

4 credits – year

Level: No Level

The goal of the Symphonic Band is to provide each student with the opportunity to actively participate in the creation of art via the medium of music. The vehicle for creating musical art is the ensemble itself; hence, central to attaining the course's artistic goal is the achievement of ensemble performance excellence, through each student's growth in the areas of knowledge, understanding and skills. Growth in these areas is fostered through rehearsal and performance of wind band music written in a variety of styles. This music is presented at concerts in December, January, March and May. The Symphonic Band additionally participates in the Massachusetts Instrumental and Choral conductors Association (MICCA) festival, a statewide music festival that gives ensembles the chance to perform for and receive feedback from university and conservatory conductors.

It is also the course's goal to create an atmosphere of thoughtful reflection and critical thinking and to foster a community in which students respect the music, the ensemble and each other.

Students enrolled in Symphonic Band, Concert Band or Wind Ensemble have the option of participating in the LHS Parade Band. This ensemble rehearses for and participates in Lexington's town celebrations of Veterans Day, Patriots Day and Memorial Day. Students who participate receive community service hours.

6928 – Concert Band

4 credits – year

Level: Honors

Prerequisite: Audition

The LHS Concert Band provides students the opportunity to take their study of wind band performance to the next level. The rehearsal process is focused on producing high-level performances that are musically expressive and technically polished. Central to attaining the course's goals is the achievement of ensemble performance excellence, through each student's growth in the areas of knowledge, understanding and skills. Growth in these areas is fostered through rehearsal and performance of wind band music written in a variety of styles. This music is presented at several concerts spread over the course of the school year. The Concert Band additionally participates in the Massachusetts Instrumental and Choral Conductors Association (MICCA) festival, a statewide music festival that gives ensembles the chance to perform for and receive feedback from university and conservatory conductors.

It is also the course's goal to create an atmosphere of thoughtful reflection and critical thinking and to foster a community in which students respect the music, the ensemble and each other.

Students enrolled in symphonic Band, Concert Band or wind Ensemble have the option of participating in the LHS Parade Band. This ensemble rehearses for and participates in Lexington's town celebrations of Veterans Day, Patriots Day and Memorial Day. Students who participate receive community service hours.

6948 – Wind Ensemble

4 credits – year

Level: Honors

Prerequisite: Audition

The LHS Wind Ensemble is for students wishing to perform wind band literature at a very advanced high school and college/professional level. Students taking this class almost universally study their instrument with a professional teacher outside of the school setting. The rehearsal process is focused on producing high-level

performances that are musically expressive and technically polished. Central to attaining the course's goals is the achievement of ensemble performance excellence, through each student's growth in the areas of knowledge, understanding and skills. Growth in these areas is fostered through rehearsal and performance of wind band music written in a variety of styles. This music is presented at several concerts spread over the course of the school year. The Wind Ensemble additionally participates in the MICCA festival and may travel to national and international music festivals. Students will have quarterly written projects and playing assessments.

It is also the course's goal to create an atmosphere of thoughtful reflection and critical thinking and to foster a community in which students respect the music, the ensemble and each other.

Students enrolled in Symphonic Band, Concert Band or Wind Ensemble have the option of participating in the LHS Parade Band. This ensemble rehearses for and participates in Lexington's town celebrations of Veterans Day, Patriots Day and Memorial Day. Students who participate receive community service hours.

6910 – Repertoire Orchestra/Strings

4 credits – year

Level: No Level

Prerequisite: Basic proficiency on violin, viola, cello or double bass

This ensemble reads and performs musical works written for full and string orchestra. Music selections reflect a variety of musical styles and periods from the standard repertoire. The ensemble performs four to five times per year including performances at festivals and competitions. Attendance at all programs is required. All students participate in small ensembles for one quarter. This course is a prerequisite for 6938-Symphony Orchestra/Strings.

6938 – Symphony Orchestra/Strings

4 credits – year

Level: Honors

Prerequisite: One year in Repertoire Orchestra and successful entry audition. Upperclass students with equivalent knowledge and experience may request an audition for placement in this class.

This ensemble is open by audition only to any string player who has successfully participated in 6910-Orchestra/Strings for one or more years. The orchestra performs music of a wide variety of musical styles, accompanies soloists, and participates in concerts and festivals throughout the year. Each member will work for one quarter in a small ensemble. Attendance at all performances is required.

6958 – Chamber Orchestra/Strings

4 credits – year

Level: Honors

Prerequisite: One year in Symphony Orchestra and successful entry audition.

This ensemble is open by audition only to any string player who has successfully participated in 6910-Repertoire Orchestra or 6938-Symphony Orchestra/Strings, for one or more years. Students will perform five to six times per year and will be available for extracurricular performances. Students will be expected to be involved in private lessons on their instrument, lead sectionals and rehearsals, mentor younger players and form small ensembles that will perform within the school community.

6850 – Jazz 1: Principles and Practices

4 credits – year

Level: No Level

Prerequisite: 6610 or Students must be able to read music and must be able to play, write and verbally spell all 12 major scales. Students must have proficiency on the instrument they intend to play in class.

Jazz 1 gives students a strong foundation in the jazz idiom and for improvising musically. **ALL instruments are welcome; but we ESPECIALLY NEED BASS, DRUMS, PIANO AND GUITAR!** Students will be

exposed to a wide variety of jazz and improvised music, and will perform this music themselves. Other course activities will include composition, music theory and transcription. There are four concerts called “Jazz Nites” over the course of the year; Jazz I classes perform at two of them, though are required to attend all four. This class is limited to 15 students at registration time. Additional students may be added, at the instructor’s direction, as instrumentation permits.

6860 – Jazz 2: Structures and Strategies

4 credits – year

Level: No Level

Prerequisite: Successful completion of the Jazz I: Principles and Practices (formerly Beginning Jazz Improvisation) course. (Students with the equivalent knowledge and experience may request an audition for placement in this class).

Jazz 2 is the next step for students interested in continuing their study of improvisation in the unique musical idiom of jazz. Students will build a broader musical vocabulary through listening and doing, becoming comfortable playing in some of jazz’s most durable structures, and even creating their own.

There are four concerts called “Jazz Nites” over the course of the year; attendance at all four is required. Jazz II classes present performances at 2-3 of them.

This class is limited to 15 students at registration time. Additional students may be added, at the instructor’s direction, as instrumentation permits. This class may be elected repeatedly for credit.

6878 – LHS Jazz Combo

4 credits – year

Level: Honors

Prerequisite: Permission of instructor and audition

Performance class to continue the study of jazz improvisation at a higher level. Generally open only to upperclassmen that have participated in 6860 or have comparable background. The class is limited to one player on a part. Students must have experience in the jazz idiom, be able to read chord symbols, improvise, and be technically proficient on their instruments. Many concert performances are required of all members in this class.

6870 – Jazz Ensemble

4 credits – year

Level: No Level

Prerequisite: Audition in fall

Two groups are formed by auditions in the fall, Jazz Ensemble and Big Band. Each group will study level-appropriate ensemble literature in the jazz idiom. Rehearsals are scheduled after school and during the evening. Members are expected to participate in all concerts, festivals and events as determined by the directors.

6890 – Independent Study in Music

1 credit – semester

Level: No Level

Prerequisite: Students must have completed their Fine and Performing Arts graduation requirements before enrolling in an Independent Study. Those credits must be earned in Music in order to take an Independent Study in Music.

Visual Arts

The Visual Arts curriculum at Lexington High School is a course of studies that is reflective of the National Standards for the Arts and The Massachusetts Curriculum Frameworks. Students are challenged to develop their skills in critical and creative thinking, real world problem-solving, collaboration, reflection and self-assessment, and exploration of universal ideas. Course offerings provide students with a sequential pattern of innovative and authentic learning experiences. Outcomes for each course will be based on the concepts of:

1. Production and Performance
2. Imaginative, Critical and Reflective Thinking
3. Understanding of Cultural and Historical Contexts
4. Authentic Assessment

Basic department expectations include consistent attendance at all classes, homework and completion of all assignments according to guidelines available from each instructor.

6100 – Foundations of Fine Art

2 credits – semester

Level: No Level

An introductory course which is a prerequisite for all other visual arts courses. Students will understand how artists apply the art elements, design principles, and vocabulary in two dimensional and three dimensional works of art. Students will experiment with a range of media and will explore image-making and personal interpretation through both observation and imagination. Students will develop appropriate studio habits and will be responsible for sketchbook assignments, which complement classroom projects.

6300 – Foundations of Digital Art

2 credits – semester

Level: No Level

An introductory course that mirrors the concepts taught in Foundations of Fine Art (composition, scale, form, value, color theory, negative/positive space, critique, etc.), but in a digital format. Students will understand the basic fundamentals of the digital camera, Photoshop, Illustrator, video editing software, and other applications. This course is project-based. Students who are interested in making artwork through digital media are encouraged to take this course.

6410 – Computer Animation

2 credits – semester

Level: No Level

Prerequisite: Either Foundations of Fine Art or Foundations of Digital Art

Open to students in grades 10, 11 and 12. This course will introduce students to the creative world of digital animation using the computer as a tool. Through the use of cutting edge, industry standard software and other hands-on experiences, students will learn how to produce their own unique multimedia animation productions. Students will incorporate music and/or sound effects in their animations, and may include photographs, scanned images, video clips and text, as well as other sources of imagery. The fundamentals of animation, such as storyboarding, timing, exaggeration, animatics and staging will be emphasized.

6440 – Graphic Design

2 credits – semester

Level: No Level

Prerequisite: either Foundations of Fine Art or Foundations of Digital Art

Graphic Design provides an introduction to the fundamental principles of typography, color theory, and layout as well as the theories behind effective visual messaging. Through the use of design software including Adobe Photoshop and Illustrator, students will demonstrate an understanding of industry standards, while producing personal work that expresses their individual and creative voice. Throughout the semester students will add their completed work to an online digital portfolio, which can be used for future digital art classes at LHS and beyond.

6111 – Drawing I

2 credits – semester

Level: No Level

Prerequisite: Either Foundations of Fine Art or Foundations of Digital Art

Through a series of projects, students will develop their knowledge and skills in drawing from observation and imagination by exploring fundamental drawing elements and principles: contour, negative space, value, proportion, distortion and color. Students will become familiar with different drawing media including graphite, pen and ink, oil pastels and colored pencils. Sketchbook and homework assignments will complement classroom projects.

6112 – Drawing II

2 credits – semester

Level: No Level

Prerequisite: Drawing I

A continuation of Drawing I, this course will explore projects that require more of an abstract or personal interpretation of ideas and observations. Students will experiment with a variety of drawing materials and mixed media: graphite, charcoal, pen and ink, colored pencils, pastel and wet media like watercolors. Students will continue to develop their knowledge and skills with the drawing elements and principles including contour, value, proportion, composition, emphasis, unity and balance. Sketchbook and homework assignments will complement classroom projects.

6130 – Illustration

2 credits – semester

Level: No Level

Prerequisite: Drawing I

Illustration can be found in children's books, book covers, websites, magazines, album covers, clothing, skateboards, and comic books. Illustration is everywhere! In this class we will be learning many skills that are useful to create great illustrations. Graphic Design concepts and creative problem solving abilities will be presented in this class. We will explore different art materials and learn about accomplished historic and contemporary creators. Students will be shown how to create thumbnail sketches, pitch an idea, and make necessary adjustments in order to bring ideas into form. Drawing and storytelling skills will be strengthened in this class.

6141 – Painting I

2 credits – semester

Level: No Level

Prerequisite: Drawing I

An understanding of basic color theory will extend to an exploration of the emotional and persuasive application of color. Students will learn essential acrylic and watercolor painting techniques, including opacity, translucence, texture and surface manipulation, and will apply those principles in projects that involve both observation and imagination. Emphasis will be on composition, balance, focus, depth and form. Sketchbook assignments will complement studio work.

6142 – Painting II

2 credits – semester

Level: No Level

Prerequisite: Painting I

This course will build on the knowledge and skills developed in Painting I. Projects in figurative and abstract painting will lead the student to a deeper understanding of color, its application and effect. Through the exploration of traditional and contemporary viewpoints, each student will be encouraged to develop a personal vision. Sketchbook assignments will support class work.

6211 – Ceramics

2 credits – semester

Level: No Level

Prerequisite: Either Foundations of Fine Art or Foundations of Digital Art

Students will explore the potential of clay by being introduced to the basic techniques of hand-building and glazing. Assignments are centered around a theme with choices to reflect the various interests of each student. A basic introduction to the pottery wheel will be included.

6212 – Advanced Ceramics

2 credits – semester

Level: No Level

Prerequisite: Ceramics

Students will continue their personal exploration of clay by learning more experienced techniques of hand-building, wheel working and glazing. Sculpture and vessel-making will focus on form, surface design and color relationships. Students will discuss and view contemporary and historical ceramic artwork. Students may repeat this course for credit with permission of the instructor.

6251 – Photography

2 credits – semester

Level: No Level

Prerequisite: Either Foundations of Fine Art or Foundations of Digital Art

Open to students in grades 11 or 12 or with permission of the instructor.

This is a course in creating expressive and meaningful photographs! Students will become proficient using film cameras, while exploring basic and unique techniques for image printing in the darkroom. The course is focused on black and white traditional photography, an energizing balance of taking the photographs and then personally developing enlarged images in the studio. Students will need their own 35mm manual film camera as basic equipment for the course. There are some school cameras available to loan out. Students also need to plan on purchasing film and photographic paper as needed throughout the semester (approximately \$95 total). Please see instructor if assistance is needed with these costs.

6252 – Advanced Photography

2 credits – semester

Level: No Level

Prerequisite: Photography I

Open to students in grades 11 or 12.

A more advanced course in the study of black and white photography, this course is a continuation of the fundamental skills learned in Photography 1. Students will expand their knowledge of camera controls as well as exciting printing techniques in the darkroom, including solarization, hand coloring, toning, and night photography. Students are encouraged to express their creativity through the use of artistic camera controls.

6260 – Documentary Photography

2 credits – semester

Level: No Level

Prerequisite: Advanced Photography

Open to students in grades 11 and 12.

This course is a continuation of black and white photography techniques in which the students will construct a portfolio of work through direct observation of life. Students will pursue the social relevance of families; events; cultural similarities and differences; and observations of our community. Students will study the work of pioneer photographers and discover how to create their own decisive moments.

6370 – Digital Imaging

2 credits – semester

Level: No Level

Prerequisite: Either Foundations of Fine Art or Foundations of Digital Art

This course introduces students to the basic principles and applications of digital photography as a medium, a skill-set, and an integral part of today's digital literacy needs. Topics covered include capturing images using digital cameras, importing pictures and manipulating them in Photoshop for maximum artistic effect.

Composition, camera functions, and integration of typography with pictures will also be covered.

Students are required to participate in class discussions, work collaboratively and spend time working on out-of-school projects. Students must meet the criteria given for each assignment and participate in the critique of their own work, as well as the work of others. Projects may include: a magazine cover, a print ad, documentary photography, photographic collage, etc.

Canon DSLR cameras are available for students to share and use in class. Students are encouraged to use their own DSLR cameras for convenience and to use outside of class.

6230 – Sculpture

2 credits – semester

Level: No Level

Prerequisite: Either Foundations of Fine Art or Foundations of Digital Art

Sculpture is an introductory course dealing with form and space. Conceptually, it will build on the Foundations courses, concentrating on 3-D design principles. Students will use a variety of materials, such as metal, clay, cardboard and papier-mâché. Student's self-expression will be encouraged through exploration of traditional and nontraditional approaches to sculpture. Students will explore the conceptual and technical fundamentals of form study: scale, volume, mass, and space. This hands-on studio course focuses on sculptural object making, using a variety of media to plan, prototype, and produce projects. In addition to this practical knowledge, students gain an understanding of conceptual and expressive practices.

6280 – Introduction to Portfolio (*Spring semester*)

2 credits – semester

Level: No Level

Prerequisite: Either Foundations of Fine Art or Foundations of Digital Art and one other art class

Open to juniors interested in majoring or minoring in Art (in college), as well as those who want to submit a portfolio as a supplement to liberal arts college application(s). Students will learn what different schools require in portfolio submissions, review their “portfolio worthy” work to date, and engage in class projects designed to supplement their portfolios. The instructor will also offer recommendations for pre-college summer art programs for those interested in applying to Art Colleges.

6290 – Senior Portfolio for Art Majors (*Fall semester*)

2 credits – semester

Level: No Level

Prerequisite: Either Foundations of Fine Art or Foundations of Digital Art and Introduction to Portfolio or upon the recommendation of an art instructor and approval of the Department Head. Open to first semester seniors who are applying to Art Colleges, or students who want to develop an art portfolio. Most Art Schools require portfolios of 15-20 samples of your best work; some also have specific “entry assignments.” In this class the instructor will work closely with each student (and other department faculty) to ensure that they individually compile portfolios of strong work with emphasis on their particular field of interest. Students in Senior Portfolio will be required to exhibit a selection of their work in the LHS Senior Art Show.

6311 – Digital Video Production I

2 credits – semester

Level: No Level

Prerequisite: Either Foundations of Fine Art or Foundations of Digital Art

This is a hands-on course where students learn to use digital video equipment and create video segments or mini-documentaries edited on computers. Throughout the course, students will examine the impact of news and entertainment television as well as online videos and podcasting.

A critical analysis of television will be used to discuss bias and point of view used in production techniques. Students will learn how to create storyboards, write scripts, edit on iMovie, use camera techniques effectively and will understand the steps involved television production. Homework for this course should take an average of 2-3 hours per week. It will include video viewing and related readings. There will be two written tests on terminology.

6312 – Digital Video Production II

2 credits – semester

Level: No Level

Prerequisite: Digital Video Production I and/or permission of the instructor

Students will continue to develop and sharpen skills from Digital Video Production I. Students will learn and apply the basic structure of small studio lighting, write scripts, conduct interviews, research topics, use a camera effectively, refine their editing skills, produce and direct a show for television. Students will create two types of programming: Studio Production and video segments. In the Studio Production portion of the class, students will create a Magazine show to highlight the video segments. The magazine show will be televised on LexMedia, Lexington’s public access station.

6490 – Independent Study

Independent Study 2 credits – semester

Level: No Level

Open to students in grades 11 and 12.

Prerequisite: Successful completion of Foundations of Fine Art or Foundations of Digital Art and 3 additional Fine Art credits. Permission of the Instructor and Department Head. Fine Arts Independent Study is a capstone course of self-designed study in which a student develops a body of work or expands upon a portfolio developed in an advanced class. The student must have clear ideas about what they will accomplish, outline goals and timelines, and establish critique time with the cooperating instructor. Independent study is not to be interpreted as “private lessons,” i.e., applying for an independent study with little or no background or experience in that art form. Independent studies are intended for the advanced student that has demonstrated a high level of motivation, maturity, and responsibility in the studio. Students should expect to work in the art studio four class blocks each week.

Students must complete an independent study request sheet (provided by the sponsoring teacher) that requires teacher, guidance counselor, and department head approval.

Physical Education & Wellness

Academic Expectations

The Physical Education and Wellness Department assumes primary responsibility for assisting students in achieving proficiency in Academic Expectations 4 (Listening), and 9 (Awareness of aesthetic principles). We also acknowledge our collaborative efforts in reinforcing and supporting all of the other academic expectations outlined in this Course Catalog.

The Physical Education and Wellness Department addresses the Massachusetts comprehensive Health Framework. This includes topics of Growth and Development, Physical Activity and Fitness, Nutrition, Reproduction and Sexuality, Mental Health, Family Life, Interpersonal Relationships, Disease Prevention and Control, Safety and Injury Prevention, Tobacco, Alcohol, and Other Substance Use/Abuse Prevention, Violence Prevention, Consumer Health and Resource Management, Ecological Health, and Community and Public Health.

The Wellness Model educates and supports practice in balancing six dimensions of health. Physical Wellness prepares students for an active life that prevents diseases of sedentary living. Emotional Wellness reflects physical activity and accessing mental health resources that support a positive attitude and reduce stress. Intellectual wellness provides a foundation for living well. Spiritual Wellness assures time for reflection, rest, and calm. Occupational Wellness focuses on having balance and health in careers and workplaces. Social Wellness supports interpersonal relationships and connections. A collaborative, coordinated school health model infuses the concept of wellness into the daily life of schools. Our goal is to provide and support a positive, proactive, dynamic wellness model that supports health.

Note: All Physical Education, Health and Wellness courses are taught at the College Preparatory – No Level designation

Health Education

Health Education offers a prevention-based course of study designed to provide students with the necessary knowledge, skills and strategies to act responsibly in a rapidly changing world. The curriculum promotes healthy decision-making and teaches the personal skills that enable students to confront the many social, physical and emotional challenges that occur throughout their lifetime. The curriculum also addresses issues of adolescent development including: emerging sexuality, drug and alcohol use, peer pressures, separation from parents, and feelings of invulnerability and immortality – all part of the journey from adolescence to adulthood. Interwoven into the curriculum are skill-based strategies including problem solving, communication techniques, conflict resolution and decision-making models.

7810 – Adolescent Health Issues I

1 credit – semester

Level: No Level

Required of all freshmen, second semester only.

This course focuses on family relationships and being in charge of one's life; it provides a format for students to explore the various health issues that affect their lives and the community/world they live in. Students are encouraged to increase their cognitive understanding of contemporary health issues through a variety of mechanisms including writing reflection papers, researching specific topics and discussing the variety of perspectives that apply to each topic area. Through large and small group discussion students are required to use higher order thinking skills as they analyze and consider the range of affective experiences connected with healthy and unhealthy behaviors. Students have the opportunity to practice and apply specific skills such as decision making, evaluating risk-taking behaviors, analyzing actions and their consequences and addressing the realities of peer pressure.

Issues specific to Lexington High School are interwoven into the curriculum. Outside speakers and members of the school community such as members of the Gender Sexuality alliance (GSA), and LHS peer educators enhance the curriculum with content-related presentations.

7830 – Adolescent Health Issues II

1 credit – semester

Level: No Level

Prerequisite: Adolescent Health Issues I

Required of all juniors, first semester only.

This course focuses on responsible health choices and the changing nature of health issues that juniors, soon-to-be college students, face. The curriculum incorporates common threads throughout each subject area including decision-making, communication skills and understanding the consequences of one's actions. Students are encouraged to examine and debate the complex range of health behaviors that are encompassed by abstinence, drug and alcohol use and relationships. Through a variety of classroom activities students are required to increase their cognitive understanding of health issues and to use higher order thinking skills to analyze their affective experiences.

Issues specific to Lexington High School are interwoven into the curriculum through classroom presentations and guest speakers. As in the freshman course, members of the community with particular training and expertise emphasize key health messages that enhance the curriculum. Classroom speakers include representatives from Speak Out, a Gay and Lesbian Speaker's Bureau.

Grades and Credit

Grades and credits earned in Health Education are dependent on regular attendance and active participation. Students are expected to engage in, and complete, a variety of classroom and homework activities that enable the students to apply their analytical skills and demonstrate their grasp of the curriculum.

Criteria for Home Schooling for Health Education

7891 -Adolescent Health Issues I -Independent Study

1 credit

Level: No Level

7893 -Adolescent Health Issues II -Independent Study

1 credit

Level: No Level

Home schooling is a legal option (regulated by state law) that has been offered to Lexington parents (by the School Committee, 5/93) who have philosophical, religious and/or cultural differences with the Health Education curriculum (or any other curricular area for that matter). Home schooling offers parents the option of covering the specific curricular material from their own perspective. Parents assume the legal responsibilities for providing home schooling in this particular curricular area.

Parents need to request that their child(ren) be home schooled through a written request (form available from the Physical Education and Wellness office). In this request parents must describe what materials will be used, what topics will be covered and how they will be assessed. A student who is home schooled will need to demonstrate whether s/he has the basic knowledge and skills that are expected of any student who received credit for taking the Adolescent Health Issues course.

Students who are home schooled will be expected to devote approximately the same amount of time to their home schooling as do students in the Adolescent Health Issues course (20 weeks, two hours/week). The curricular content should reflect the same topics as are covered in the Adolescent Health Issues course (see Course Description). The student needs to be able to demonstrate satisfactory proficiency in both course content and skill development as reflected by written demonstrations developed by the parent(s) and submitted to the school authorities upon completion of the home schooling.

The schools will review requests for home schooling and approval of credit based upon these criteria. For further information call the Director of Physical Education and Wellness (781-861-2320, ext. 69192)

Completed forms requesting home schooling for health education can be mailed to:

Coordinator of Physical Education and Wellness
Lexington Public Schools
251 Waltham Street
Lexington, MA 02421

Parental Notification Relative to Sex Education

In accordance with Massachusetts General Laws Chapter 71, Section 32A, the Lexington Public Schools afford parents or guardians the flexibility to exempt their children from that portion of the curriculum that specifically involves human sexual education or human sexuality issues. Parents must request the exemption in writing to the school principal. No child so exempted shall be penalized by reason of such exemption. Students will be assigned related coursework and materials to occupy the exempted curricular time. For information call the director of Physical Education and Wellness (781-861-2320, ext. 69192).

Prevention Program: Peer Leadership/Educators

Non-credit/Community Service Program

As part of the Lexington Public Schools' Physical Education and Wellness Department, the Prevention Program prepares students to be health-literate and to make informed and healthy choices throughout their lives. Students learn to understand and demonstrate the responsibility they share as individuals, family members, and citizens to act in ways that enhance health for themselves and others. Participation in the Prevention Peer Leadership/Educators program helps students develop and use their leadership skills to influence others to make positive choices. Students also learn how to help promote a more supportive and safe school climate for all Lexington students. As a potential leader at LHS, students can make a significant difference in the Lexington schools and community.

Participation in the Prevention Peer Leadership/Educators program enables students to:

- Identify personal leadership qualities.
- Communicate effectively with students and adults about issues that affect youth
- Develop creative and diverse approaches to problem solving, resisting peer pressure, developing healthy friendships, coping with stress and communicating with adults.
- Explore the value/importance of personal and civic responsibility.
- Understand what student leaders can do to use their influence to prevent problems affecting other youth and to promote healthy lifestyles.

The Prevention Program provides targeted health education lessons to students in grades 5, 6, 7, 8, 9, 10, 11, and 12. All 5th and 6th graders receive two prevention lessons and all 9th graders receive one prevention lesson. The targeted health education lessons include content related to substance abuse, decision-making and refusal skills as well as the development of resiliency and leadership in students. The Prevention Specialist trains Peer Education Leaders to provide the targeted health education lessons in conjunction with the Prevention Specialist.

Students can earn community service for many of the Peer Leadership/Educators activities. This is a non-credit program. Students interested in participating in the Prevention Peer Leadership/Educators program must complete a written application available at the High School in Room 626.

Physical Education

Physical Education courses consider the need for an educated person to understand and appreciate the importance of movement in his/her complete development. Students are offered opportunities for development, for enrichment, and for the pleasures that come from achievement and excellence—whether through the development of fitness, opportunities for self-expression, skills learned for later utilization, or the lessons of life experienced through physical activity in the individual or team based setting.

It is recommended that all students successfully complete one quarter of each sub category of the electives (Individual, Dance, Team, Racket and Recreational) in order to provide students with a varied and rich choice of activities. Students will have the opportunity to complete their course selections during the sign up period and should refer to the individual elective descriptions listed in this section to make appropriate selections. Students should not sign up for the same elective more than one quarter during each school year.

*It is recommended that students do not take the Athletic Training or CPR electives more than two quarters over the four-year period at LHS.

Activities are offered each year based on the number of students that select activities and staff

Racket Activities

Badminton
Tennis/Games

Individual Activities

Athletic Training
Cardio Kick-Boxing
CPR/AED Certification
Fencing
Fitness Concepts & Practices
Golf
Pilates

Team Activities

Games/Basketball
Outdoor Games/Ultimate Frisbee
Football
Volleyball/Olympic Sports

Recreational Activities

Lifetime Activities
Recreational Games
Rollerblading
Strength & Fitness Training
Total Body Conditioning
Yoga

Dance Activities*

Jazz Dance
Dance for Musical Theater
Mind/Body Mechanics
Partner Dance, Swing Latin
Stretch and Strength for Dancers

*These electives may be designated for Performing

Arts credit with Coordinator approval

Physical Education

Grades and Credits

Grades and credits earned in Physical Education are very dependent on regular attendance and active participation and formative assessments of skill and activity application along with cognitive and social/affective application of the learned concepts. The Program and units of study is designed to provide students with the knowledge and ability to design and pursue activities which will promote a healthy and active lifestyle outside of the school community and understand the significance of lifestyle choices on one's health and fitness. All students are required to complete six credits of Physical Education to satisfy graduation requirements and the recommended scheduling guidelines are the completion of a full year of Physical Education in both Freshman and Sophomore years and a half year in Junior and Senior year. Please contact the Physical Education Department or website for a more detailed explanation of the grading and credit policies.

7175, 7275, 7375, 7475 – Athletic Training

1 credit or ½ credit option – quarter

Level: No Level

Prerequisites: None

This is a classroom based but hands on elective where students will be introduced to the athletic training and sports medicine profession which will include basic first and athletic training practices such as taping techniques for musculoskeletal injuries, the prevention, treatment and recognition of sports injuries and dealing with medical emergencies in sports. Students will also learn the basic concepts of anatomy, physiology and biomechanics during this course. Students will meet twice per week for one quarter. Students who take the one credit option will be required to complete 15 hours of after-school or weekend time assisting the athletic trainer at sports practices and contests as well as in the athletic training room.

7180, 7280, 7380, 7480 – CPR/AED Certification

½ credit – quarter

Level: No Level

Prerequisite: None

This course will train students in CPR and AED application through the American Heart Association (AHA) guidelines. Students will learn their role in the “Chain of Survival” and will also learn how to recognize and respond to life-threatening emergencies in the adult, child and infant population. Students will learn CPR for all three groups and understand the purpose and use of AEDs (Automatic External Defibrillators) to improve the chances of survival in victims with sudden cardiac arrest. Students will also have the option of becoming certified in CPR/AED use through the AHA.

7192, 7392 – Jazz Dance

½ credit – quarter

Level: No Level

Prerequisite: None

This dance class will combine the expression of modern, ballet and the syncopation of Jazz. Students will learn to move through the positions, balances, combinations and rhythms that make Jazz. From the heartbeat of its West African roots, through its development in Swing, to the wide variety of studio and street dance styles, Modern/Jazz can move students through history, physical fitness and performance and provide students with an appreciation of the interdisciplinary nature of dance styles.

7194, 7394 – Dance for Musical Theater

½ credit – quarter

Level: No Level

Prerequisite: Interest in Dance and Theater needed

From Isadora Duncan’s reminder that dance is expressive, to Bob Fosse’s experimentation with shape and form, dance has helped change the direction of musical theater. From being decorative/mobile scenery to an essential means of storytelling, dance in musical theater has changed the idea of popular expression. Students will experience the development of ideas by learning original musical theater choreography. They will also have a chance to create their own musical theater dances. Exercise mind, body and imagination.

7197, 7297, 7397, 7497 – Mind/Body Mechanics

½ credit – quarter

Level: No Level

Prerequisites: None

A creative approach to learning basic anatomy and kinesiology and how combining movement, breathing techniques and body awareness can support mindful and physical resiliency: Using yoga concepts and working cooperatively with partners, this class will combine the science of movement with the science of relaxation. Students will become familiar with the muscular ability of the human body to find safe relaxing ways to increase flexibility, strength, and resiliency through focused and aware physical movement.

7296, 7496 – Partner Dance, Swing Latin

½ credit – quarter

Level: No Level

Prerequisites: None

Dance is a great way to “feel” the ideas of a time or place. Lindy/Jitterbug/Swing or Flamenco/Salsa can lead to a new way to communicate that is universal. Learn the historical progression of dance in popular culture. Move through the ideas of time and place. Exercise through partner work and combinations.

7185, 7285, 7385, 7485 – Pilates

½ credit – quarter

Level: No Level

Prerequisites: None

A body conditioning system created over 80 years ago by Joseph H. Pilates, which consists of a series of controlled movements on mats; designed to improve strength, flexibility and range of motion; also to encourage musculoskeletal alignment. Pilates coordinates mind, body and breath to develop sleek and functionally strong abdominal muscles, a strong and supple back, and aligns the shoulder girdle.

7190, 7290, 7390, 7490 – Yoga

½ credit – quarter

Level: No Level

Prerequisites: None

For centuries eastern medicine has sought to study the invisible energy, or Chi/Qi, which powers the human being. With modern technology/science the Chi/Qi has become visible in our neurological pathways. What was once called “Blocked Chi/Qi” can now be described in biomechanical terms as injury, low oxygen intake, and muscular imbalance/fatigue. The ancient practice of Yoga is helpful in promoting balance in the total human body. Asanas-poses, work proper anatomical alignment, increase muscular coordination and endurance as well as stretch and tone muscle systems. Focus on efficient breathing aids in the work of the asanas, and helps break “stress cycles.” The coordination of Yoga helps with injury prevention.

7100, 7400 – Badminton

½ credit – quarter

Level: No Level

Prerequisites: None

This elective will teach participants proper technique and practice of the serve, forehand, backhand, clear, smash, drop shot skills required to effectively perform the activity. Students will learn the rules of doubles and singles play along with game strategy for both defense and offense and effective partner communication during competition. Tournament play will also be introduced to students during this elective.

7215, 7315 – Games/Basketball

½ credit – quarter

Level: No Level

Prerequisites: None

This elective will introduce students to a variety of mini units such as floor hockey, indoor soccer, Olympic handball and basketball. Students will learn, practice and utilize the necessary skills and technique to effectively perform these activities during game situations. Emphasis is also placed on knowledge of the rules as well as in game participation and strategies for successful outcomes.

7260, 7360 – Cardio Kick-Boxing

½ credit – quarter

Level: No Level

Prerequisites: None

This activity is a popular offering at health clubs throughout the country. It is a lifetime activity that promotes cardio-vascular health through a total body workout. This class will develop the student's flexibility, upper body strength, coordination, timing, and cardiovascular strength. The combination of boxing and lower extremity routines put to music promotes overall strength while maintaining an element of fun. It is also a good lead-up activity to related areas such as muscle toning, general fitness and enhancing self-confidence along with introducing students to physiology concepts such as target and resting heart rate, recovery times and endurance.

7135, 7435 – Outdoor Games/Ultimate Frisbee

½ credit – quarter

Level: No Level

Prerequisites: none

Students will have the opportunity to participate in a variety of traditional and non-traditional games with the emphasis on the fun of playing and group cooperation, rather than winning. Students will also learn the throwing and catching skills, rules and strategy of ultimate Frisbee which will be applied to both game and recreational activities.

7340 – Fencing

½ credit – quarter

Level: No Level

Prerequisites: None

This class will introduce students to the sport of fencing. The skills to be covered include: salute, on guard, advance, retreat, beat, disengage, thrust, lunge, four parries. Once the skills are taught, students will bout against each other and learn how to direct and judge a bout. Fencing is not simply about overpowering or outpacing an opponent. Students will be introduced to planning and strategy concepts which will consider not just use of the foil, but every movement of your body and how this combination leads to a successful outcome in fencing bouts.

7150, 7450 – Fitness Concepts and Practices

½ credit – quarter

Level: No Level

Prerequisites: None

Students selecting this activity will examine a variety of means to develop cardiovascular endurance. Students will learn lifetime fitness activities such as fitness walking, geo-caching and how to perform fitness assessment skills such as assessing resting and target heart rates, cardiovascular fitness, flexibility and muscular strength and endurance. Students will develop fitness plans based on these assessment scores.

7110 – Flag Football (Theory and Skills, non-contact setting)

½ credit – quarter

Level: No Level

Prerequisites: None

The aim of this course is to increase the knowledge and appreciation of football in a non-contact setting. Basic skills such as throwing, catching and punting will be taught in preparation for game situations. Offensive and defensive techniques will be taught along with teamwork and game strategies.

7445 – Golf

½ credit – quarter

Level: No Level

Prerequisites: None

The course will include basic instruction using woods and irons in the golf swing for driving and putting along with rough and bunker play strategies. Golf etiquette and scoring will be learned and applied while playing on our pitch and putt course. A field trip to driving range/golf courses will be planned near the end of the quarter.

7220, 7320 – Volleyball

½ credit – quarter

Level: No Level

Prerequisites: None

Students will be taught all of the requisite skills to play the game which will include forearm pass, overhead pass, serving techniques and spikes/kills. Students will learn to effectively communicate in modified game situations and learn position and game play strategies. Students will then apply the learned skills to a tournament round robin format at the end of the unit.

7430 – Recreational Games

½ credit - quarter

Level – No Level

Prerequisites: None

This elective will be a series of mini units which will introduce students to the less traditional activities such as bocce ball, croquet, table tennis and bowling. Students will learn the basic techniques and rules required to effectively perform these activities and apply the learned skills and knowledge to activity situations.

7365 – Total Body Conditioning

½ credit – quarter

Level: no Level

Prerequisites: none

Total body conditioning will teach students how to achieve muscular, strength and endurance, cardiovascular fitness, flexibility and agility in the non-traditional setting. Students will work with thera-bands, medicine balls, agility ladders, and use student partners to develop progressive resistance exercise routines which will goal oriented in achieving and learning how to improve all components of physical fitness using minimal equipment.

7455 – Rollerblading

½ credit – quarter

Level: No Level

Prerequisites: None

This course will provide students with the basic fundamentals of rollerblading, beginning with gliding, stopping and turning and progressing to more advanced skills. All students will be required to wear all safety equipment which includes a helmet, elbow pads, knee pads, and wrist guards. All equipment, including skates, are provided by the school. This course will be taught in an indoor setting, the field house, before progressing to outdoor activities. Cardiovascular fitness and other programs developed for rollerblading will be introduced.

7270, 7370 – Strength and Fitness Training

½ credit – quarter

Level: No Level

Prerequisites: None

This course will introduce proper strength and fitness training principles which will include muscular strength and endurance, flexibility, cardiovascular endurance and agility. This will take place in the LHS Fitness center and principles such as safety concepts, proper lifting technique, basic cardiovascular training, core training, and application of this knowledge will be used to design an individualized exercise program. Students will apply these principles with use of selectorized, plate loaded and free weights along with proper use of the cardiovascular equipment in the center.

7105 – Tennis/Games

½ credit – quarter

Level: No Level

Prerequisites: None

Students will learn the following skills: serving the ball and returning the ball with forehand and backhand strokes, the drop shot, overhead smash, top and reverse spins, ball placement, scoring, game rules and strategies. Students will be divided by ability within each class and will apply the learned skills and strategies to singles and doubles game play. Students will also be introduced to outdoor game options which will Pickle Ball, Frisbee, and modified tennis games.

Science

The Science Department offers a comprehensive program designed to prepare all students for success as students, scientists and global citizens. All freshmen study Environmental Earth Science. Sophomores study Biology. Juniors study Chemistry and seniors study either Physics and/or Astronomy. Through this program, students build a solid foundation of scientific and technological knowledge and reasoning skills to help them to connect their work in the classroom to the broader world.

Core science courses are offered at varied levels of study as described below. Students are urged to discuss course selection with faculty members if they are not sure of appropriate placement. Students should observe any listed pre- and/or co-requisites. Deviation from the stated pre- or co-requisite for any course requires the approval of the Science Department Head.

Program Overview

Academic Expectations

The Science Department assumes “primary responsibility” for assisting students in achieving proficiency in Academic Expectations 5 (Data Analysis), 6 (Reasoning), 7 (Technology), and 8 (Understanding Context). We also acknowledge our collaborative efforts in reinforcing and supporting all of the other school-wide academic expectations.

Environmental Earth Science

Environmental Earth Science courses are full-year courses that introduce the student to the basic principles of freshwater, oceanography, earth’s atmosphere and climate, astronomy, earth’s resources, ecology and engineering. These courses emphasize experimental investigations and encourage the development of analytical thinking.

4108 - Environmental Earth Science

5 credits

Level: Honors

Prerequisite: Grade of A in eighth-grade Science, completion of Math 1 and teacher recommendation

This rigorous course and its laboratory component are designed to provide a comprehensive study of Environmental Earth Science concepts for students who are interested in the subject and are highly motivated, independent learners with solid organizational skills. Students will continue to develop their investigatory and analytical skills through laboratory and project work. Students are expected to be able to meet deadlines and to have well-developed organizational skills. Students will fulfill a 5-hour environmental stewardship requirement and complete a long-term family energy survey outside of class time. An extensive assignment including readings and written work will be given over the summer preceding the course. Mid-year and final assessments will be given.

4106 – Environmental Earth Science

5 credits

Level: CP1

Prerequisite: Teacher Recommendation

This college preparatory course and its laboratory component are designed to provide an investigative survey of the scientific principles associated with the Environmental Earth Sciences. It can serve as an important component of college preparatory study. Students will continue to develop organizational skills and the ability to meet deadlines. Laboratory work includes directed study that continues to build upon the skills developed in middle school. Mid-year and final assessments will be given.

4104 – Conceptual Environmental Earth Science

5 credits

Level: CP2

Prerequisite: Teacher Recommendation

This course and its laboratory component are designed to provide an investigative survey of the scientific principles associated with the Environmental Earth Sciences. It can serve as an important component of college preparatory study. Laboratory work will continue to build on the inquiry skills developed in middle school.

A strong emphasis will be placed on the continued development of organizational skills, previewing and other reading tactics, note taking, measurement, graphing and analysis of data. In addition to regular class work, students will participate in extended group projects. Mid-year and final assessments will be given.

Biology

All Biology courses are full-year introductory survey courses which cover characteristics of all living things. The units include, but are not limited to biochemistry, cell biology, genetics, evolution, physiology, anatomy, reproduction, development and biodiversity. Students regularly participate in laboratory investigations which may include (but are not limited to) microscopy, cell physiology, biochemistry, dissection, natural selection models, DNA extractions, chromatography, genetics, human physiology and plant anatomy. Students are encouraged to design and execute an original research investigation and are supported in that process.

4209 – AP Biology

6 credits

Level: Advanced Placement

Prerequisite: Teacher Recommendation

This course and laboratory component provide for study at the most advanced conceptual level. Because the introductory survey curriculum is so rich, students are required to complete an independent study of a curricular unit, following guidelines provided by the department, during the summer before sophomore year. Those who work successfully in this course are encouraged to take the Advanced Placement Examination in Biology.

4206 – Biology

5 credits

Level: CP1

Prerequisite: Teacher recommendation

This course and laboratory component is designed to provide a survey of biological principles for students who are interested in the subject and have demonstrated high motivation. Reading skills above grade level and ability to deal with abstract concepts are expected. Students who work successfully in this course are encouraged to take the SAT Subject Test in Biology.

4204 – Conceptual Biology

5 credits

Level: CP2

Prerequisite: Teacher recommendation

This course and laboratory component is designed to provide students with a working knowledge of biological principles. It can serve as an important component of college preparatory study. Grade-level reading skills are expected.

Chemistry

Students who take full-year courses in chemistry become familiar with chemical principles and applications including the SI metric system of measurement, scientific notation, dimensional analysis, atomic structure, periodic relationships, chemical bonding, gases and kinetic theory, molecular structure, types of chemical reactions and quantitative relationships, solution chemistry, energy relationships, and equilibrium.

4309 – AP Chemistry

6 credits

Level: Advanced Placement

Prerequisite: Math 3 (or exceptional performance in Math 2B/3A)

Co-requisite: Math 4 (or Math 3B/4A) and teacher recommendation

This college level course provides a study of chemistry at an advanced conceptual level. The laboratory investigations are primarily inquiry based and student driven. Because the curriculum is demanding, students are required to complete an independent study unit during the summer before junior year. Students should be adept at critical reasoning skills and at applying mathematical skills to quantitative problem solving. Those who work successfully in this course are encouraged to take the Advanced Placement Exam in Chemistry.

4308 – Chemistry

5 credits

Level: Honors

Prerequisite: Math 3 (or exceptional performance in Math 2B/3A)

Co-requisite: Math 4 (or Math 3B/4A) and teacher recommendation

This course is designed to provide a comprehensive study of chemistry for highly motivated, independent students who have an interest in the subject. This course provides a more intensive and in depth study of the topics included in the CP1 chemistry course as well as additional topics, and therefore moves at a faster pace than the CP1 Chemistry course. Because many aspects of the course material involve understanding quantitative relationships and solving quantitative problems, strong critical thinking and mathematical reasoning skills are required. A final assessment will be given.

4306 – Chemistry

5 credits

Level: CP1

Prerequisite: Math 2

Co-requisite: Math 3 and teacher recommendation

This college preparatory course and laboratory component are designed to provide a survey of chemical principles. Students are expected to apply math skills at grade level and relate abstract concepts to chemical principles and laboratory experiences. Midterm and final assessments will be given.

4304 – Conceptual Chemistry

5 credits

Level: CP2

Prerequisite: Teacher recommendation

This course and laboratory component is designed for students who want a working knowledge of chemical principles. It can serve as an important component of college preparatory study. In Conceptual Chemistry a number of techniques and activities will be used to investigate the composition, structure and properties of substances and the changes they undergo. As the year progresses, students will learn the means by which chemical information is collected and use that information to solve problems and develop an understanding of the role of chemistry in society and everyday life. Midyear and final assessments will be given.

Physics

Physics studies the interrelationship between matter and energy. Students enrolled in any of the core physics courses will become familiar with concepts from the areas of kinematics, force and motion, momentum, energy and work. Additional units of study may include wave motion and sound, optics, electrostatics, electricity, and magnetism.

4419 – AP Physics C

6 credits

Level: Advanced Placement

Prerequisite: Honors Math 4 or exceptional performance in CP1 Math 4

Co-requisite: Calculus 3356, 3359 or 3369 and teacher recommendation

APC Physics is designed at a mathematically advanced level to provide in-depth treatment of the two cornerstone topics of classical physics: mechanics and electricity and magnetism. Calculus is used where appropriate in presenting derivations, in problem solutions, and in laboratory work. Students may choose to complete an independent project outside of class time. A final exam or project will be given. All students enrolled in this course are encouraged to take the Physics C Advanced Placement Examinations.

4409 – AP Physics 1

6 credits

Level: Advanced Placement

Prerequisite: Math 4 (or exceptional performance in Math 3B/4A and Math 4B/5A taken concurrently) and teacher recommendation

AP Physics 1 is a course designed at an advanced level to provide in-depth treatment of the two cornerstone topics of classical physics: mechanics and electricity and magnetism. Students are expected to solve problems using algebra and trigonometry and to write paragraph length explanations of physical phenomenon. At least a quarter of the class time is spent designing, performing, and analyzing data gathered from activities and experiments. Students may choose to complete an independent project outside of class time. A final exam or project will be given. All students enrolled in this course are encouraged to take the Physics 1 Advanced Placement Exam.

4406 – Physics

5 credits

Level: CP1

Prerequisite: CP1 Math 3 and teacher recommendation

This college preparatory course and laboratory component are for motivated students who are interested in science. The course will include the study of kinematics, force and motion, momentum, energy and work, electrostatics and simple DC circuits. Additional units of study may include wave motion and sound, optics and magnetism. Homework will be assigned on a regular basis. Students will use algebra and basic trigonometric functions to do lab work and solve problems. A final exam will be given.

4404 – Conceptual Physics

5 credits

Level: CP2

Prerequisite: teacher recommendation

This course will provide students with a conceptual understanding of physics concepts and will include the study of kinematics, force and motion, momentum, energy and work, electrostatics and simple DC circuits. Additional units of study may include wave motion and sound, optics and magnetism. Students will strengthen their ability to gather and make sense of data through lab investigations and classroom activities that will rely on the use of technologies including (but not limited to) video analysis and the use of probeware for gathering real-time data. This course can serve as an important component of college preparatory study. Mid-year and final assessments will be given.

Other Courses

4516 - Astronomy

4 credits

Level: CP1

Prerequisite: CP1 Math 3 and teacher recommendation

An introduction to Astronomy, this class will focus on the application of physics to the study of the universe. Intended for highly motivated seniors interested in science, this class expects students to think critically as well as to make use of mathematical reasoning in the solving of problems related to astronomical phenomena. Students will be expected to complete regularly assigned problem sets. Topics covered: the night sky; the history of observational astronomy; physical laws of radiation and motion; stellar evolution including supernovae and black holes; binary stars; galaxies; cosmology. A final exam will be given.

4530 - The Physics of Resonance

1 credit - semester

Level: No Level

Open to Seniors Only

Resonance is a physical phenomenon that occurs when an object is pushed in the same way that it wants to naturally vibrate. Over time, the amount of vibration in the object increases. From playground swings to radios, musical instruments to architecture, the concept of resonance is a very important in understanding how the world works. In this class, students will come to an understanding of resonance and explore different applications in the real world where resonance is very important.

4550 – Introduction to Robotics and Engineering

2 credits – semester

Level: No Level

Co-requisite: Physics

This course is designed to introduce students to the practical engineering applications of basic principles in the fields of computer programming and electricity and electronics. The course activities take a hands-on approach to the design process used by engineers and technicians in creating programmable electronic devices. The course begins with an introduction to microcontrollers and progresses through the many challenges associated with the building and programming of a small robot, incorporating the concepts of motor control and interfacing to the real world through the use of sensor input.

4790 - Senior Capstone: Inquiry and Evaluation in Science

2 credits

Unleveled

Open to seniors only

Subjects covered may include: the immune system, the biology of infectious diseases including transmission and impact of micro-organisms, the biology of cancer and the biology of aging. Texts will include: peer-reviewed journal articles, visualization/analysis of data, a variety of current news and magazine articles, *A Short Guide to Writing about Biology*, as well as use and investigation of open source data sets.

This course may not replace the senior core science course (Physics or Astronomy)

Students enrolling in the capstone course must sign up for Inquiry and Evaluation in English, Science, and Social Studies.

See Interdisciplinary Studies

4093 – Science Teaching Assistant Program

Credit variable (depending on the number of blocks with a maximum of 0.5 credits per quarter)

Level: No Level

Open to Seniors Only

Prerequisite: Teacher and Department Head recommendation

Under the close supervision and guidance of mentor teachers, students serve as teaching assistants to provide additional support for students who struggle in our science courses. Teaching assistants experience first-hand the teaching and learning process from an educator's perspective, come to understand and value what it takes to make science accessible to all students, and make connections with younger students that foster academic achievement and meaningful relationships. If you are interested in becoming a teaching assistant, please see your current science teacher or the science department head for more detailed information

Social Studies

Academic Expectations

The Social Studies Department assumes “primary responsibility” for assisting students in achieving proficiency in Academic Expectations 1 (Writing), 2 (Reading), 5 (Data Analysis), and 8 (Understanding Context). We also acknowledge our collaborative efforts in reinforcing and supporting all of the other academic expectations. In addition to the areas of primary responsibility listed above, the debate courses also assume primary responsibility for the Academic Expectations 3 (Speaking) and 4 (Listening).

The Social Studies Department offers programs for each of the four grade levels at the High School: World History I for grade 9, World History II for grade 10, Issues in United States History for grade 11, and social science electives for grades 9 through 12. Most social studies courses require a summer reading assignment.

Summer Reading

The summer reading list will be available in the Main Office and online <http://lps.lexingtonma.org/domain/419> after June 1st

Social Studies Required Classes

9th GRADE

2100 – World History I

10th GRADE

2204 – Level 2 World History II

2206 – Level 1 World History II

2209 – AP World History II

11th GRADE

2304 – Level 2 Issues in American History

2306 – Level 1 Issues in American History

2309 – AP United States History

Grade 9 – Requirement

2100 – World History I

4 credits

Level: No Level

World History I is organized by geographic regions and addresses the ways leadership, trade, innovation, religion and philosophy impacted ancient and medieval societies. The course is teamed with 9th grade English and required of all ninth grade students. The English/Social Studies team works together to build a foundation of knowledge, academic skills and study habits. There will be a clear and consistent inclusion of non-western cultures so that the cultural pluralism of our present world can be better appreciated.

Sophomores will select one of the following:

2204 – World History II

4 credits

Level: CP2

Prerequisite: Recommendation of World History I teacher as outlined in the Course Catalogue, Course Request Process.

This course emphasizes the study of the modern world from 1500 to the present. This course is global in nature examining history throughout the world. It is a presentation of fundamental concepts and principles inherent in the study of history including economic, social, and political forces. There is a strong emphasis placed on the continued development of organization skills, previewing and other reading tactics, note taking, geography, and map reading. Students will be expected to complete regularly assigned reading and writing assignments. Materials employed in this course include primary source documents, selected literature, and a high school level text.

2206 – World History II

4 credits

Level: CP1

Prerequisite: Recommendation of World History I teacher as outlined in the Course Catalogue, Course Request Process.

The study of modern world historical events (1500 to the present) constitutes the main thrust of this rigorous course. There is also an emphasis on analysis of global issues relevant to the present. The development of strong writing skills is a priority in this course. Students will build upon and expand the thinking, reading, writing, and research skills established in ninth grade and continue to develop analytical habits of mind. In addition, students will be expected to complete, individually and in groups, research papers, projects and presentations. Along with the use of a high school-level text, particular emphasis is placed upon engagement with primary source material and the development of relevant historical thinking skills for analyzing texts, maps, graphs, and other visual material.

2209 – AP World History II

4 credits

Level: Advanced Placement

Prerequisite: Recommendation of World History I teacher as outlined in the Course Catalogue, Course Request Process.

This fast-paced course will focus on the time period, 6000 B.C.E. to the present. The first three months will build upon the 9th grade curriculum, but approach the content in a more comparative and thematic manner. The course covers 8,000 years of history, so students are expected to move fluidly between concrete understanding and abstract concepts. The course challenges students to identify, analyze, and evaluate local to global patterns and processes that have affected humans throughout time.

Students will read extensively from new scholarship, as well as primary source documents, literature, and multiple college-level texts. Analytical writing and reading skills, as well as a strong work ethic, are needed to succeed in this class. Expect extensive work outside class both independently and with partners, therefore, students will need to take responsibility for their own learning.

Students are assessed in a variety of ways, including collaborative assignments, discussions, debates, and simulations as well as reading quizzes, tests, and essays. Collaborative skills as well as independent thinking and curiosity are encouraged in this non-lecture based course.

Students enrolled in this course are expected to take the AP Exam in World History.

Courses Open to Juniors

Juniors will select one of the following:

2304 – Issues in American History

4 credits

Level: CP2

Prerequisite: Successful completion of 2204, 2206, 2209 as outlined in the Course Catalogue, Course Request Process.

This course will cover four main themes: the structure and role of the government, the role of the government in the economy, the role of the US in the world, and how individual rights have been expanded to cover more Americans. This course is designed to devote more attention and time to both basic and secondary skills. Similar to the other American History classes, a short research paper is required. There will also be a greater emphasis placed on the discussion of current public issues and an attempt to relate these issues to historical events. Students will be expected to complete regularly assigned reading and writing assignments. Materials employed in this course include selected primary and secondary source documents.

2306 – Issues in American History

4 credits

Level: CP1

Prerequisite: Successful completion of 2204, 2206, 2209 as outlined in the Course Catalogue, Course Request Process.

This course includes introductory units on the Constitution, the Civil War, and then focuses on Reconstruction through the contemporary era. It is taught with greater attention given to the practice and development of academic and thinking skills. There will also be an emphasis on analysis of public issues relevant to the present. Good writing skills are essential for success in this course. Students will be expected to independently complete regular reading and writing assignments, including at least one inquiry-based project per semester. Materials employed in this course include primary source documents, selected literature and a high school-level text.

2309 – AP United States History

4 credits

Level: Advanced Placement

Prerequisite: Successful completion of 2204, 2206, 2209 as outlined in the Course Catalogue, Course Request Process.

AP United States History is designed for students who have a strong interest in history as a discipline and want to work with advanced materials in an enriched program. Course 2309 is a survey of United States History focusing on key controversies and conflicts that helped to shape the social, political, economic and diplomatic history of this nation. Course content is covered with greater breadth and specificity than the other U.S. History courses. Students will acquire a comprehensive knowledge of American History while developing skills to deal with documentary and interpretive materials. Class discussions will revolve primarily around significant issues of each historical period. Both interpretive and research papers are required. Students will be expected to complete regular reading and writing assignments. Excellent writing skills are essential for success in this course. Materials employed in this course include primary source documents, selected literature and a college-level text. Students enrolled in this course are expected to take the AP Exam in United States History.

Social Studies Electives

Electives open to Grades 9-12

- 2510 – US Government and Politics
- 2610 – Child Psychology
- 2650 – Introduction to Law
- 2660 – Introduction to Economics
- 2710 – Entrepreneurial Economics (formerly Intro to Business)
- 2720 – Introduction to Personal Finance
- 2770 – Media Studies
- 2810 – Introduction to Policy Debate
- 2820 – Introduction to Lincoln-Douglas Debate

Electives open to Grades 10-12

- 2450 – Conflict in the Modern World
- 2750 – Introduction to Marketing
- 2818 – Policy Debate
- 2828 – Lincoln-Douglas Debate
- 2838 – Public Forum

Electives open to Grades 11-12

- 2438 – Political Thought - Honors
- 2580 – Facing History: The Holocaust and Other Genocides
- 2590 – Race, Gender and Human Behavior
- 2760 – Positive Psychology: the Pursuit of Happiness

Electives open to Grade 12 only

- 2419 – AP US Government & Politics
- 2479 – AP Human Geography
- 2649 – AP Psychology
- 2679 – AP Economics
- 2790 – Senior Capstone: Inquiry and Evaluation in Social Studies

2419 – AP US Government & Politics

4 credits – year

Level: Advanced Placement

Prerequisite: Open to seniors only in accordance with the procedure as outlined in the Course Catalogue, Course Request Process.

This course is an in-depth look at the American government and its political system. We will investigate the electoral process, the process of governance, and larger issues of democracy, leadership, and the law. Students will focus on both historical precedents and current events, involving both elections and governmental actions. Students enrolled in this course are expected to take the AP Exam in US Government & Politics.

2438 – Political Thought-Honors

2 credits – semester

Level: Honors

Prerequisite: Open to juniors and seniors

This course examines the ideas of various philosophers from ancient through modern times. Extensive outside reading is a crucial component of the class.

2450 – Conflict in the Modern World

2 credits

Level: May be taken for honors or unlevleed credit. Students may sign up for honors credit (2458) during the add/drop period through consultation with the teacher.

Prerequisite: Open to sophomores, juniors and seniors

As we enter the 21st century the students need to understand how and why conflicts have evolved in the world today. Using a variety of sources students will learn to be consumers of the news and examine the political, military, cultural and economic conflicts through the study of current events.

2479 – AP Human Geography

4 credits – year

Level: Advanced Placement

Prerequisite: Open to seniors only in accordance with the procedure as outlined in the Course Catalogue, Course Request Process.

This course will provide students with advanced training in thinking spatially about their world and is designed to meet the needs of the learner who strives in an independent learning environment. It is rigorous and fast-paced, and students can expect to complete extensive work outside of class, typically up to 45-60 minutes per night. The course follows a nationally standardized curriculum and utilizes several college-level textbooks, one of which is the assigned primary textbook of the course. Units of study will focus on demography (population), culture, women, politics, economic development, and the environment from a geographic perspective. Through this approach, students will gain an awareness of the relevance of geography in preparing them for the global marketplace. By employing contemporary tools in geography, students will be able to analyze and interpret geographic data and its connections to economic factors around the globe. In addition to the unit tests, students can expect to complete two major projects: *a cultural landscape study* and the development of an *economic development proposal* for a developing country. Students enrolled in this course are expected to take the AP Exam in Human Geography

2580 – Facing History and Ourselves: The Holocaust and Other Genocides

2 credits – semester

Level: No Level

Prerequisite: Open to juniors and seniors

Using the holocaust as our central case study, students will examine how these atrocities began, what role “ordinary” citizens had in the genocides, and what we can do today to keep crimes against humanity from occurring again. We will supplement this by studying other genocides, such as those that have taken place in Armenia, Cambodia, the former Yugoslavia, Rwanda, and Darfur. Students will investigate the reaction of other countries, especially the United States, to these genocides. Students will also examine ideas of justice and how to achieve justice after atrocities. They will contemplate their roles and responsibilities as American and global citizens and the potential for wide-reaching impact that every individual has daily. By examining crimes against humanity, students have the opportunity to reflect not only upon the universality of racism and social injustice but also upon the importance of global awareness.

2590 – Race, Gender and Human Behavior

2 credits – semester

Level: No Level

Prerequisite: Open to juniors and seniors

This course will examine ideas of race and gender and the notion of difference: What do you do with a difference? What has our society done with a difference? How has difference resulted in discrimination? These concepts and questions will be considered by examining what happens in a society when people are identified and assigned a social value based on these ‘differences.’ Students begin this examination by looking at the realities and fictions of race and gender: What is race? What is gender? How are they understood by our society at large? How do we understand both of these concepts? How do they relate to power? What can we do to stop the discrimination that has resulted from perceived differences? These ideas will be examined through readings, films and discussion.

2610 – Child Psychology

2 credits – semester

Level: May be taken for honors or unlevleled credit for students in grade 10-12. Grade 9 students may only take the course for unlevleled credit only. Students may sign up for honors credit (2618) during the add/drop period through consultation with the teacher.

Prerequisite: None. This class is open to all students.

This course is designed to introduce students to various aspects of child development including physical growth, intellectual development, moral and social development. The students will gain an awareness of how children think, behave, and reason at various ages and how they develop socially as it relates to gender and culture.

2649 – AP Psychology

4 credits – year

Level: Advanced Placement

Prerequisite: Open to seniors only, as outlined in the Course Catalogue, Course Request Process.

This rigorous, full-year AP Psychology course is designed to introduce students to the scientific study of behavior and mental processes. The fundamental principles of psychology will be introduced with an emphasis on research and application of theory to everyday life. Diligent study can provide insights which are not only fascinating in their own right, but which can provide students with psychological skills and knowledge, which can be incorporated into one's daily life. For example, psychology helps us to understand factors that affect stress and memory. Students will develop critical thinking skills, build their reading, writing, and discussion skills, and learn about ethical standards as applied to psychological research. In addition to a college-level text, there will be substantive required readings, and several analytical papers. Students enrolled in this course are expected to take the AP Exam in Psychology.

2650 – Introduction to Law

2 credits – semester

Level: May be taken for honors or unlevleed credit for students in grade 10-12. Grade 9 students may only take the course for unlevleed credit. Students may sign up for honors credit (2658) during the add/drop period through consultation with the teacher.

Prerequisite: None. This class is open to all students.

This course addresses the “Bill of rights,” criminal law, civil law, contemporary legal issues and cases, and great trials in American History. Students will participate in mock class trials, discussions, readings and class activities.

2660 – Intro to Economics

2 credits

Level: May be taken for honors or unlevleed credit for students in grade 10-12. Grade 9 students may only take the course for unlevleed credit only. Students may sign up for honors credit (2668) during the add/drop period through consultation with the teacher.

Prerequisite: None. This class is open to all students.

Economics is a discipline that is deeply intertwined in our everyday lives. Every decision that we make as individuals and as nations is an economic decision. The study of economics not only endows students with a content rich framework for understanding many complex institutions that impact our lives, but it also fosters the development of critical thinking skills. In order for students to successfully participate in an increasingly complex and globally interconnected world it is critical that students acquire a basic level of economic literacy along with analytical and conceptual skills that enable students to interpret complex events, interactions and sets of data. The primary goals of this course are to foster basic economic literacy and economic thinking skills that will enable students to think critically and to make better informed personal and public decisions.

2679 – AP Economics

4 credits

Level: Advanced Placement

Prerequisite: Open to seniors only, as outlined in the Course Catalogue, Course Request Process.

The purpose of this course is to provide an overview of the major conceptual models in micro and macroeconomics. What price should be charged? How many units should a firm produce? What will be the impact of a tax? How will a government policy change behavior? What should government do in response to inflation? How can government policy encourage development or productivity? By studying these topics students will develop an economic way of thinking and problem solving for decisions they will make as consumers, members of the work force, citizens, voters, and participants in a larger economic system and global marketplace. Real world application of these economic concepts is critical to success and is a primary mode of learning. Strong conceptual, analytical and reasoning skills as well as a strong work ethic are needed to succeed in this class. The ability to work independently is critical but students also will be called upon to collaborate on group projects during the year. Students enrolled in this course are expected to take the AP Exam in Economics.

2710 – Entrepreneurial Economics (formerly Intro to Business)

2 credits

Level: May be taken for honors or unlevleled credit for students in grade 10-12. Grade 9 students may only take the course for unlevleled credit only. Students may sign up for honors credit (2718) during the add/drop period through consultation with the teacher.

Prerequisite: None. This class is open to all students.

This course is designed to help students become knowledgeable consumers, informed citizens, and productive workers in today's changing world. Through classroom discussions, projects, and reports, students learn to develop an awareness of business practices and procedures that will influence their daily lives.

2720 – Introduction to Personal Finance

2 credits

Level: May be taken for honors or unlevleled credit for students in grade 10-12. Grade 9 students may only take the course for unlevleled credit only. Students may sign up for honors credit (2728) during the add/drop period through consultation with the teacher.

Prerequisite: None. However, it is recommended that you take Introduction to Business before you take Introduction to Personal Finance. Open to All students.

This course is designed to help students become knowledgeable about the world of personal finance. With topics including: time value of money, budgeting and money management, saving and investment strategies, consumer credit and credit fraud, students should develop an understanding of personal finance. This class will also try to bring in an outside speaker(s) from a local bank to help give students a complete picture regarding their finances.

This course may be taken for Math credit under certain conditions. See the Math section for details.

2750 – Introduction to Marketing

2 credits

Level: May be taken for honors or unlevleled credit. Students may sign up for honors credit (2758) during the add/drop period through consultation with the teacher.

Prerequisite: Open to sophomores, juniors and seniors

Why are some products and services successful in the economic life of our country while other products never reach the consumer? This course is designed to help students become knowledgeable about the process of marketing from concept to sale. Topics covered include the development of product based on demand, the response to demand, marketing surveys, the development of a marketing plan, production, advertising and promotion. Learn the functions of marketing as practiced in business and industry today. Case studies and the creation of various marketing strategies are included in the course. The art and psychology of effective marketing techniques will also be covered.

2760 – Positive Psychology: The Pursuit of Happiness

2 credits – semester

Level: May be taken for honors or unlevleed credit. Students may sign up for honors credit (2768) during the add/drop period through consultation with the teacher

Prerequisite: Open to juniors and seniors only

What makes people happy? How do we find satisfaction in our lives? How can we flourish? This course is designed to awaken within students a higher sense of what it means to live fully both in the present and throughout their lives. Through the analysis of personal and community patterns of living, the course aims to assist students in the search for personal satisfaction and well-being. This investigation naturally pulls from students' personal experiences as a valid starting point for examination of what it means to be human. Students will employ research driven strategies to develop resiliency and work to improve their abilities to deal with life's many challenges and thrive. There will be a focus on application of positive health research connected with subjects such as resilience, self-control, optimal experience, positive relationships and optimism. Students will make use of contemporary psychology frameworks in the construction of positive individual plans for both their present and future. In the process of evaluating strategies for improving their own wellness, students will consider implications of the same concepts for humanity as a whole.

2770 – Media Studies

2 credits – semester

Level: May be taken for honors or unlevleed credit for students in grade 10-12. Students may sign up for honors credit (2778) during the add/drop period through consultation with the teacher.

Prerequisite: Open to all students.

Understanding the role media plays in our lives is imperative. Information is constantly updated, available, streaming into our lives, whether from TV, movies, newsprint, and, of course, the internet. Where is the information coming from? Who controls its flow? How do we determine the merit and value of the information? In this course, students will compare documentary films to Hollywood productions; compare the different ways news is presented, from newsprint and radio, to network and cable TV; and research the role the internet plays in access to information. Students will analyze their roles as information providers by examining their own digital footprints. How do we want to appear to the outside world (to future employers or college admissions officers) vs. how we actually appear with just a few simple internet searches.

2790 – Senior Capstone: Inquiry and Evaluation in Social Studies

4 Credits

Unlevleed

A central goal of the Social Studies department is to foster active and responsible citizens who can identify, analyze, and respond to public problems. In this course, students will evaluate the connections between human biology and society in the emergence and persistence of infectious diseases. What roles, historically, did governments play in the spread or containment of infections? What role does government play today? The former question will guide the research in the first semester, while the latter will drive their research in the second.

Student enrolling in the capstone course must sign up for Inquiry and Evaluation in English, Science, and Social Studies

See Interdisciplinary Studies

2810 – Introduction to Policy Debate

4 credits

Level: No Level

Prerequisite: Priority will be given to freshmen. Permission of the instructor required for Upperclassmen.

This is an introductory course in policy style team debate and other oral competition. Thinking skills, current events, research, and oral expression are stressed. Students will work closely with both a partner in the class and a mentor from the varsity program. Policy students learn how to advocate for themselves and consider all sides of an issue. All students participate in interscholastic forensics tournaments. After school practice is required. Weekend travel in the Northeastern United States is involved, with most expenses paid. Prizes may result from tournament competition. This course is required for any student who wants to compete interscholastically in the nationally-ranked policy team while at Lexington High School. The Policy format differs from Lincoln-Douglas debate in it requires work with a partner. You need no previous experience to start, although it helps if you like to think and argue!

Note: The debate team relies on the fundraising efforts of the active parents organization that all parents are encouraged to join.

2818 – Policy Debate

4 credits

Level: Honors

Prerequisite: Permission of the instructor required for students who have successfully completed 2810.

This course explores argumentation theory, attempts to prepare debaters for varsity competition and introduces additional forensic activities. Interscholastic forensic competition and after-school practices are required.

Note: The debate team relies on the fundraising efforts of the active parents organization that all parents are encouraged to join.

2820 – Introduction to Lincoln-Douglas Debate

4 credits

Level: No Level

Prerequisite: Priority will be given to freshmen. Permission of the instructor required for Upperclassmen.

This is an introductory course in competitive speaking and the requirements of formal one-on-one Lincoln-Douglas debate. Thinking skills, development of skills of philosophical reasoning, and oral argument are stressed. Like Policy Debate, students are required to participate in interscholastic tournaments that involve regional weekend travel with most expenses paid and in which they may win awards. Practice after school is also required. Lincoln-Douglas debaters compete on multiple resolutions, which have ranged in the past from topics such as environmental law to First amendment rights. This course is required for any student who wants to compete interscholastically in Lincoln-Douglas or Public Forum debate while at Lexington High School. The Lincoln-Douglas format differs from policy debate in its emphasis on philosophy and individual competitions.

Note: The debate team relies on the fundraising efforts of the active parents organization that all parents are encouraged to join.

2828 – Lincoln-Douglas Debate

4 credits

Level: Honors

Prerequisite: Permission of the instructor required for students who have successfully completed 2820.

This course explores argumentation theory and advanced philosophical concepts in order to prepare debaters for varsity competition. Interscholastic forensic competition is required.

Note: The debate team relies on the fundraising efforts of the active parents organization that all parents are encouraged to join.

2838 – Public Forum

4 credits

Level: Honors

Prerequisite: Permission of the instructor required for students who have successfully completed 2810 or 2820.

This is a varsity course in public forum style team debate. Thinking skills, current events, research, and oral expression are stressed. Students will work closely with a partner in the class. Public forum students debate the National Forensics League topics, which change monthly. All students participate in interscholastic forensics tournaments. After-school practice is required. Weekend travel in the Northeastern United States is involved, with most expenses paid. Prizes may result from tournament competition. This course is required for any student who wants to compete interscholastically in the nationally ranked debate team while at Lexington High School. The Public Forum format differs from Lincoln-Douglas and Policy debate in that speeches are tailored for judges with little or no debate experience. You need to have completed either the Introduction to Lincoln-Douglas or Policy Debate course to join the Public Forum class.

Note: The debate team relies on the fundraising efforts of the active parents organization that all parents are encouraged to join.

5486 – Mythology

See Interdisciplinary Studies

6631 – Music in American Society: Blues, Jazz and Rock 1

See Interdisciplinary Studies

6632 – Music in American Society: Blues, Jazz and Rock 2

See Interdisciplinary Studies

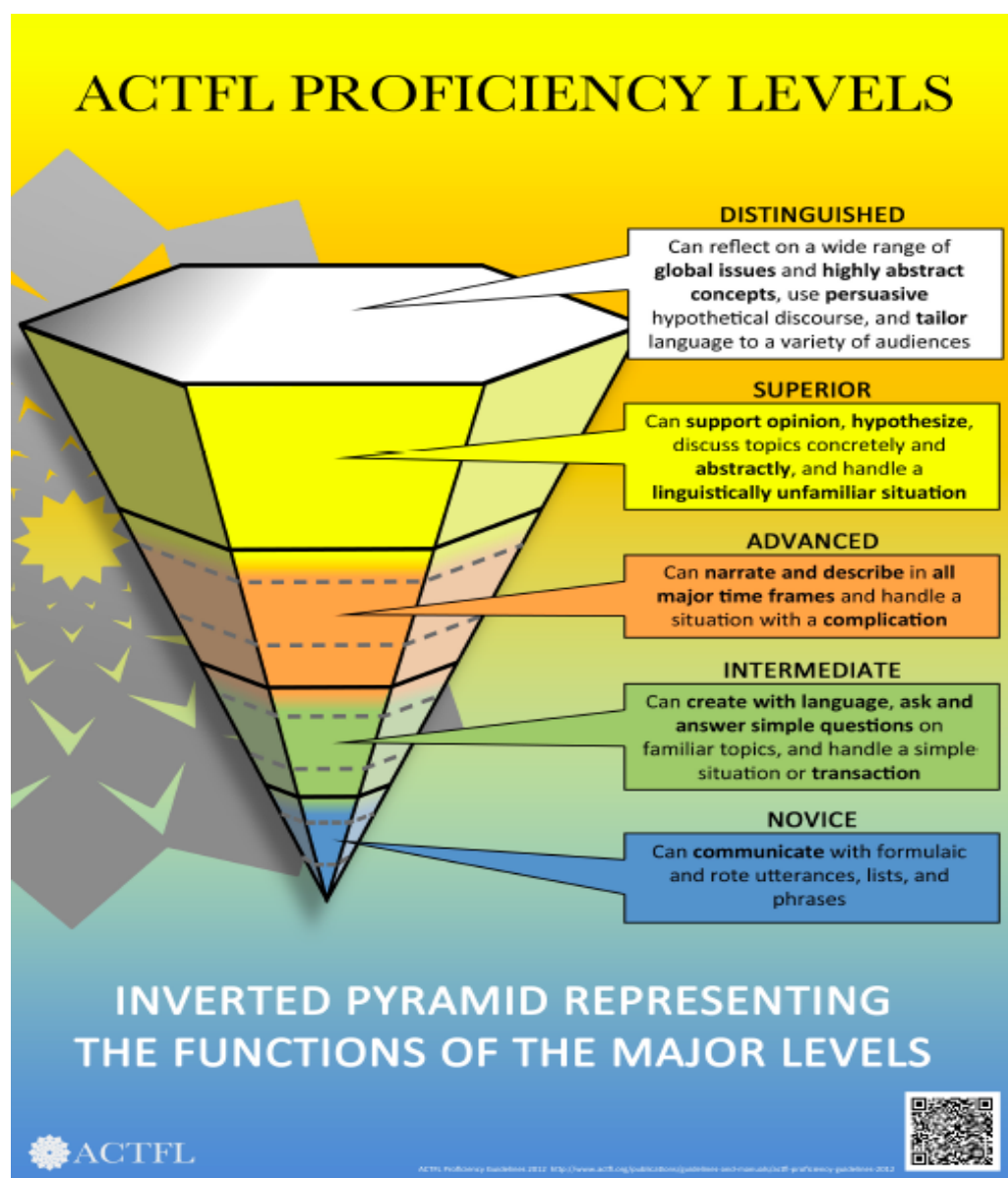
World Languages

Academic Expectations

The World Language Department offers courses in American Sign Language, French, German, Italian, Latin, Mandarin, and Spanish. The curriculum is performance and proficiency based and is designed to develop students' communication skills and intercultural competencies to engage in local and global environments.

The department recommends that students pursue the study of at least one world language throughout their high school experience. Mastering a language is a difficult task: the longer one works at it, the more competent one will become. It is also important that students follow the recommendations of their teachers when selecting courses and levels. Once a year has begun, it is often very difficult to move students from one level of instruction to another without a major schedule disruption.

NOTE: The proficiency levels are in accordance with the American Council on the Teaching of Foreign Languages (ACTFL):



American Sign Language

5816 - American Sign Language I

4 credits

Level: CP1

Prerequisite: None

This course provides an introduction to American Sign Language, which is the fourth most commonly used language in the US. Areas studied include the grammatical structure, usage and history of ASL, as well as finger spelling, ASL classifiers and cultural information related to Deaf Culture and the Deaf Community. Class work and homework assignments focus on ASL expressive and receptive skill development, utilizing interactive reinforcement drills, role-plays, dialogues and ASL storytelling. Through hands-on activities, partner and group work, students will learn to develop and enhance their receptive and expressive signing skills, while creating their own signing style.

Successful completion of ASL I fulfills Lexington High School's world language graduation and college entrance world language requirements.

5826 - American Sign Language II

4 credits

Level: CP1

Prerequisite: Successful completion of ASL I.

This course is a continuation of ASL I and it allows for students to experience a more advanced opportunity to develop and expand their ASL receptive and expressive signing skills. This course will reinforce the vocabulary and grammar skills that were already introduced in ASL I, as well as introduce more complex ASL vocabulary and grammatical structure. The goal of this course is to help students become more conversational in American Sign Language and to gain more confidence when signing in groups, during partner activities and during signing presentations to the class.

Successful completion of ASL II fulfills Lexington High School's world language graduation and college entrance world language requirements.

5116 - French I

4 credits

Level: CP1

Prerequisite: None

This introductory course is for students who are beginning their study of French and for those coming into the high school that would like to strengthen their basic skills. Students will begin the adventure of learning French using authentic materials such as videos, articles, readings, songs and websites of the French-speaking world. Through communicatively based activities, with a strong focus on speaking, students in French 1 build the vocabulary and acquire the language functions that are used in everyday conversation. The themes of identity, leisure activities, family, school, a balanced lifestyle, food, fashion and friendship provide a lens through which to explore our own cultural practices and perspectives as well as those of people in the French-speaking world. Students will work to improve their proficiency in speaking, reading, listening and writing to attain a Novice High proficiency level. Throughout the year, students will use the language skills that they acquire to do meaningful, relevant, real-world tasks. This course is conducted in French.

5128 - French II

4 credits

Level: Honors

Prerequisite: B or higher in 5116 and teacher recommendation

This fast-paced course is for students of proven linguistic ability who are able to rapidly acquire new vocabulary and structures. Following the ACTFL world-readiness standards, the course emphasizes the three modes of communication (interpretive, interpersonal, and presentational). Students are expected to growth in their proficiency both culturally and linguistically, with topics that relate to real-world experiences and a strong

grammatical base. Students will explore the rich culture of the Francophone world through film (*Kirikou et la Sorcière*) and text (*Tous Pour Un; Tintin - l'Île Noire*) as they gain the cultural knowledge to negotiate various social contexts. This course is taught in French.

5126 - French II

4 credits

Level: CP1

Prerequisite: Successful completion of 5116 and teacher recommendation.

Students will build proficiency in three modes of communication: interpersonal (person-to-person speaking or writing), interpretive (listening and reading) and presentational (one-way speaking and writing). They will learn to express themselves in a more sophisticated way, creating sentences and narratives in the past, present, and future tenses. This course will give students a background in Francophone cultures by studying products, practices, and perspectives emerging from those cultures. This course is taught in French.

5138 - French III

4 credits

Level: Honors

Prerequisite: B or higher in 5128 and teacher recommendation.

Moving from Intermediate Mid to Intermediate High proficiency.

This course is for motivated, independent students who will maximize effort, ability, and reflection to build upon a strong language and culture foundation. Students will become more creative and precise in their interpretive, interpersonal, and presentational skills through communicative reading, listening, writing and speaking activities exclusively in French. We focus on increasing proficiency through the discussion of French history & happiness, including discussions on *Le Petit Prince*, *Au Revoir les Enfants*, and *Cyrano de Bergerac*.

5136 - French III

4 credits

Level: CP1

Prerequisite: Successful completion of 5126 and teacher recommendation.

Moving from Intermediate Low to Intermediate Mid

In this course, students continue to develop their skills to communicate effectively in French, analyze authentic texts and interact with cultural understanding. Vocabulary and language functions are acquired in context from thematic units on a wide variety of topics including global issues, 17th and 18th century fairy tales, cities of the future, etc. Through the units, students will improve their proficiency in speaking, reading, listening and writing. Students strengthen their abilities to participate in spontaneous conversations, retell stories and use complex sentences and strings of sentences to share their opinions, ideas and emotions. Course materials include various authentic media and texts: short videos, articles, stories, songs, *Le Petit Prince* and the film, *Au Revoir les Enfants*. In each unit, students will use the language skills that they acquire to do meaningful, relevant, real-world tasks. This course is taught exclusively in French.

5148 - French IV

4 credits

Level: Honors

Prerequisite: B or better in 5138 and teacher recommendation

Moving from Intermediate High towards Advanced Low proficiency

In this literature course, students analyze complex, full-length, authentic texts such as *La Parure*, *L'étranger*, and *Candide* to immerse themselves in language learning. Students will become more accurate and confident in their use of French by increasing their interpretive, interpersonal, presentational, and intercultural competencies. This course prepares students for college-level French courses, as well as study abroad.

5146 - French IV

4 credits

Level: CP1

Prerequisite: Successful completion of 5136 and teacher recommendation.

This course is designed to hone skills in all modes of communication. French is the language of instruction and fluency is acquired systematically through immersion. The teacher promotes exclusive use of French by students, and a variety of methods/tools are used to make the language relevant and useful. Grammar stretches skills learned in levels 1-3 with an emphasis placed on verb tenses. Vocabulary expansion is stressed with authentic reading and listening materials from comic books to classic literature, songs, films and other media. Compositions focus on accuracy and succinct self-expression in relationship to themes studied, as well as overall comprehensibility and fluency. Material studied include (but is not limited to): Astérix et Cléopâtre, Arsène Lupin, La Parure and Molière.

5156 - French V Film and Conversation

4 credits

Level: CP1

Prerequisite: Successful completion of 5146 and teacher recommendation.

In this course, students prioritize thematic discussion above grammar exercises. As a topical course taught exclusively in French, this class emphasizes speaking and participation rather than written work. Students will discuss numerous francophone films: their themes, styles, perspectives, and contexts. French V is structured around key themes presented in all types of francophone cinema, including modernity, colonization, and personal responsibility towards others. The course culminates in a film festival in which students present their original French films. This course is taught exclusively in French.

5169 - French AP Language & Culture

4 credits

Level: Advanced Placement

Prerequisite: B or better in 5148 and teacher recommendation.

This French V AP course is based on the six themes put forth by the AP Board: personal and public identities, global challenges, science and technology, families and communities, contemporary life, and aesthetics. This class emphasizes the interrelatedness of the themes and their relevance to global, local, and individual culture and identity. Each context unit is developed to focus discussion and encourage students to examine each sub-context from varied angles and viewpoints. The course focuses on the three modes of communication (interpretive, interpersonal, and presentational) that students have been building since their first days of French study. While this course will prepare students to take the AP exam, it is more importantly a broad look at French and francophone cultures and their relationship to our global society. This course is taught exclusively in French.

5195 - French Exchange Seminar

1 credit

Level: No Level

Prerequisite: This seminar is intended solely for exchange program participants.

This course will further enhance the students' communicative skills, travel skills, and knowledge of French and Belgian culture and history. Students have the opportunity to interact with French students during the hosting / abroad portions of the exchange as well as throughout the year using technology. Prior to traveling abroad, students are required to participate in hosting, regular group meetings, fundraisers, activities, and the preparation of a full-class presentation on American culture to be given in the host school. While abroad, students visit historical and cultural monuments, live with host families, and reflect on what they have learned about the host country's culture.

German

5216 - German I

4 credits

Level: CP1

Prerequisite: None

This introductory course is for students who are beginning their study of German. Students will begin the adventure of learning German using authentic materials such as videos, articles, readings, songs and websites of the German-speaking world. Through communicatively based activities (interpersonal (person-to-person speaking or writing), interpretive (listening and reading) and presentational (one-way speaking and writing), with a strong focus on speaking, students in German 1 build the vocabulary and acquire the language functions that are used in everyday conversation. The themes of identity, leisure activities, family, school, a balanced lifestyle, food and friendship provide a lens through which to explore our own cultural practices and perspectives as well as those of people in the German-speaking world. Students will work to improve their proficiency in speaking, reading, listening and writing to attain a Novice High proficiency level. Throughout the year, students will use the language skills that they acquire to do meaningful and relevant tasks. This course is primarily conducted in German.

5226 - German II

4 credits

Level: CP1

Prerequisite: Successful completion of 5216 and teacher recommendation.

In this course, students will continue to build 21st century literacy skills through learning German. Reading, writing, listening, speaking and viewing are integral to the world language learning process. As in German 1, students will build proficiency in three modes of communication: interpersonal (person-to-person speaking or writing), interpretive (listening and reading) and presentational (one-way speaking and writing). They will continue to ask and answer questions, retell stories, and interpret text. They will begin to use more complex sentences in their language in order to share their opinions, offer recommendations/suggestions to others, and persuade others of their ideas. Additionally, students will continue to investigate the products, practices and perspectives of German-speaking cultures.

5238 - German III

4 credits

Level: Honors

Prerequisite: B or better in 5226 and/or teacher recommendation.

Moving from Intermediate Low to Intermediate Mid

In this course, students continue to develop their skills to communicate effectively in German, analyze authentic texts and interact with cultural understanding. Vocabulary and language functions are acquired in context from mainly two thematic units surrounding the topic of detective stories as an integral part of German culture as well as post World War II Germany- the divided Germany. Through the units, students will improve their proficiency in speaking, reading, listening and writing. Students also strengthen their abilities to participate in spontaneous conversations, retell stories and use complex sentences and strings of sentences to share their opinions, ideas and emotions. Course materials include various authentic media and texts: short videos, the TV Show *Tatort* and feature films (*Die weisse Rose*; *Das Leben der Anderen* and *Goodbye Lenin*), articles, stories and songs. In each unit, students will use the language skills that they acquire to do meaningful, relevant, real-world tasks. This course is taught exclusively in German.

5236 - German III

4 credits

Level: CP1

Prerequisite: Successful completion of 5226 and teacher recommendation.

In this course, students continue to develop their skills to communicate effectively in German, analyze authentic texts and interact with cultural understanding. Vocabulary and language functions are acquired in context from mainly two thematic units surrounding the topic of detective stories as an integral part of German culture as well as post World War II Germany- the divided Germany. Through the units, students will improve their proficiency in speaking, reading, listening and writing. Students also strengthen their abilities to participate in spontaneous conversations, retell stories and use complex sentences and strings of sentences to share their opinions, ideas and emotions. Course materials include various authentic media and texts: short videos, the TV Show *Tatort* and feature films (*Die weiße Rose*; *Das Leben der Anderen* and *Goodbye Lenin*), articles, stories and songs. In each unit, students will use the language skills that they acquire to do meaningful, relevant, real-world tasks. This course is taught exclusively in German. Students will work toward an intermediate mid proficiency level.

5248 - German IV

4 credits

Level: Honors

Prerequisite: B or better in 5236 and/or teacher recommendation.

This course is for students who, having successfully completed German III, are ready to improve substantially in their proficiency in listening, speaking, reading and writing. This course provides an increased opportunity for idiomatic usage and self-expression, both oral and written. A great variety of reading selections are introduced, such as children's stories, Grimm fairy tales, detective short stories and a novel. The writing exercises range from paragraph writing of summaries to creating a children's story or fairytale into opinion pieces in the format of an essay. German films in the context of the discussions of modern German life are also an integral part of this course. German Fest, towards the end of the school year, will be an opportunity for students to show off these skills. This class is conducted exclusively in German.

5246 - German IV

4 credits

Level: CP1

Prerequisite: Successful completion of 5236 and teacher recommendation.

This course is for students who, having successfully completed German III, are ready to improve substantially in their proficiency in listening, speaking, reading and writing. This course provides an increased opportunity for idiomatic usage and self-expression, both oral and written. A great variety of reading selections are introduced, such as children's stories, Grimm fairy tales, detective short stories and a novel. The writing exercises range from paragraph writing of summaries to creating a children's story or fairytale into opinion pieces in the format of an essay. German films in the context of the discussions of modern German life are also an integral part of this course. German Fest, towards the end of the school year, will be an opportunity for students to show off these skills. This class is conducted exclusively in German. Students in the Level 1 section will be assessed on a slightly reduced selection of laboratory work, homework and readings.

Italian

5316 - Italian I

4 credits

Level: CP1

Prerequisite: None

This course is for students who wish to begin the study of Italian and build 21st century literacy skills. It provides a foundation in the skills of reading, writing, listening and speaking. Students will build towards proficiency in three modes of communication: interpersonal (person-to-person speaking or writing), interpretive (listening and reading) and presentational (one-way speaking and writing). Authentic materials are used to

present language and culture and students start their journey towards proficiency interacting with each other and with authentic texts/videos. This course is taught progressively in Italian.

5328 - Italian II

4 credits

Level: Honors

Prerequisite: B or better in 5316 and teacher recommendation.

This course is for students of proven linguistic ability who are able to continue the rapid acquisition of new vocabulary and structures. It continues the development of listening, speaking, reading and writing skills. Most verb tenses and basic structures are covered. Students will read and discuss authentic Italian texts. Readings are short episodes emphasizing practical use of Italian with the goal of developing vocabulary and fluency. There is regular use of the language lab. Films and cultural topics will also be explored. This course is taught in Italian.

5326 - Italian II

4 credits

Level: CP1

Prerequisite: Successful completion of 5316 and teacher recommendation

For students who have successfully developed strong basic skills in Italian I. Italian II expands reading, writing, listening, speaking skills in Italian. Speaking and writing are further emphasized. Regular language lab activities are an integral part of this course. This course is taught in Italian.

5338 - Italian III

4 credits

Level: Honors

Prerequisite: B or better in 5328 and teacher recommendation.

This course is for highly motivated students who are able to build upon a strong foundation of structures and vocabulary. Students will learn to be more creative in their expression and to use language independently to inform, narrate, describe, ask questions, as well as express feelings and attitudes. The analysis of literary and journalistic excerpts will increase students' vocabulary and ability to comprehend written texts. Cultural topics and Italian films in the context of modern Italian life are an integral part of this course. This class is conducted exclusively in Italian.

5336 - Italian III

4 credits

Level: CP1

Prerequisite: Successful completion of 5326 and teacher recommendation

In this course students will continue to build 21st century literacy skills through learning Italian. Reading, writing, listening, speaking and viewing are integral to the world language learning process and students will build proficiency in three modes of communication: interpersonal (person-to-person speaking or writing), interpretive (listening and reading) and presentational (one-way speaking and writing). They will continue to ask and answer questions, begin to ask and answer questions in a polite manner, interpret authentic text and film, and give opinions and suggestions. This course is taught in Italian.

5346 - Italian IV Film and Conversation

4 credits

Level: CP1

Prerequisite: Successful completion of 5336 and teacher recommendation

The main goal of this course is to speak and interact as much as possible in the target language. Students will discuss different genres of Italian films from post World War II to modern day Italy as well as current events. A review of grammar is woven into interpersonal speaking activities connected to the films. Students will give opinions, suggestions and personal reactions to films throughout the year. Students will culminate their four years of Italian at LHS by presenting a final project, which is a written and spoken film review and critique.

5349 - Italian AP Language

4 credits

Level: Advanced Placement

Prerequisite: B or better in 5338 and teacher recommendation

The overall goal of this course, as set forth by the College Board, is to prepare students to perform at a high level of proficiency in the four basic language skills: listening, speaking, reading and writing. Upon completing the course, students are expected to be able to comprehend formal and informal Italian, to speak read and write with a high level of proficiency. The course thus challenges able students while providing them a means of obtaining college credit and/or placement. Students will be prepared to take the Advanced Placement Italian Language Examination in the spring. This course is taught exclusively in Italian.

Latin

5416 - Latin I

4 credits

Level: CP1

Prerequisite: None

In this course you will learn the basics of Latin grammar through a thematic look at what life was like for the Romans. We will examine the Romans in terms of their families, daily life, politics, relationships, and what they valued in their citizens. Our main objective is the reading of Latin literature, but we will also work to reinforce our reading skills with speaking and writing activities. Portions of the class are conducted in Latin.

5426 - Latin II

4 credits

Level: CP1

Prerequisite: Successful completion of 5416 and teacher recommendation

Latin II covers the remaining Latin grammar, including the uses of infinitives, participles, and subjunctives. Students read authentic and slightly adapted readings in prose and poetry from a variety of sources, with emphasis on placing these readings within their cultural (historical, social, religious) context. At the completion of this course, students will be ready to transition to reading un-adapted, authentic Latin. Portions of the class are conducted in Latin.

5436 - Latin III

4 credits

Level: CP1

Prerequisite: Successful completion of 5426 and teacher recommendation

This is a reading course on the Aeneid of Vergil, with consideration of how the poem reflects the social/political milieu in which it was composed. There will be considerable emphasis on Vergil's adaptation of Homeric material. All students in the class (Level 1 and Honors) will read the same selections. Students in the Level 1 section will be assessed on a slightly reduced selection of readings. Portions of the class are conducted in Latin.

5438 - Latin III

4 credits

Level: Honors

Prerequisite: B or better in 5426 and teacher recommendation

This is a reading course on the Aeneid of Vergil, with consideration of how the poem reflects the social/political milieu in which it was composed. There will be considerable emphasis on Vergil's adaptation of Homeric material. All students in the class (Level 1 and Honors) will read the same selections. Honors students will be assessed on all readings covered in class, and will occasionally have independent reading/ translation assignments. Portions of the class are conducted in Latin.

5446 - Latin IV

4 credits

Level: CP1

Prerequisite: Successful completion of 5436 and teacher recommendation

This is a thematic reading of some of the highlights of Latin Literature, from a variety of authors. For example, we will examine the theme of love through the poetry of Catullus and Ovid's *Ars Amatoria*, and the theme of invective through the poems of Catullus and Cicero's *Philippics*. All students in the class (Level 1 and Honors) will read the same selections. Students in the Level 1 will be assessed on a slightly reduced corpus of readings, in addition to "sight reading." Our main objective is the reading and studying of Latin literature, but we will also work to reinforce our reading skills with speaking and writing activities. Portions of the class are conducted in Latin.

5448 - Latin IV

4 credits

Level: Honors

Prerequisite: A- or better in 5436 or B or better in 5438 and teacher recommendation

This is a thematic reading of some of the highlights of Latin Literature, from a variety of authors. For example, we will examine the theme of love through the poetry of Catullus and Ovid's *Ars Amatoria*, and the theme of invective through the poems of Catullus and Cicero's *Philippics*. All students in the class (Level 1 and Honors) will read the same selections. Students in the Level 1 will be assessed on a slightly reduced corpus of readings, in addition to "sight reading." Our main objective is the reading and studying of Latin literature, but we will also work to reinforce our reading skills with speaking and writing activities. Portions of the class are conducted in Latin.

Students taking this class for Honors credit are eligible to receive dual enrollment credit from UMass Boston (for an additional fee, paid directly to UMass Boston).

5486 - Mythology

2 credits

Level: CP1 or CP2

Prerequisite: none

Mythology is a survey of ancient stories about heroes, gods and the creation of the universe. We will explore such timeless questions as: Why do cultures create myths? How do we define being human? How do we define gods and heroes? What is the relationship of human to gods? We will explore mythology in both traditional text formats and alternative formats such as graphic novel, film, and artwork. Students may take this class for either Level 1 or Level 2 credit. Level 1 students will do an extension activity, which could take the form of a class presentation, an essay, or artwork. Students may take this class for English, Social Studies, or World Language credit.

Mandarin

5516 - Mandarin I

4 credits

Level: CP1

Prerequisite: None

This course is for students who wish to begin the study of Mandarin Chinese. Through student-centered activities, students will learn the four basic language skills of listening, speaking, reading and writing. The focus will be on the development of conversational skills. Culture content is also incorporated into instruction. In addition, students will master the Pinyin system and begin the acquisition of Chinese characters. The pace is rigorous. This course is taught progressively in Mandarin.

5528 - Mandarin II

4 credits

Level: Honors

Prerequisite: B or better in 5516 and teacher recommendation

This course is for students of proven linguistic ability who are able to continue the accelerated pace of acquisition of new characters and structures. Written and oral precision will be emphasized. Readings are real-life dialogues emphasizing proper use of Mandarin Chinese with the goal of developing vocabulary and fluency. Authentic materials will be studied. Culture content is incorporated into instruction. Students can choose to write in either traditional characters or simplified characters. This course is taught exclusively in Mandarin.

5526 - Mandarin II

4 credits

Level: CP1

Prerequisite: Successful completion of 5616 and teacher recommendation

This course is for students who, having successfully developed strong basic skills, are ready to increase proficiency in oral comprehension and in the speaking, reading and writing skills of Mandarin Chinese. Readings are real-life dialogues emphasizing proper use of Mandarin Chinese with the goal of developing vocabulary and fluency. Authentic materials will be studied. Culture content is incorporated into instruction. The pace is rigorous. Students can choose to write in either traditional characters or simplified characters. This course is taught exclusively in Mandarin.

5538 - Mandarin III

4 credits

Level: Honors

Prerequisite: B or better in 5528 and teacher recommendation

This course is for motivated students who are able to build upon a strong foundation of structures and vocabulary. The accelerated acquisition of grammatical structures and idiomatic vocabulary is emphasized. The ability to question, to present, to tell stories and to express their opinions will be emphasized. A variety of authentic reading selections as well as films will be introduced. Culture content is also incorporated into instruction. Students can choose to write in either traditional characters or simplified characters. This course is taught exclusively in Mandarin.

5536 - Mandarin III

4 credits

Level: CP1

Prerequisite: Successful completion of 5526 and teacher recommendation

This course builds on previously learned skills of understanding, speaking, reading and writing Mandarin Chinese. There will be increased opportunity for idiomatic usage and self-expression, both oral and written. A variety of authentic reading selections as well as films will be introduced. Culture content is also incorporated into instruction. The pace is rigorous. Students can choose to write in either traditional characters or simplified characters. This course is taught exclusively in Mandarin.

5548 - Mandarin IV

4 credits

Level: Honors

Prerequisite: B or better in 5538 and teacher recommendation

This course is for very motivated students who are able to build upon a strong foundation of structures and vocabulary. The accelerated acquisition of grammatical structures and idiomatic vocabulary is emphasized. Students are expected to be independent learners. Students will read and discuss a variety of authentic materials. Oral and written reports will be an integral part of this course. This course is a prerequisite for the Mandarin Advanced Placement Language course. Students can choose to write in either traditional characters or simplified characters. This course is taught exclusively in Mandarin.

5546 - Mandarin IV

4 credits

Level: CP1

Prerequisite: Successful completion of 5536 and teacher recommendation.

In this course, students will apply their linguistic skills to increasingly diverse and culturally rich materials. Old vocabulary and grammatical structures will be strengthened. New vocabulary and grammatical structures will be introduced, enabling students to pursue more open-ended and creative communications. Reading comprehension will be developed through a variety of authentic reading selections as well as films. The pace is rigorous. Students can choose to write in either traditional characters or simplified characters. This course is taught exclusively in Mandarin.

5558 - Mandarin V

4 credits

Level: Honors

Prerequisite: B or better in 5548 and teacher recommendation

In this cumulative course, students apply their linguistic skills to increasingly diverse and culturally rich materials. In the process, students learn to be more creative with their expressions and learn to use language independently to inform, narrate, describe, explain and persuade as well as to express feelings and attitudes. The course provides an increased opportunity for idiomatic usage and self-expression, both oral and written. Quarterly projects expand students' speaking, writing, reading and listening skills. The pace is accelerated. Students may choose to write in either traditional characters or simplified characters. The course is taught primarily in Mandarin. Honors students are required to complete graded composition assignments.

5556 - Mandarin V

4 credits

Level: CP1

Prerequisite: Successful completion of 5546 and teacher recommendation

In this cumulative course, students apply their linguistic skills to increasingly diverse and culturally rich materials. In the process, students learn to be more creative with their expressions and learn to use language independently to inform, narrate, describe, explain and persuade as well as to express feelings and attitudes. The course provides an increased opportunity for idiomatic usage and self-expression, both oral and written. Quarterly projects expand students' speaking, writing, reading and listening skills. The pace is rigorous. Students may choose to write in either traditional characters or simplified characters. The course is taught primarily in Mandarin.

5559 - Mandarin AP Language and Culture

4 credits

Level: Advanced Placement

Prerequisite: B or better in 5548 and teacher recommendation

The overall goal of this course, as set forth by the College Board, is to deepen students' immersion into the language and culture of the Chinese speaking world, providing students with ongoing and varied opportunities to further develop their proficiencies across the full range of language skills: listening, speaking, reading and writing. The course integrates cultural content knowledge and language skills, developing proficiencies within the context of students' learning. The course challenges advanced students while providing them a means to obtain college credit and/or placement. Students will be prepared to take the Advanced Placement Chinese Language and Culture in the spring. The pace is accelerated. Students can choose to write in either traditional characters or simplified characters. The course is taught exclusively in Mandarin.

5595 - China Exchange Seminar

1 credit

Level: No Level

Prerequisite: Selection to participate in the exchange program with China.

This seminar is intended solely for exchange program participants. The course will further enhance the students' linguistic skills in listening, speaking, reading and writing. It provides students with Chinese culture and history. Students are helped in developing oral presentations and projects to be given in the host school. Help with the necessary documentation for the trip and travel preparations are provided.

Spanish

5616 - Spanish I

4 credits

Level: CP1

Prerequisite: None

By engaging in learning Spanish, students will build 21st century literacy skills essential for their future. Reading, writing, listening, speaking and viewing are integral to the world language learning process. Students will build proficiency in three modes of communication: interpersonal (person-to-person speaking or writing), interpretive (listening and reading) and presentational (one-way speaking and writing). They will learn to understand the structure and patterns of language, ask and answer questions, identify words, describe; retell stories, interpret text, and apply the conventions of language. They will investigate the products, practices and perspectives of Spanish-speaking cultures.

5614 - Spanish I

4 credits

Level: CP2

Prerequisite: None

This course is designed for students who wish to begin to study the Spanish language. All four skills of speaking, listening, reading, and writing will be taught. Students will learn thematic vocabulary, grammatical concepts, rules of pronunciation, and communicative skills. Ancillary materials such as workbook activities, interactive Notebook activities, pre-recorded CD's, and DVD's will be used. This class is taught progressively in Spanish.

5628 – Spanish II

4 credits

Level: Honors

Prerequisite: B or better in 5616 and teacher recommendation

This course, conducted in Spanish, continues the development of listening, speaking, reading and writing skills for students of proven linguistic ability. Fast-paced and rigorous, this course demands student independence, responsibility, and discipline. Through the expansion of vocabulary, the mastery of new verb tenses and grammatical structures, and the development of linguistic control and fluency, students will learn about culturally relevant topics such as volunteer work, environmental concerns, professions, and outdoor activities. An emphasis on writing and speaking will help students learn to process and produce ideas in the target language while interacting with a variety of authentic texts and audiovisual sources. Students will work toward an Intermediate High proficiency level.

5626 - Spanish II

4 credits

Level: CP1

Prerequisite: Successful completion of 5616 and teacher recommendation

This course is for students who have successfully developed strong basic skills and are ready to increase proficiency in oral comprehension, speaking, reading and writing. Specific attention is given to vocabulary acquisition. Regular language laboratory activities are an integral part of this course. This class is taught in Spanish.

5624 - Spanish II

4 credits

Level: CP2

Prerequisite: Spanish I CP2 or Spanish I CP1, Successful completion of 5614 and teacher recommendation

This course will build on students' existing Spanish knowledge while focusing on the skills of interpretive reading & listening and interpersonal speaking. Students will learn how to discuss outdoor activities, hobbies, emotions, vacations, and other relevant topics in the past and present. They will be able to understand short recordings/videos of native speakers; interpret short readings, infographics, and advertisements; and participate in brief dialogues that exchange basic information. In addition, students will develop an appreciation for various facets of Spanish-speaking culture through short videos, articles, infographics, and websites in both English and Spanish. Students progress toward a Novice Mid proficiency level.

5638 - Spanish III

4 credits

Level: Honors

Prerequisite: B or better in 5628 and teacher recommendation

The basic structure of the language is reviewed and refined. Oral work is stressed through classroom participation and language lab activities. A variety of reading material is presented, ranging from Hispanic short stories to full-length novels. The four skills, listening, speaking, reading and writing are extensively covered in this class. This class is taught in Spanish.

5636 - Spanish III

4 credits

Level: CP1

Prerequisite: Successful completion of 5626 and teacher recommendation

In this course, students will continue to build 21st century literacy skills through learning Spanish. Reading, writing, listening, speaking and viewing are integral to the world language learning process. Students will build proficiency in three modes of communication: interpersonal (person-to-person speaking or writing), interpretive (listening and reading) and presentational (one-way speaking and writing). They will continue to ask and answer questions, retell stories, and interpret text. They will begin to use more complex sentences in their language in order to share their opinions, offer recommendations/suggestions to others, and persuade others of their ideas. Additionally, students will continue to investigate the products, practices and perspectives of Spanish-speaking cultures.

5634 - Spanish III

4 credits

Level: CP 2

Prerequisite: Recommendation from Spanish 2 CP 2 teacher.

This course is designed for motivated students who have progressed through the Spanish CP 2 sequence and wish to continue their studies in Spanish. The course will review the essential concepts and skills learned in previous years, while introducing new thematic vocabulary and progress to more challenging grammar concepts. This class is taught primarily in Spanish with appropriate modification when necessary.

5648 - Spanish IV

4 credits

Level: Honors

Prerequisite: B or better in 5638 and teacher recommendation

This course is for students of proven linguistic ability who can speak and write in Spanish effectively. In this intensive and engaging course, students will aim to achieve an advanced level of linguistic proficiency. Students will dramatically increase their vocabulary and master a variety of advanced grammatical structures. Students will make cultural comparisons as they explore contemporary themes such as: employment and workplace communication, travel and tourism, family and society, and news media and entertainment. This course is for students of proven linguistic ability who can speak and write in Spanish effectively. A variety of authentic sources will be analyzed and discussed, and students will be assessed in the areas of listening, speaking, reading, and writing. This course will prepare students for the Spanish Advanced Placement course. The course is taught in Spanish.

5646 - Spanish IV

4 credits

Level: CP1

Prerequisite: Successful completion of 5636 and teacher recommendation

Students will work to improve their proficiency in speaking, listening, reading, and writing through the study of articles, novels, films, songs and poems. Using the geography, history, culture, and topics of interest of various Hispanic or Latin American countries, this course helps students to have better understanding of Latinos in the United States and their culture and history. This class is taught in Spanish with occasional supplemental materials in English.

5659 - Spanish AP Language

4 credits

Level: Advanced Placement

Prerequisite: B or better in 5648, and teacher recommendation

Taught exclusively in Spanish, this rigorous course ensures advanced proficiency in reading, writing, listening, and speaking. Through the thematic integration of authentic sources, students will learn to communicate with control, clarity, and cultural savvy, refining the skills they have previously developed while gaining the confidence and knowledge to discuss topics related to the global themes: Personal & Public Identities, Beauty & Aesthetics, Science & Technology, Global Challenges, Families & Communities, and Contemporary Life. Advanced grammatical structures, academic writing skills, sophisticated vocabulary, colloquialisms, creative writing, and other key tools will be taught so that students can produce, understand, and appreciate authentic Spanish at the Advanced Low proficiency level.

5658 - Spanish Literature, Culture & Civilization

4 credits

Level: Honors

Prerequisite: B or better in 5648 and teacher recommendation

In this year long course the students will improve their fluency in Spanish through the study of the culture, civilization, and Spanish Literature from different time periods and countries in the original language. This will include fables, short stories, poetry, a memoir, and an authentic TV program from Spain. The works read will be thoroughly discussed in class to develop communication skills, reading comprehension and vocabulary. This course is for students who want to continue to be challenged without having to prepare for the AP exam. Course work will include oral reports, written compositions and text analysis. This course is taught in Spanish.

5656 - Spanish V Film and Conversation

4 credits

Level: CP1

Prerequisite: Successful completion of 5646 and teacher recommendation

In this course, students will continue to build proficiency in three modes of communication: interpersonal, interpretive, and presentational. Through thematic units, students develop their global awareness by exploring the historical and cultural contexts of several short films and feature films. Concurrent to the curriculum is a long-term project: an original film. Through this project, students build many 21st century literacy skills. Those most emphasized are: communication, collaboration, creativity and innovation, productivity and accountability. The course culminates in a film festival in which students present their original Spanish films.

5090 - Independent Study

4 credits

Level: No Level

Prerequisite: Program approval by the language teacher and Department Head

A student/teacher contract containing the goals and program proposal must be submitted before entering. Time and credit arrangements will then be made.

Other Courses

8910 – Introduction to Special Education

2 credits first semester

2 credits second semester

Level: No Level

This course will introduce students to the field of Special Education. Students will attend class two periods per week to learn about Special Education theory, methods and application. Students will also complete a two-hour-a-week practicum in one of the LABBB classrooms. Times of the practicum will be arranged.

Classroom sessions will include a broad overview of the field of Special Education, historical perspectives, discussion of various disabilities, e.g., Autism, Asperger's Syndrome, federal and state laws pertaining to students with disabilities, and the IEP process.

Participants will complete their practicums and work concurrently with many disciplines which may include: adaptive physical education, physical therapy, occupational therapy, speech and language therapy, vocational and individual counseling.

This interactive and fun course will include guest speakers, films, field visits and presentations. This experiential course represents an exciting opportunity to learn about special education while making a difference in another young person's life.

8710 – Principles of Mindfulness

2 credits – year – (course meets twice per week)

Level: No Level

Prerequisite: Open to seniors only – no prerequisites, just an open mind

Principles of Mindfulness will introduce students to a mindfulness practice and how to incorporate this practice beyond the classroom and into everyday life. Activities and topics to be covered will include meditation, yoga, mindful eating, aromatherapy, and other tenets of mindful living. This course will blend classroom instruction and discussion with hands on experience and practice. Additional activities will include field trips, journaling, and community service projects. This class will be graded pass/fail.

Counseling Department

8040 – School to Work Experience

1 credit – quarter

Level: No Level

The School to Work Experience gives students the opportunity to earn non-distributional credit for out of school paid employment. Participants must work at least ten hours per week, maintain and submit weekly employment logs and allow communication between their employer and school counselor. Students can earn up to one credit per quarter, are graded pass/fail, and should see their counselor to enroll in this program.

8530 – Minuteman in the Morning Half-Year Career-Focused Learning (Junior Year)

7 credits

Level: No Level

Lexington High School and Minuteman High School offer a one semester (second semester) part-time alternative for qualified juniors with interests in one of the 18 Career Pathways identified in course description 8540 and with a desire for a more focused and authentic work-based learning opportunity in a career pathway of interest. Interested students will sign up for this program during course selection and work closely with their counselor to build a schedule that allows them to fit in courses that fulfill our graduation and promotional requirements, and still attend Minuteman part-time for semester 2. This program provides a student with an opportunity to learn new skills and gain knowledge in a career they wish to pursue further.

Acceptance into this program is based on a basic application process, as well as, space availability within the Career Pathway of interest. Juniors who enroll in this course will attend Minuteman High School from 7:45 a.m. – 10:05 a.m. and return to LHS for the rest of their scheduled courses. Transportation will be provided by Minuteman High School.

8540 – Minuteman in the Morning Career-Focused Learning (Senior Year)

14 credits

Level: No Level

Lexington High School and Minuteman High School offer a full year part-time alternative for grade 12 students with interests in one of the 18 Career Pathways identified below and with a desire for a more focused and authentic work-based learning opportunity in a career pathway of interest. This program provides a student with an opportunity to learn new skills and gain knowledge in a career they wish to pursue further.

Acceptance into this program is based on a basic application process, as well as, space availability within the Career Pathway of interest. Seniors who enroll in this course will attend Minuteman High School from 7:45 a.m. – 10:05 a.m. and return to LHS for the rest of their scheduled courses. Transportation will be provided by Minuteman High School.

College and Career Pathways:

STEM Programs

Advanced Manufacturing

Biotechnology

Engineering

Environmental Science

Horticulture and Landscaping Technology

Robotics and Automation Technology

Computer Design

Programming and Web Development
Design and Visual Communications
Multimedia Engineering

Building Trades

Automotive Technology
Carpentry
Electrical Wiring
Metal Fabrication and Welding
Plumbing and Heating

Health and Human Services

Cosmetology
Culinary Arts and Hospitality
Early Education and Teaching
Health Assisting

Service

8010 – Office Assistant

8110 – Peer Tutor

8160 – Classroom Assistant

Quarter(s) – variable credits or community service hours

Level: No Level

Lexington High School students frequently learn much about themselves and their community through their service activities. In order to both recognize and encourage such participation, non-distributional credits or community service hours will be awarded for these activities. Through the personnel service program, students engage in activities that benefit their fellow LHS community members. Participants also have the opportunity to develop meaningful relationships with other students, staff and faculty. Projects include volunteering with the LABBB program or assisting main, house, department and/or counseling offices with non-confidential tasks. Personnel service is scheduled on a quarterly basis. A grade of P and appropriate credits are awarded once the program is completed. Community service hours may be awarded on an ongoing basis. No more than four credits per year may be earned when taken for credit. Students should see their school counselor if they wish to take advantage of this opportunity.

Counselor Seminar

Each year, students are scheduled in small group developmental seminars with their school counselor. In addition to fostering effective relationships between students and counselors, these seminars provide interactive dialogue and information on adjusting to Lexington High School, academic/career/social-emotional exploration and post-secondary planning.

Freshman Counselor Seminar

Quarter(s) – no credit

Level: No Level

Freshman students participate in Counselor Seminar during the fall semester. Each student is scheduled into a seminar which meets three times in quarter one. Freshmen will cover a variety of topics, focusing on the transition to high school. Topics include, but are not limited to, LHS supports and resources, getting involved at LHS, study skills, goal-setting, and decision-making. Students are also led through interactive exercises designed to foster empathy and resilience, positive digital citizenship and an affirmative school community and climate.

Sophomore Counselor Seminar

Quarter(s) – no credit

Level: No Level

Sophomore students participate in Counselor Seminar during the spring semester. Each student is scheduled into a seminar which meets three times during quarter three. Sophomores will be focusing on self-discovery and career exploration. Topics include, but are not limited to, an introduction to the Naviance online software including: Do What You Are (a career interest inventory based on the Myers Biggs Type Indicator), and Strengths Explorer. Sophomores will research career clusters and review college majors that pertain to the careers revealed from the assessment.

Junior Counselor Seminar

Quarter(s) – no credit

Level: No Level

Juniors participate in Counselor Seminar at the beginning of quarter three in the spring semester. Students are provided a Junior Counselor Seminar Workbook as they participate in our signature comprehensive post-secondary planning curriculum. Topics include, but are not limited to, the post-secondary search process (college, gap year, technical/certificate programs, employment, apprenticeships, military, etc.), factors in admissions decisions (what colleges are looking for), developing a college list (what students are looking for), and creating a balanced college list.

Senior Counselor Seminar

Quarter(s) – no credit

Level: No Level

Senior Counselor Seminars take place during the fall semester, quarter one. Senior Counselor Seminars are a continuation of Junior Counselor Seminars, focusing on planning for after high school. Counselors walk students through the post-secondary planning process (including the college application process) from start to finish. The program will provide students with the information and skills necessary to make appropriate decisions based on their unique goals, expectations, and needs.

English Learning Education

The English Learner Education Department assumes “primary responsibility” for assisting limited English proficient (LEP) students in achieving English proficiency in Academic Expectations #1 (writing), #2 (reading), #3 (speaking), and #4 (listening). We also acknowledge our collaborative efforts in reinforcing and supporting all of the other academic expectations outlined in The Lexington High School Course Catalog.

The overall Goals and Objectives of the English Learner Education Program in grades 9-12 include the following in support of the High School’s Academic Expectations. The specific objectives for individual courses are outlined in the heading of each course description.

Program Goals

The goal of the English Learner Education Department is to prepare English language learners for full participation in the academic and cultural life of the school, while recognizing and celebrating the diversity they bring to the community.

8816 – English as a Second Language I

4 credits

Level: CP1

Prerequisite: Placement Test

Open to all students, grades 9-12. This course is open to all students with Entering (Level 1) and Beginning (Level 2) of English proficiency. It provides comprehensive instruction to English learners in reading, writing, speaking and listening. The goal of the course is to provide beginning and early intermediate English speakers with the vocabulary, language functions, patterns and structures, plus the reading and writing necessary to participate in social and academic settings.

8826 – English as a Second Language II

4 credits

Level: CP1

Prerequisite: Placement Test

Open to all students, grades 9-12. This course is open to all students with Developing (Level 3) and Expanding (Level 4) levels of English proficiency. It provides comprehensive instruction to English learners in reading, writing, speaking and listening. The goal of the course is to provide intermediate English speakers with the informal and academic vocabulary, language functions, patterns and structures, plus the reading and writing necessary to participate in social and academic settings. The emphasis of this course is on increasing the English learners’ interactions with grade level textbooks and on developing students’ academic writing skills.

8836 – English as a Second Language III

4 credits

Level: CP1

Prerequisite: Placement Test

Open to all students, grades 9-12. This course is open to all students with Bridging (Level 5) and Reaching (Level 6) levels of English proficiency. It provides comprehensive instruction to English learners in reading, writing, speaking and listening. The goal of the course is to provide transitioning English speakers with the vocabulary, language functions, patterns and structures, plus the reading and writing necessary to participate in social and academic settings. The emphasis of this course is on increasing the students’ interactions with grade-level academic content, including effective use of technical and abstract ideas and vocabulary. Students’ fluency and comprehension of academic language are expressed orally and in standard conventional writing.

8850 – An Exploration of American History and Culture for ELLs

4 credits

Prerequisite: Placement Test

Open to students in grades 11-12, who are at least at the Developing (Level 3) stage of English proficiency. Students in the course will concurrently take American History.

This class will focus on the cultural and historical background knowledge necessary to successfully access the American History curriculum at LHS. Participants in this class will study American geography, government, and evaluate historical events and societal changes that lead to the development of the modern United States. Particular emphasis will be on the vocabulary and academic discourse associated with the topic. Students will develop their reading comprehension and writing skills in conjunction with American History courses at LHS, through the use of primary sources, multi-media, and historical text selections that provide insight into the American experience.

Policy of Non-Discrimination

Lexington Public Schools does not discriminate in admission to, access to, treatment in, or employment in its services, programs and activities, on the basis of race, color or national origin, in accordance with Title VI of the Civil Rights Act of 1964 (Title VI); on the basis of sex, in accordance with Title IX of the Education Amendments of 1972; on the basis of disability, in accordance with Section 504 of the Rehabilitation Act of 1973 (Section 504) and Title II of the Americans with Disabilities Act of 1990 (ADA); or on the basis of age, in accordance with the Age Discrimination Act of 1974 (Age Discrimination Act). Nor does it discriminate on the basis of race, color, sex, religion, national origin, sexual orientation, or religion, in accordance with Chapter 622 of the Acts of 1971 (M.G.L.c.76§5) and Chapter 151B of the General Laws.

To file a complaint alleging discrimination or harassment by Lexington Public Schools on the basis of race, color, national origin, sex, disability, age, sexual orientation, or religion or to make inquiry concerning the application of Title VI, Title IX, section 504, the ADA, the Age Discrimination Act or applicable state laws and their respective implementing regulations, please contact:

Assistant Superintendent for Human Resources

146 Maple Street

Lexington, MA 02420

781-861-2580, ext. 68046