

2012-2013

Program of
Studies

LEXINGTON
HIGH SCHOOL

Lexington, Massachusetts

Lexington High School
Program of Studies
2012 – 2013

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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Principal's Message

In February you will begin scheduling courses for the 2012-2013 academic year, and the process will conclude in June. During this time you will plan the courses you will take that move you toward fulfilling the Lexington High School graduation requirements. More importantly, though, you will have the opportunity to explore new interests, challenge yourself in possibly unexpected ways, and prepare yourself for a lifetime of learning. As you peruse the wide range of course offerings described in the pages of this book, we hope you will make selections that satisfy your curiosity, encourage your critical thinking, and open your mind to new ways of thinking about the world around you.

It is important to seek the advice of your teachers, your parents and your counselors as you make these choices. Be mindful of your own interests and create a program for yourself that balances rigor and challenge with some time for reflection and some chances to participate in the many opportunities we offer outside the classroom.

Lexington High School has an impressive history of providing a broad and deep educational program. Our course offerings, schoolwide expectations, educational goals and objectives, graduation requirements, as well as the policies and procedures that guide our daily campus life, are grounded in our Mission and Expectations Statement, which follows this letter. Taking the time to read this statement will provide a context for the choices you will be making.



This *Program of Studies* is the product of collaborative work by the faculty, the department heads and curriculum coordinators, Associate Principal Laura Lasa, our printer Jim Morello, our scheduling guru Kevin Kelly, and the extraordinary Jean Cole, who formats and edits virtually all of the publications produced by Lexington High School. My sincere thanks to you all.

Natalie K. Cohen

Natalie K. Cohen

January 10, 2012



This *Program of Studies* is being published under the assumption that the school will receive adequate funding from the town in order to support the program described herein. Changes, including reductions or additions, may result in response to a revenue shortfall, to newly identified needs, or to modifications that may be part of the ongoing planning process. We will do the best we can to publicize such changes in a timely manner.



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Lexington High School Mission Statement

Lexington High School is a learning community committed to developing well-educated, healthy, engaged students in a respectful, safe, supportive environment. We encourage the effort and imagination necessary to acquire knowledge and develop academic habits of mind. We maintain our high expectations with a challenging and varied curriculum, inspired by curiosity, enriched by clubs and activities. At the same time we emphasize the need to reduce unhealthy stress and unproductive competition in pursuit of balanced lives. We honor diversity and individual achievement; we promote collaboration and community service. Together we strive to model behavior that will help make our campus a microcosm of the world we hope to create.

The faculty, staff, and administration of Lexington High School, with the support of parents and the community are committed to helping students achieve the following academic, social, and civic expectations.



Academic Expectations

Students at Lexington High School will . . .

- write clearly and effectively, producing work that is informative, well organized, and appropriate to its purpose and audience.
- read and comprehend varied materials and be able to interpret and apply what they have read.
- listen actively and respond to communications through inquiry, discussion, writing, and various forms of art.
- speak clearly and effectively in a variety of contexts including academic discourse and oral presentations.
- gather data and critically evaluate their content, source, and relevance.
- reason logically, using appropriate qualitative or quantitative methods, and use their analysis to answer questions and to solve problems.
- employ technology to gather, organize, and communicate information, to create and share visual images, and to investigate and solve problems.
- demonstrate an understanding of the political, social, cultural, and scientific contexts of knowledge.
- demonstrate practical applications of knowledge.
- demonstrate awareness of aesthetic principles such as theme, motif, pattern, and symmetry.





Social and Civic Expectations

Students at Lexington High School will . . .

- learn to make appropriate and healthy choices that foster their personal well being, and will seek support when needed for academic, social, physical, mental, and emotional issues.
- demonstrate self-awareness, tolerance, and respect while cultivating social skills that reflect self-assurance, kindness, and tact.
- act with integrity and be accountable to themselves, to the school, and to the community at large.
- participate in meaningful community service activities that expand their life experience and benefit others.
- act as responsible citizens, recognizing the important stake they have in the school community while finding constructive opportunities to influence its direction.



Rubrics for Academic Expectations

The following several pages represent Lexington High School's performance standards in nine schoolwide expectations. The descriptors under each expectation constitute a performance "rubric" against which student work may be assessed and through which the meaning of the assessment may be better understood. Teachers may adapt these rubrics to specific assignments, and individual departments have taken primary responsibility for the teaching the mastery of one or more expectations (see the introduction to each department's course offerings).



Academic Expectation 1		
Students will write clearly and effectively, producing work that is		
Levels of Performance		
Criteria	Exemplary	Proficient
	Description of identifiable performance characteristics reflecting highest level of performance.	Description of identifiable performance characteristics reflecting mastery of performance.
Focus	<ul style="list-style-type: none"> Expresses a specific, supportable central idea in a sophisticated and concise manner 	<ul style="list-style-type: none"> Expresses a specific, supportable central idea in a concise manner
Organization	<ul style="list-style-type: none"> Begins in a dynamic fashion that immediately captures the reader Establishes a clear, concise, and compelling preview of the paper's purpose Crafts an argument that is creative and original and demonstrates critical thinking Connects the conclusion clearly to the central idea in a refreshing and memorable manner Develops a logical and coherent structure that flows smoothly Provides a strong reflective sense of closure 	<ul style="list-style-type: none"> Begins in a capable fashion that captures the reader Establishes a clear and concise preview of the paper's purpose Crafts a competent argument that is somewhat limited in creativity, originality, and/or critical thinking Connects the conclusion clearly to the central idea Develops a logical and coherent structure Provides a sense of closure
Content	<ul style="list-style-type: none"> Employs sufficient and well-chosen evidence that is relevant to the central idea Develops and analyzes content with sophistication and originality taking risks with ideas Chooses words with careful attention to connotation and denotation 	<ul style="list-style-type: none"> Employs sufficient evidence that is relevant to the central idea Develops and analyzes content, taking limited risks with ideas Chooses words with some attention to connotation and denotation
Conventions	<ul style="list-style-type: none"> Uses appropriate grammar and spells correctly throughout When appropriate, uses the correct citation and bibliographic format consistently 	<ul style="list-style-type: none"> Uses appropriate grammar and spells correctly most of the time When appropriate, uses the correct citation and bibliographic format most of the time
Style	<ul style="list-style-type: none"> Demonstrates an insightful awareness of the audience Uses tone to enhance the content and advance the central idea Uses word choice, figurative language, and a variety of literary conventions creatively in order to maintain the reader's attention and reinforce the central idea 	<ul style="list-style-type: none"> Demonstrates an awareness of audience Uses tone, on occasion, to enhance the content and advance the central idea Uses word choice, figurative language, and a limited number of literary conventions in order to maintain the reader's attention and/or reinforce the central idea
Process	<ul style="list-style-type: none"> Refines the document systematically through a series of revisions Edits the final draft to produce an error-free document 	<ul style="list-style-type: none"> Refines the document through a series of revisions Edits the final draft to produce a nearly error-free document

informative, well organized, and appropriate to its purpose.

Developing	Beginning
Description of identifiable performance characteristics reflecting movement and development towards mastering performance.	Description of identifiable performance characteristics reflecting a beginning level of performance.
<ul style="list-style-type: none"> • Expresses a vague, somewhat supportable central idea 	<ul style="list-style-type: none"> • Expresses an extremely vague, trite, and/or insupportable central idea
<ul style="list-style-type: none"> • Begins in perfunctory fashion with limited capacity to interest the reader • Attempts to preview the paper’s purpose • Presents a broad and unclear argument • Makes some connections between the conclusion and the central idea • Develops a structure that is confusing • Provides a limited sense of closure 	<ul style="list-style-type: none"> • Offers no introduction to the reader • Neglects to preview the paper’s purpose • Presents no argument; simply reiterates facts • Makes no connections between the conclusion and the central idea • Neglects to develop a structure • Provides no closure
<ul style="list-style-type: none"> • Provides some evidence that may or may not be relevant to the central idea • Reiterates content with a lack of analysis • Uses words with minimal attention to connotation and denotation 	<ul style="list-style-type: none"> • Provides little or no evidence relevant to the central idea • Does not attempt analysis • Relies on colloquial phrases and vague word choices
<ul style="list-style-type: none"> • Makes grammatical and spelling errors that distract but do not compromise the meaning • Uses incorrect citation and bibliographic formats 	<ul style="list-style-type: none"> • Makes grammatical and spelling errors that compromise meaning • Does not use citations and bibliographic formats
<ul style="list-style-type: none"> • Demonstrates a limited awareness of audience • Rarely uses tone to enhance the content and to advance the central idea • Rarely uses word choice, figurative language, and literary conventions in order to maintain the reader’s attention and/or reinforce the central idea 	<ul style="list-style-type: none"> • Demonstrates no awareness of audience • Does not use tone to enhance the content and advance the central idea • Does not use word choice, figurative language, and literary conventions in order to maintain the reader’s attention and/or reinforce the central idea
<ul style="list-style-type: none"> • Rarely refines the document through revisions • Delivers a final draft with numerous errors 	<ul style="list-style-type: none"> • Does not refine the document through revisions • Delivers a final draft with numerous errors which compromise its coherence



Academic Expectation 2		
Students will read and comprehend varied materials and be able to		
Levels of Performance		
Criteria	Exemplary	Proficient
	Description of identifiable performance characteristics reflecting highest level of performance.	Description of identifiable performance characteristics reflecting mastery of performance.
Literal Comprehension	<ul style="list-style-type: none"> • Identifies and restates the facts • Thoroughly distinguishes among significant and extraneous details • Understands vocabulary independent of context and applies appropriate meaning 	<ul style="list-style-type: none"> • Identifies and restates the facts • Generally distinguishes among significant and extraneous details • Understands vocabulary in context and may know additional meanings
Inferential Comprehension	<ul style="list-style-type: none"> • Recognizes and makes explicit connotation including tone, purpose, and historical/social context through language • Abstracts figurative meaning from symbolic language • Makes subtle connections between figurative language to themes and major ideas of text 	<ul style="list-style-type: none"> • Recognizes connotation including tone, purpose, and historical/social context through language • Abstracts figurative meaning from symbolic language • Connects figurative language to themes and major ideas of text
Application	<ul style="list-style-type: none"> • Synthesizes complex language and content • Evaluates content, draws conclusions, and makes connections to other texts and/or universal themes 	<ul style="list-style-type: none"> • Analyzes complex language and content • Evaluates content, draws conclusions, and makes connections to other texts and/or universal themes



interpret and apply what they have read.	
Developing	Beginning
Description of identifiable performance characteristics reflecting movement and development towards mastering performance.	Description of identifiable performance characteristics reflecting a beginning level of performance.
<ul style="list-style-type: none">• Identifies and restates some of the facts• Distinguishes among significant and extraneous details with difficulty• Depends on context for meaning	<ul style="list-style-type: none">• Recalls information with difficulty• Cannot distinguish among significant and extraneous details• Has limited word recognition
<ul style="list-style-type: none">• Recognizes some connotation through language• Distinguishes between symbolic language and literal language without extracting meaning• Requires guided identification of figurative language throughout a text with minimal application	<ul style="list-style-type: none">• Has difficulty recognizing connotation through language without support• Begins to distinguish between figurative and literal language
<ul style="list-style-type: none">• Summarizes language and content• Draws conclusions with guidance and makes few connections to other texts	<ul style="list-style-type: none">• Summarizes basic content



Academic Expectation 3		
Students will speak clearly and effectively in a variety of contexts		
Levels of Performance		
Criteria	Exemplary	Proficient
	Description of identifiable performance characteristics reflecting highest level of performance.	Description of identifiable performance characteristics reflecting mastery of performance.
Organization	<ul style="list-style-type: none"> • Uses the introduction to clearly and emphatically define the scope of topics or thesis • Powerfully captures the attention of the audience • Presents ideas and information with logical sequencing and seamless transitions • Uses the conclusion to clearly re-connect to the introduction • Provides a cohesive summation of points addressed 	<ul style="list-style-type: none"> • Uses the introduction to clearly define the scope of topics or thesis • Engages the attention of the audience • Presents ideas and information in sequence with clear transitions • Uses the conclusion to re-connect to the introduction primarily by providing a summation of points
Content	<ul style="list-style-type: none"> • Uses rich, varied and relevant supporting materials • Acquires extensive and relevant information from multiple sources • Expertly describes or analyzes the subject • Uses complex syntax, sophisticated style and vocabulary 	<ul style="list-style-type: none"> • Uses varied and relevant supporting materials • Acquires relevant information from multiple sources • Describes or analyzes the subject • Uses correct syntax, style, and vocabulary
Verbal Presentation	<ul style="list-style-type: none"> • Speaks clearly and distinctly all of the time, with no vocal pauses or slang • Does not mispronounce any words • Employs tone, volume, manner of expression to consistently reflect the content of speech 	<ul style="list-style-type: none"> • Speaks clearly and distinctly frequently, with few vocal pauses or slang • Mispronounces a few words
Non-verbal Presentation**	<ul style="list-style-type: none"> • Consistently employs gestures and assumes a stance that reflects the content of speech • Consistently maintains eye contact with the audience 	<ul style="list-style-type: none"> • Employs gestures and assumes a stance that reflects the content of speech • Frequently maintains eye contact with the audience
Fluency	<ul style="list-style-type: none"> • Executes a smooth presentation using notes as appropriate • Makes appropriate language choices to fit the audience or event without unnecessary pauses 	<ul style="list-style-type: none"> • Executes a fairly smooth presentation using notes as appropriate • Makes appropriate language choices with some verbal disconnection
** Culturally determined		



including academic discourse and oral presentations.	
Developing	Beginning
Description of identifiable performance characteristics reflecting movement and development towards mastering performance.	Description of identifiable performance characteristics reflecting a beginning level of performance.
<ul style="list-style-type: none"> • Attempts to define the scope of topics or thesis in the introduction • Presents ideas and information with some evidence of sequencing and transitions • Attempts to provide a connection to the introduction or a summation of points in the conclusion 	<ul style="list-style-type: none"> • Minimally defines the scope of topic or thesis in the introduction • Presents ideas and information with little evidence of sequencing and transitions • Does not provide a summation or connection to the introduction
<ul style="list-style-type: none"> • Uses some supporting materials • Acquires some information from limited sources • Attempts to describe or analyze the subject • Uses basic syntax and vocabulary 	<ul style="list-style-type: none"> • Uses few supporting materials • Acquires minimal information from limited sources • Minimally describes or analyzes the subject • Uses inappropriate syntax and vocabulary
<ul style="list-style-type: none"> • Speaks clearly and distinctly sometimes, with some vocal pauses or slang • Mispronounces several words 	<ul style="list-style-type: none"> • Rarely speaks clearly and distinctly • Speaks with frequent vocal pauses or slang • Mispronounces many words
<ul style="list-style-type: none"> • Employs gestures and assumes a stance that sometimes reflects the content of speech • Occasionally maintains eye contact with the audience 	<ul style="list-style-type: none"> • Employs gestures and stance that detracts from the content of the speech • Rarely looks at the audience
<ul style="list-style-type: none"> • Delivers a choppy presentation with some questionable language choices or verbal disconnectedness 	<ul style="list-style-type: none"> • Delivers a presentation with distracting verbal jitters and awkward pauses
** Culturally determined	



Academic Expectation 4		
Students will listen actively and respond to communications through		
Levels of Performance		
Criteria	Exemplary	Proficient
	Description of identifiable performance characteristics reflecting highest level of performance.	Description of identifiable performance characteristics reflecting mastery of performance.
Active Learning	<ul style="list-style-type: none"> • Consistently employs appropriate body language and behavior including eye contact and posture • Asks clarifying and probing questions • Restates what has been heard as needed to ensure understanding 	<ul style="list-style-type: none"> • Consistently employs appropriate body language and behavior including eye contact and posture • Asks clarifying questions • Restates what has been heard as needed to ensure understanding
Responding	<ul style="list-style-type: none"> • Synthesizes what has been communicated and responds thoughtfully and personally through inquiry, discussion, writing, and various forms of art 	<ul style="list-style-type: none"> • Synthesizes what has been communicated and responds personally through inquiry, discussion, writing, and various forms of art



inquiry, discussion, writing, and various forms of art.	
Developing	Beginning
Description of identifiable performance characteristics reflecting movement and development towards mastering performance.	Description of identifiable performance characteristics reflecting a beginning level of performance.
<ul style="list-style-type: none">• Has difficulty maintaining appropriate body language and behavior (easily distracted)• Asks for a restatement due to lack of focus or attention	<ul style="list-style-type: none">• Frequently displays inappropriate body language and behavior• Is passive and unresponsive
<ul style="list-style-type: none">• Responds in a limited way	<ul style="list-style-type: none">• Does not respond



Academic Expectation 5		
Students will gather data and critically evaluate the content, source,		
Levels of Performance		
Criteria	Exemplary	Proficient
	Description of identifiable performance characteristics reflecting highest level of performance.	Description of identifiable performance characteristics reflecting mastery of performance.
Plans the investigation (research, experiment or survey)	<ul style="list-style-type: none"> • Frames the problem • Clearly establishes the parameters and timeline of the investigation • Identifies a wide variety of the most appropriate sources • Identifies the means by which data will be gathered using a broad range of tools 	<ul style="list-style-type: none"> • Reiterates the problem • Establishes the parameters and timeline of the investigation • Identifies some relevant sources • Identifies the means by which data will be gathered using a range of tools
Gathers data (through research or experimentation)	<ul style="list-style-type: none"> • Implements the plan for meaningful data collection, modifying where necessary • Gathers data that is extensive, rich, and thorough • Records data with attention to detail 	<ul style="list-style-type: none"> • Implements the plan for meaningful data collection, modifying where necessary • Gathers data that is sufficient • Records data accurately
Critically evaluates the sources, validity and reliability of the data	<ul style="list-style-type: none"> • Recognizes and assesses bias • Addresses the limitations of the data • Fully evaluates the reliability, accuracy, and validity of data and sources 	<ul style="list-style-type: none"> • Recognizes and assesses bias • Addresses some of the limitations of the data • Evaluates the reliability, accuracy, and validity of data and sources
Organizes the data for analysis	<ul style="list-style-type: none"> • Organizes data in a clear, concise and accurate format, so that data are ready for analysis • Chooses highly effective tools and compelling visual displays 	<ul style="list-style-type: none"> • Organizes data in a concise and accurate format, so that data are ready for analysis • Chooses effective tools and/or visual displays



and relevance of that data.	
Developing	Beginning
Description of identifiable performance characteristics reflecting movement and development towards mastering performance.	Description of identifiable performance characteristics reflecting a beginning level of performance.
<ul style="list-style-type: none">• States the problem• Has difficulty establishing the parameters and timeline of the investigation• Identifies only a few relevant sources• Identifies the means by which data will be gathered using a limited range of tools	<ul style="list-style-type: none">• Has difficulty stating the problem• Has difficulty establishing the parameters and timeline of the investigation independently• Struggles to identify resources and tools
<ul style="list-style-type: none">• Implements the plan for data collection• Gathers insufficient data• Records data	<ul style="list-style-type: none">• Has difficulty implementing the plan• Gathers insufficient data• Records data inefficiently and inaccurately
<ul style="list-style-type: none">• Recognizes bias• Acknowledges that there are limitations of the data• Partially evaluates the reliability, accuracy, and validity of data and sources	<ul style="list-style-type: none">• Has difficulty recognizing bias• Neglects to acknowledge that there are limitations of the data• Cannot evaluate the reliability, accuracy, and validity of data and sources
<ul style="list-style-type: none">• Organizes data in an inefficient format• Chooses adequate tools and/or visual displays	<ul style="list-style-type: none">• Does not organize data in a format that is ready for analysis• Chooses inappropriate tools or visual displays



Academic Expectation 6		
Students will reason logically, using appropriate qualitative or		
Levels of Performance		
Criteria	Exemplary	Proficient
	Description of identifiable performance characteristics reflecting highest level of performance.	Description of identifiable performance characteristics reflecting mastery of performance.
Understands the question to be answered/ solved	<ul style="list-style-type: none"> • Restates the problem clearly • Generalizes and makes significant connections within a larger context. 	<ul style="list-style-type: none"> • Restates the problem clearly • Generalizes and makes some connections
Makes qualitative and/or quantitative predictions	<ul style="list-style-type: none"> • Recognizes patterns and approximates the solution correctly with full consideration of past experience, research, and underlying principles 	<ul style="list-style-type: none"> • Recognizes patterns and approximates the solution correctly without full consideration of past experience, research, or underlying principles
Chooses and applies appropriate methods to answer the question or solve the problem	<ul style="list-style-type: none"> • Selects the most direct, efficient, and elegant method that leads to a correct solution or appropriate conclusion 	<ul style="list-style-type: none"> • Arrives at a correct answer/acceptable solution or draws the appropriate conclusion with a valid method
Checks that the solution is reasonable	<ul style="list-style-type: none"> • Always compares the solution to prediction and/or appropriate references • Analyzes and resolves discrepancies 	<ul style="list-style-type: none"> • Frequently compares the solution to prediction and/or appropriate references • Usually analyzes and resolves discrepancies
Generalizes solution to broaden contexts (if applicable)	<ul style="list-style-type: none"> • Always makes connections between solution and prior knowledge 	<ul style="list-style-type: none"> • Frequently makes connections between solution and prior knowledge

**quantitative methods, and use their analysis to answer questions.****Developing**

Description of identifiable performance characteristics reflecting movement and development towards mastering performance.

- Restates the problem
- Makes few generalizations and/or connections

- Recognizes some patterns; approximates the solution incorrectly with limited consideration of past experience, research, or underlying principles

- Selects a valid method, but does not arrive at a correct solution or appropriate conclusion

- Occasionally compares the solution to prediction and/or appropriate references
- Rarely analyzes and resolves discrepancies

- Sometimes makes connections between solution and prior knowledge

Beginning

Description of identifiable performance characteristics reflecting a beginning level of performance.

- Is unable to clearly restate the problem without assistance
- Makes no generalizations or connections

- Does not recognize patterns and is unable to approximate a solution.

- Selects an invalid method and/or makes no progress toward finding a correct answer or drawing an appropriate conclusion

- Rarely compares the solution to prediction and appropriate references
- Does not analyze and resolve discrepancies

- Rarely makes connections between solution and prior knowledge



Academic Expectation 7		
Students will employ technology to gather, organize, and communicate		
Levels of Performance		
Criteria	Exemplary	Proficient
	Description of identifiable performance characteristics reflecting highest level of performance.	Description of identifiable performance characteristics reflecting mastery of performance.
Chooses appropriate technological resources	<ul style="list-style-type: none"> • Chooses highly effective technological tools for the task at hand • Adheres to Acceptable Use Policy 	<ul style="list-style-type: none"> • Chooses effective technological tools for the task at hand • Adheres to Acceptable Use Policy
Uses resource (s) for the task at hand	<ul style="list-style-type: none"> • Demonstrates highly effective and efficient use of the resources for the task at hand • Uses a rich variety of media/technologies • Communicates desired results in an engaging and effective manner 	<ul style="list-style-type: none"> • Demonstrates effective and efficient use of the resources for the task at hand • Uses a variety of media/technologies • Communicates desired results in an effective manner



information, to create and share visual images, and to investigate and solve problems.

Developing

Description of identifiable performance characteristics reflecting movement and development towards mastering performance.

- Chooses adequate technological tools for the task at hand
- Adheres to Acceptable Use Policy

- Demonstrates adequate use of the resources for the task at hand
- Makes use of some media/technologies
- Communicates desired results

Beginning

Description of identifiable performance characteristics reflecting a beginning level of performance.

- Chooses ineffective technological tools for the task at hand
- Adheres to Acceptable Use Policy

- Demonstrates ineffective and/or inefficient use of the resources for the task at hand
- Makes minimal use of media/technologies
- Has difficulty communicating desired results



Academic Expectation 8		
Students will demonstrate an understanding of the political, social,		
Levels of Performance		
Criteria	Exemplary	Proficient
	Description of identifiable performance characteristics reflecting highest level of performance.	Description of identifiable performance characteristics reflecting mastery of performance.
Knowledge	<ul style="list-style-type: none"> • Demonstrates a sophisticated understanding of the context underlying essential knowledge 	<ul style="list-style-type: none"> • Demonstrates an appropriate understanding of the context underlying essential knowledge
Interrelationships	<ul style="list-style-type: none"> • Makes substantive connections between and among knowledge acquired in various disciplines • Demonstrates a superior understanding of overarching themes, abstract concepts and essential ideas 	<ul style="list-style-type: none"> • Makes connections to knowledge acquired in other disciplines • Demonstrates an understanding of overarching themes, abstract concepts, and essential ideas



cultural, or scientific context of knowledge.	
Developing	Beginning
Description of identifiable performance characteristics reflecting movement and development towards mastering performance.	Description of identifiable performance characteristics reflecting a beginning level of performance.
<ul style="list-style-type: none">• Demonstrates a limited understanding of the context underlying essential knowledge	<ul style="list-style-type: none">• Demonstrates a basic understanding of the context underlying essential knowledge
<ul style="list-style-type: none">• Makes weak connections to knowledge acquired in other disciplines• Demonstrates some understanding of overarching themes, abstract concepts, and essential ideas	<ul style="list-style-type: none">• Makes trivial connections to knowledge acquired in other disciplines• Demonstrates a basic understanding of overarching themes, abstract concepts, and essential ideas



Academic Expectation 9		
Students will demonstrate awareness of aesthetic principles such as		
Levels of Performance		
Criteria	Exemplary	Proficient
	Description of identifiable performance characteristics reflecting highest level of performance.	Description of identifiable performance characteristics reflecting mastery of performance.
Production	<ul style="list-style-type: none"> • Demonstrates a superior understanding of elements and principles of design, skillful use of materials, and attention to detail • Takes risks with imagery and materials to express an original idea • Integrates relevant prior knowledge and outside influences 	<ul style="list-style-type: none"> • Demonstrates a capable understanding of elements and principles of design, appropriate use of materials, and attention to detail • Takes risks with imagery and materials to express an original idea • Integrates relevant prior knowledge and outside influences
Perception	<ul style="list-style-type: none"> • Demonstrates superior cultural awareness in understanding traditions in the context of time, place, person and purpose • Exhibits acute visual awareness of the natural and human environment 	<ul style="list-style-type: none"> • Demonstrates cultural awareness in understanding traditions in the context of time, place, person and purpose • Exhibits visual awareness of the natural and human environment
Reflection	<ul style="list-style-type: none"> • Articulates a thoughtful personal response to the work under consideration • Reflects upon and values the opinions and works of others • Understands the dynamic relationship between product and process 	<ul style="list-style-type: none"> • Articulates a thoughtful personal response to the work under consideration • Reflects upon and values the opinions and works of others • Understands the dynamic relationship between product and process



theme, motif, pattern and symmetry.	
Developing	Beginning
Description of identifiable performance characteristics reflecting movement and development towards mastering performance.	Description of identifiable performance characteristics reflecting a beginning level of performance.
<ul style="list-style-type: none">• Demonstrates a growing understanding of element and principles of design, appropriate use of materials, and some attention to detail• Takes limited risks with imagery and materials to express an original idea• Integrates relevant prior knowledge	<ul style="list-style-type: none">• Demonstrates a basic understanding of elements and principles of design• Follows a formulaic approach
<ul style="list-style-type: none">• Demonstrates some cultural awareness in understanding traditions in the context of time, place, person and purpose• Exhibits limited visual awareness of the natural and human environment	<ul style="list-style-type: none">• Demonstrates minimal cultural awareness in understanding traditions in the context of time, place, person and purpose• Exhibits minimal visual awareness of the natural and human environment
<ul style="list-style-type: none">• Articulates a personal response to the work under consideration• Reflects upon the opinions and works of others in a limited fashion	<ul style="list-style-type: none">• Articulates a personal response to the work under consideration• Does not reflect upon the opinions and works of others



Graduation Requirements

1. Students must earn 104 total credits and fulfill minimum course distribution requirements. Students should check the *Program of Studies* regarding the number of credits being earned in each course. In addition, students must perform 40 hours of approved community service. The Commonwealth of Massachusetts maintains that students must either earn a scaled score of at least 240 on the grade 10 MCAS ELA and **Mathematics** tests, or earn a scaled score between 220 and 238 on these tests and fulfill the requirements of an **Educational Proficiency Plan (EPP)**.

Students must also earn a scaled score of at least 220 on one of the **high school MCAS Science and Technology/Engineering (STE) tests: Biology, Chemistry, Introductory Physics, or Technology/Engineering.**

2. Required Courses

Students will study English, math, science, and social studies during each of the four years.

Grade Nine students must take

Earth Science; World History I; Adolescent Health Issues I; and Literature and Composition I; Mathematics

Sophomore students must take

Biology; World History II and Literature and Composition II; Mathematics

Junior students must take

Chemistry; Adolescent Health Issues II; American Literature, U.S. History; Mathematics

3. Course Distribution Requirements

By graduation time, a student should have accumulated the following number of credits in each department as indicated:

English	16 credits
Fine & Performing Arts	8 credits
Foreign Languages	8 credits
Mathematics	16 credits



Physical Education	6 credits
& Wellness	2 credits
Science	18 credits
Social Studies	16 credits

4. Summer school credit: All summer school credits must be approved in advance by the Department Head and the Associate Principal. Forms are available for this. Summer school courses may appear on the student's LHS transcript but may not replace existing LHS course offerings.
5. Independent studies must adhere to the following guidelines:
 - a. Students may not use independent study in place of regular departmental course offerings.
 - b. All independent studies are Pass-Fail.
 - c. Independent studies are generally 1 semester-2 credits (potentially three credits in science). In special cases, year-long (4 credit) and quarter (1 credit) independent studies will be considered. Department Head approval is required.
 - d. Participants in any independent study program must generate and sign a contract, to be kept on file in the Department Head's office, that, among other things, specifies location of, frequency of, and length of formal meetings.
 - e. Certain structured learning activities that are designated as part of the High School's educational program and that partially fulfill the Massachusetts Department of Education regulations for time and learning are subject to independent study guidelines.
7. Freshmen are required to carry 28 credits, sophomores 27, juniors 27, and seniors 26, regardless of their credit status. It is recommended that freshmen not exceed 30 credits of course work given the academic demands of the High School. Credit will not be given when a course is repeated.
8. All study halls at Lexington High School are directed studies. Students are expected to do academic work under the supervision of a teacher.
9. Students may qualify for graduation in less than four full years if they have fully satisfied graduation requirements and have submit-



ted a note from a parent to the Principal authorizing early completion. Students leaving in January must complete a checkout form before leaving certifying that all obligations have been met.

10. The following guidelines apply for all course changes defined as drops and/or level changes:

W Grades

- Within the first 12 school days, a student will be allowed to drop a course without a W appearing on his/her transcript.
- After the first 12 school days, if a student drops a course, a grade of W will appear on his/her transcript.

WI Grades

After the first 30 school days of the first quarter for a semester course or after the first 15 school days of the second quarter for a full-year course, if a student drops a course then a grade of WI will appear on the transcript indicating that the student has withdrawn from the course without completing the requirements of the course. If there are circumstances that might warrant a waiver of this policy, a student should contact his/her Dean prior to dropping the course.



Procedures and Policies for Implementing Student Choice

Policy

During their senior year, students may opt out of one of the following three disciplines: science, mathematics or social studies. While LHS graduation requirements have not changed, this option gives students more flexibility in determining a senior year schedule that best reflects their interests, strengths, and post-secondary plans.

Procedures

Students who intend to take advantage of the Student Choice option must still maintain a full schedule of 26 (or more) credits.

During the first phase of course selection, all juniors will be recommended for a science, mathematics and social studies course as in previous years.

A student wishing to opt out of a Student Choice discipline will meet with his/her guidance counselor to review his/her decision, the resulting schedule and any potential implications this may have. Once a student submits a completed Student Choice contract (signed by the student and a parent/guardian) to his/her counselor by the advertised deadline, the “optional” discipline will be dropped.

In the various handbooks, colleges and universities list only the *minimum high school preparation program* needed for a student to be considered for acceptance. There is no guarantee that by meeting the minimum standard a student will be admitted.





The Importance of Community Service

Community service is a way for many people, particularly the young, to regain a sense of community. The Lexington High School Community Service Program has for many years provided students with the opportunity to involve themselves in a variety of enriching, useful and practical experiences which serve the school and community.

Through community service, students can learn new skills, assume responsibilities, become aware of the needs of others, and learn the importance of unselfish serving and giving. Community service links students to the wider community and exposes them to people and situations outside their previous experiences.

Each student at Lexington High School is required to complete a minimum of 40 hours of community service during their high school career (transfer students must perform 10 hours per year of attendance at LHS) in order to graduate. Students must complete 20 hours of community service to be eligible for open campus. Juniors entering the year in September must have 20 hours of community service documented and seniors entering the year in September must have 30 hours documented. Students may begin accruing hours beginning the summer prior to ninth grade. The yearly community service requirement may be satisfied by participation in either a single activity or a combination of approved activities.

Definition of Community Service

Community Service is defined as an act or activity performed by an individual without compensation or academic credit, whose time and effort will benefit/aid a person or group of people and is without direct religious or political involvement. A community service activity must conform to the following:

- Is performed without compensation to the student. Examples: Court-ordered community service, paid work and work receiving academic credit will not be accepted.
- Is not associated with the practice, promotion or ceremonies of any religion. A non-religious activity performed through a religious



community but does not benefit the religious community directly, will be considered.

- Results in a service to at least one person other than the student or the student's relative and is generally of benefit to the "community."
- Is separate from a service activity for which the student is already receiving school or organizational credit.
- Is not performed during scheduled class time.
- Political campaigning or work benefiting political organizations or causes directly can not be accepted.

Process for Earning Community Service Credit

To earn credit for community service:

- The service must meet the prior definition.
- The service must be performed for an approved service organization, or be approved by the Community Service Secretary.
- The service must be verifiable from information provided on the community service form completed by the service supervisor.
- The service form must be submitted to the Community Service Secretary for approval and processing. Forms for each 90-day time period should be dropped off in the community service box in the library by the posted submission deadline.
- The service may be performed in the community at large or at LHS.
- Completed and legible Community Service Forms must be placed in the Community Service bin in the Library Media Center Rm. # 151. Incomplete or late forms may delay the processing of your hours.
- For service during scheduled study halls, prior approval by the student's guidance counselor is required.
- A required "community service learning" component to accompany the 40-hour service requirement is being developed at the time of this publication. Students must complete this academic requirement to receive community service credit for graduation.



The Course Selection Process

1. Since the scheduling process operates on a strict timetable, it is very important that you meet the deadlines listed below for submitting your course requests.
2. To familiarize yourself with the courses that might be appropriate, first read the Course Level explanation and the graduation requirements at the beginning of this booklet; then read the more specific course descriptions listed within each departmental section.
3. For any course that represents continued study within a department, the current teacher will confer with the student and then record the placement on the computer's Course Request File. This student-teacher conferencing will begin in February. Note: Parents should speak directly to the teacher if there is any question about course or level placement. If the issue is still unresolved after the conferencing with the teacher, the parent may request a placement review. A placement review request form must be obtained from the teacher or the department, and must be submitted to the Department Head no later than Wednesday, March 14, 2012
4. We strongly encourage students to maintain a reasonable balance among academic course load, extracurricular activities, and personal time to contribute to their social and emotional well-being. It is extremely important for students and parents to make an informed decision during the scheduling process regarding which course and level is most appropriate for the student. Due to a variety of factors, the selection of a course and level should be considered a yearlong commitment. In order to maintain class sizes that are equitable for all students, it has become very difficult to switch levels once the schedule has been completed. As a result there can be no guarantee that a space will be available in another course or level during a preferred block. **ALL requests which require a level change must receive department head approval.** Only extraordinary circumstances will be considered for a course change request as outlined in the *LHS Student/Parent Handbook*.



5. This year, students will be entering their elective course choices online using the X2 Aspen Student Portal. Information about this process will be distributed in homeroom. **Note: Students in grades 9 must select a minimum of 28 credits, and students in grades 10 and 11 must select a minimum of 27 credits. Seniors must select a minimum of 26 credits.**
6. Students are encouraged to select their academic program carefully. We believe that decisions about courses can be made within a reasonable period of time to best capitalize on the educational process. For guidelines on course changes refer to the *LHS Student/Parent Handbook*.
7. Our intention is to complete the scheduling process by early June so that any schedule conflicts can be resolved before the end of the school year. **Opportunities for schedule changes during the summer and fall are very limited.**
8. Do not hesitate to call for further information. A list of telephone extensions are included for your information on page xxxvi.

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 ability levels, the courses are not “tracked.” There is a misconception that it is impossible to move once you are in a level. This is untrue as students do move up and down 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.

Advanced Placement courses are taught at the college level and follow an approved College Board curriculum. Teacher recommendations and/or departmental approval are required prior to enrollment.

Honors courses are taught at advanced levels and require well-developed scholarship and study skills for success. Teacher recommendations and/or departmental approval may be required prior to enrollment.

College Preparatory – No Level courses employ differentiated instruction to meet the needs of a heterogeneous group of students.

College Preparatory – Level 1 courses are taught at a rigorous level and require sound scholarship and study skills for success.

College Preparatory – Level 2 courses are designed to emphasize the development of the study skills necessary for both advanced academic work and continued progress in the discipline.



Telephone for Information

7:30 am to 3:30 pm

Dial 781-861-2320 and the extension listed below

Department Coordinators Extension

Mr. Robert Collins (Social Studies).....	2183
Ms. Sherry Coughlin (Special Education).....	2177
Ms. Elizabeth Crowell (English)	2183
Mr. Lester Eggleston (Guidance).....	1561
Mr. Sean Hagan (Fine Arts).....	1427
Ms. Whitney Hagins (Science).....	3050
Mr. Jeffrey Leonard (Performing Arts).....	1421
Ms. Marie Murphy (Foreign Languages)	5111
Ms. Barbara Nobles (METCO)	1450
Ms. Angela Parente (lead teacher, MST).....	6020
Mr. Eamonn Sheehan (Physical Education, Wellness).....	1573
Mr. Gary Simon (Mathematics).....	7110
Ms. Sarah Anderson & Ms. Harriet Wallen (Library-Media)	1510

High School Counselors

Ms. Alison Bennett	3074
Ms. Melissa Buttarò.....	3071
Ms. Suzanne Cervo.....	1564
Ms. Beth Kress	5051
Ms. Christine Maloney	1572
Mr. Matthew Medugno.....	7051
Ms. Stephanie Michael	3075
Ms. Stacy Prosowski.....	1567
Ms. Cynthia Tang.....	5052
Ms. Carrie Thibodeau	7052

General Information

Ms. Natalie K. Cohen, Principal.....	1000
Ms. Laura Lasa, Associate Principal	1003
Mr. Charles Caliri, Dean.....	1420
Ms. JoAnn Kilpatrick, Dean.....	5020
Ms. Nancy DeFeudis, Dean.....	7020
Mr. David Lautman, Dean	3040



English

Academic Expectations

The English Department assumes “primary responsibility” for assisting students in achieving proficiency in Academic Expectations 1 (Writing), 2 (Reading) and 4 (Listening), and 9 (Aesthetic Principles). We also acknowledge our collaborative efforts in reinforcing and supporting all of the other academic expectations outlined on page *vi* of the *Program of Studies*. 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://library.lexingtonma.org/lhs/home.html>> 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.



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*, *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 spring 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. Analytical compositions focus on developing insightful student-generated thesis statements as well as incorporating textual



references within unified and coherent supporting paragraphs. Students read *Macbeth* and *Things Fall Apart* and some of the following texts: *Frankenstein*, *Narrative of the Life of Frederick Douglass*, *Nectar in A Sieve*, and *Great Expectations*. Featured throughout the year is an extensive selection of poetry, short stories and expository writing reflecting differences in style and viewpoint. 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 college preparatory 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. Writing instruction focuses on developing unified, coherent and text-supported paragraphs in essays that respond to teacher-guided thesis statements. Creative writing assignments are also given. Students read *Macbeth* and *Things Fall Apart*. Other possible readings include: *Frankenstein*, *Fahrenheit 451*, *Tale of Two Cities*, the *Narrative of the Life of Frederick Douglass*, *A Separate Peace*, poetry, essays and other selections at the teacher's discretion.

1204 – Literature and Composition II

(paired with Social Studies 2204)

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.



Courses Open to Juniors

1308 – American Literature

4 credits

Level: Honors

Students critically examine the breadth, diversity and evolution of American literature through extensive close readings of poems, novels, short stories, plays and essays by a variety of writers. Emphasis in reading is placed on 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. Emphasis in writing is placed on the precise, well-documented analytical essay. In both class discussions and compositions, students will apply critical terminology such as tone, mood, theme and irony and articulate the distinguishing features of each genre.

In addition to poems, essays and short stories by a variety of authors, readings will include some or all of the following titles: *The Scarlet Letter*, Nathaniel Hawthorne; *The Adventures of Huckleberry Finn*, Mark Twain; *Ethan Frome*, Edith Wharton; *Their Eyes Were Watching God*, Zora Neale Hurston; *A Farewell to Arms*, Ernest Hemingway; *The Great Gatsby*, F. Scott Fitzgerald; *Death of a Salesman* and *The Crucible*, Arthur Miller; *Walden*, Henry David Thoreau.

1306 – American Literature

4 credits

Level: CP1

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. Reading assignments cover approximately 20 pages per night. Students will work on analytical and creative writing assignments both at home and in school. These assignments vary in length. Assessments derive from students' reading, writing, grammar exercises and class discussion.

Readings will be selected from Miller: *Death of A Salesman* or *The*



Crucible; Wharton: *Ethan Frome*; Hemingway: *A Farewell to Arms* or selected short stories; Fitzgerald: *The Great Gatsby*; Salinger: *The Catcher in the Rye*; Twain: *Huckleberry Finn*; Hurston: *Their Eyes Were Watching God*. Selected readings from Emerson and Thoreau, as well as a variety of poetry and short stories.

1304 – American Literature

4 credits

Level: CP2

American Literature has a threefold 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.

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.



Courses Open to Seniors

These are semester electives. In each course, you will be expected to write creatively and critically and to sharpen your analytical, reading skills in preparation for college.

Be sure to pick two courses with material that will engage you.

1610 – Modern Art and Lit

2 credits – semester

Level: No Level

Why did buildings get tall? How did the impressionists change painting? How did Oscar Wilde wile his way into our culture? This course will examine the architecture, art, and literature of the late 19th century and 20th century up to WWI.

1620 – Sportswriting and Reading

2 credits – semester

Level: No Level

Read the great sports journalism of our time, including Michael Lewis, Robert Lipsyte, Ernest Hemingway, the daily sports pages and others. Students will write their own personal and journalistic pieces about sports.

1630 – British Literature I

2 credits – semester

Level: No Level

From medieval monster to knights in shining armor, read about tradition of chivalry and fantasy in British literature.

1640 – British Literature II

2 credits – semester

Level: No Level

This course will serve as an introduction to the modern, great writers and poets of Britain including Jane Austen, Anthony Burgess, T.S. Eliot and others.



1650 – The Short Story

2 credits – semester

Level: No Level

How does an author create a really good story? This course will focus on short reading and analytical assignments as it examines such short story writers as Edgar Allan Poe, Kurt Vonnegut, and others.

1660 – Non-Fiction Reading/Writing

2 credits – semester

Level: No Level

This course will look at models of non-fiction through time, from ML King to Malcolm Gladwell and Alice Walker. Students will write their own non-fiction pieces as well.

1670 – Comedy in Fiction

2 credits – semester

Level: No Level

Despite what you may think after reading *Oedipus Rex*, *Things Fall Apart*, and *Death of a Salesman*, the study of English does not always involve doom and gloom. In this class we will look at comedy and humor in fiction, nonfiction, television, and film, and we will consider why many different storytellers have tried to make people laugh, and how they've gone about it. Students will respond to the works we encounter through discussion, and through reflective and analytical writing. Students will also write some comedy and humor of their own.

1710 – Memoir

2 credits – semester

Level: No Level

In this course, students will draw inspiration from their own experiences as well as from writing prompts and mentor texts to create a selection of personal memoirs. Students will share their writing with class members on a regular basis, following a writing workshop model. Readings will include short pieces and excerpts from a variety



of writers as well as some or all of the following titles: *On Writing* by Stephen King, *The Glass Castle* by Jeannette Walls, *All Souls* by Michael Patrick MacDonald, *An American Childhood* by Annie Dillard.

1720 – Poetry

2 credits – semester

Level: No Level

This course will focus on the study of great poems, the writing of poetry, and the shaping of a literary portfolio of creative work.

1730 – Reading Plays

2 credits – semester

Level: No Level

The play's the thing! A look at what makes a play and at the famous playwrights of the nineteenth and twentieth century.

1750 – Film Analysis

2 credits – semester

Level: No Level

This course will look closely at a few films and how a director chooses to shoot and edit his work.

1770 – Shakespeare I

2 credits – semester

Level: No Level

This course will focus on the tragedies and histories of Shakespeare, including such works as *Hamlet*, *Othello*, *Henry IV* and *Henry V*.



1780 – Shakespeare II

2 credits – semester

Level: No Level

This course will focus on the comedies and romances of Shakespeare, including such works as *The Tempest* and *Much Ado About Nothing*. Shakespeare I is *not* a prerequisite.

1810 – Dystopias

2 credits – semester

Level: No Level

This course will look at works by such writers as Orwell, Atwood, Heinlein, Bradbury and others that examine the possibilities of the future and the problems of the time.

1820 – Nature Writing

2 credits – semester

Level: No Level

Thoreau was not alone in his focus on our interaction with the natural world. Students in this course will read, discuss, research, and write about nature writing from its inception through contemporary times, using essays, poetry, journal articles and some fiction to consider “the nature of Nature” and its influence on the literary imagination. Readings will include excerpts and longer works from such writers as Emerson, Thoreau, Whitman, Muir, Jeffers, Carson, Berry, Dillard, Silko and McPhee.

1830 – Literature of Our Time

2 credits – semester

Level: No Level

This course will look at very recent fiction and poetry from around the world in the past the past 20 years.



1840 – Reading The 50s And 60s: Beats, Beatles, and Beyond

2 credits – semester

Level: No Level

Students in this senior elective will read, discuss, and independently research the literature of this age of reaction, focusing on authors' responses to an increasingly fragmented and fragile social environment. From the Beat movement through the revolutionary Sixties, writers and singer/songwriters expressed both a candid critique and a romantic envisioning of possibilities that significantly altered the literary and social landscapes. Readings will include excerpts and longer works from such writers as Ginsberg, Kerouac, Vonnegut, Baldwin, Salinger, Mailer, Hansberry, Steinem, Dylan, Cohen and Lennon.

5486 – Mythology

See Interdisciplinary Studies – page 62

2780 – Journalism

See Interdisciplinary Studies – page 62

Seniors only may take this class for English credit with direct permission of the Department Head.



Fine & Performing Arts

Academic Expectations

The Fine 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 outlines on page *vi* of the *Program of Studies*. The goals and objectives of the course offerings listed below reflect the overall goals of Lexington High School’s Fine 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.



Fine Arts

The visual arts curriculum at Lexington High School is a body of knowledge which 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 as well as in problem solving, authentic assessment and using the computer as a learning tool. 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 Art

2 credits – semester

Level: No Level

An introductory course which is a prerequisite for all other visual arts courses. Students will be introduced to the elements, principles and vocabulary of design. Students will be introduced to 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.

6410 – Computer Animation

(Academic Expectation 7: Technology)

2 credits – semester

Level: No Level

Prerequisite:

Foundations of 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 and staging will be emphasized. Students will publish movies to CD ROM as well as the Internet.

6111 – Drawing I

2 credits – semester

Level: No Level

Prerequisite:

Foundations of Art

Through a series of projects that involve both observation and imagination, students will learn a variety of drawing techniques that involve essential coordination of the hand, eye and mind. Students will become familiar with different drawing media, including pencil, conte crayon, oil pastels and pen and ink. Sketchbook assignments will complement studio projects.

6112 – Drawing II

2 credits – semester

Level: No Level

Prerequisite:

Drawing I

An in-depth continuation of Drawing 1, this course will consist of more advanced projects that require personal interpretation and exploration. Students will experiment with a variety of familiar drawing media and their application to a deeper investigation of drawing principles, including contour, value, proportion, composition, focus, balance and intent. Students will be required to keep a sketchbook/visual journal.

6130 – Illustration

2 credits – semester

Level: No Level

Prerequisite:

Foundations of Art and/or 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 illustrators. 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 story telling skills will be strengthened in this class.

6120 – Advanced Drawing

2 credits – semester

Level: No Level

Prerequisite:

Drawing II

Students will draw from observation and imagination to further their artistic ability. Drawing challenges will include working from landscape, interiors, portraiture, still life, and solving various compositional conundrums. Class discussions will include historical and contemporary art ideas. A variety of techniques and materials will be explored and students will be asked to keep a sketchbook outside of class in order to explore personal drawing interests.

6141 – Painting I

2 credits – semester

Level: No Level

Prerequisite:

Foundations of Art and 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 Paint-



ing 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:

Foundations of Art

Students will explore the potential of clay by being introduced to the basic techniques of handbuilding 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 handbuilding, wheelworking 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:

Foundations of Art

Open to students in grades 11 or 12 or permission of the instructor. Students will be introduced to the basic techniques of the camera



and image printing in the darkroom. The course is focused on black and white traditional photography. Students will need a 35mm manual film camera as basic equipment for the course. Students need to also plan on purchasing film and photographic paper as needed throughout the semester (approximately \$65 total).

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. Students will be introduced to exciting techniques such as infrared, hand coloring, toning and night photography. Students may repeat this course for credit with permission of the instructor.

6260 – Documentary Photography

2 credits – semester

Level: No Level

Prerequisite:

Photography I

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.



6270 – Digital Imaging

2 credits – semester

Level: No Level

Prerequisite:

Foundations of 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, photo graphic collage, etc.

Point and shoot digital cameras are required. Digital SLR cameras are recommended but not required.

6290 – Portfolio

2 credits – semester

Level: No Level

Prerequisites:

Foundations of Art and two other Visual Arts courses

Open to students in grade 11 and 12. This course is offered first semester only. It is strongly recommended for any senior who may wish to complete a portfolio of art work as part of his/her application to art and architecture schools or liberal arts colleges and universities. Projects are designed to foster the development of a personal voice through drawing and painting, and to supplement students' existing portfolio.



6181 – The Art of Book Design

2 credits – semester

Level: No Level

Prerequisite:

Foundations of Art

Open to students in grades 10, 11 or 12. In this course, students will explore a variety of materials, tools and construction and binding techniques, including basic codes, Japanese stab bindings, star binding, fold books and combination books. In this studio workshop, students will be encouraged to incorporate found materials, acquired techniques and especially their imagination in the design of personal journals and other book forms in the creative expression and communication of both verbal and visual ideas.

6182 – Advanced Book Design

2 credits – semester

Level: No Level

Prerequisite:

The Art of Book Design

This course is for serious book design students who want an opportunity to explore nontraditional and combined book structures as well as the ways that books can be used as a means of personal expression. Projects will include altered books; print making and paper design for books; the definition of a page and how it can speak to other pages; and the discussion and exploration of how books can be visual vehicles for the messages they carry. Students will be encouraged to incorporate found and nontraditional materials in their book construction and to create original book forms in which form complements content.

6230 – Sculpture

2 credits – semester

Level: No Level

Prerequisite:

Foundations of Art

Sculpture is a one-semester introductory course dealing with form and



space. Conceptually, it will build on the Foundations of Art course, concentrating on 3-D design principles. Students will be introduced to a variety of materials. Students self-expression will be encouraged through exploration of traditional and non-traditional approaches to sculpture.

Students 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.

6430 – Web Design

See Interdisciplinary Studies – page 62

6311 – Digital Video Production

2 credits – semester

Level: No Level

Open to sophomores, juniors and seniors. 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, student 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 two-three 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:

Successful completion of An Introduction to Television Production and/or permission of the instructor

Students will continue to develop and sharpen skills from Television 1. 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 highlighting the video segments. The magazine show will be televised on LEXMedia.

6490 – Directed Study

2 credits – semester

Level: No Level

Prerequisite:

Permission of the instructor

Directed Study is interpreted as a course of study whereby a student can give evidence of completed original work and/or completion of the appropriate course in that particular arts discipline. The student should have specific ideas about what he/she wants to accomplish and be willing to establish specific critique time with the specific instructor. Directed study is not to be interpreted as “private lessons,” i.e., applying for a directed study with little or no background or experience in that art form.



Performing Arts: Drama



6510 – Art of the Theater

2 credits – semester

Level: No Level

This course is an introduction to drama and theater. All students will learn to work in imaginative situations truthfully. A variety of approaches to drama and theater are illuminated to students throughout the course. Exploratory improvisation, movement, text and scene work are used to examine the human condition in real and imagined scenarios. Some examples of work include subtext and character, theme, metaphor, form and content, the dynamics of status. This class may not be repeated for credit.

6520 – Improvisational Theater

2 credits – semester

Level: No Level

This course is an introduction to improvisation in its many forms. Students will begin with simple improvisation exercises that develop imaginary object use, free association and spontaneity skills, free form improvisation, movement improvisation and structured improvisation. Ensemble work will be stressed as students are expected to invest in each other's success. Thematic work around performance genres, stereotyping character, metaphor and abstraction will be ongoing. This class may not be repeated for credit.



6530 – Public Speaking

(Academic Expectation 3: Speaking)

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 supplement teacher evaluation. This class may not be repeated for credit.

6540 – Drama of Social Issues Performance Workshop

2 credits – semester

Level: No Level

Description and prerequisite updated after publication (1/30/12)

Prerequisite:

6510 or 6520. 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 improvisation and scripting, 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.



6570 – Playwriting

2 credits – semester

Level: No Level

6580 – Directing

2 credits – semester

Level: No Level

Prerequisite:

One drama class (not Public Speaking) at LHS. Students should plan to take both semesters of this class within the same academic year, but exceptions may be made on a case-by-case basis. Please be sure to include both course numbers when registering for this class.

May not be repeated for credit.

First Semester: 6570 Playwriting

Areas to be covered may include analysis of dramatic and literary conventions used to create a successful script. Students will engage in a variety of writing exercises to develop their skills in playwriting, while also reading and discussing the work of several playwrights including Shakespeare, Shephard, Beckett, Auburn, and more. Students will also be expected to write a ten-minute play by the end of the semester. There will be weekly class critiques of the playwriting exercises. Students will be given plenty of time to work on writing exercises.

Second Semester: 6580 Directing

Areas to be covered may include the role of the director in modern day from concept to production; the relationship of the director, the actors and the designers to the text; Aristotle's dominant dramatic values, introduction into the ideas of Stanislavski, Grotowski, Peter Brook, Kazan; and more. The course requirements include in-class exercises and experiments, group presentations, a final project, and a production book. Some of the plays we will read this semester may include *Angels in America*, *A Street Car Named Desire*, *Waiting For Godot*, *The American Dream*, *The Bald Soprano*, *The Owl Killer*, *You Come Back Home*, *Crimes of the Heart*.



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. 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. Projects may include Docudrama-type narratives such as Anna Deveare Smith's, "Twilight Los Angeles," and other exploratory dramas. Student work may be showcased to invited audiences.

This class may *not* be repeated for credit.

Please Note:

Both Art of the Theater 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.

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.



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

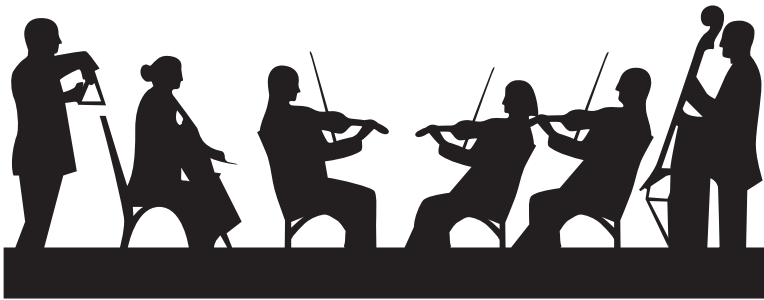
4 credits – year

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 regularly use the digital music MIDI lab to aid in aural skills development and to complete class composition projects.

This course may be a prerequisite for the Jazz Improvisation course.

This course may be repeated for credit.





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.

6710 – Mixed Chorus

4 credits – year

Level: No Level

Prerequisite:

Student must demonstrate the ability to match pitch.

Mixed Chorus is open to all Lexington High School students who are interested in performing as a member of a vocal ensemble. 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.

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

Select Vocal Ensembles

6720 – Women's Chorus

4 credits – year

Level: No Level

Prerequisite:

Audition

This course is open to all female Lexington High School students by



audition. 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 women's 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 dress rehearsals and performances is mandatory.

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 – Student-Directed *A Cappella* Ensembles

credits variable – 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 late spring or early fall. Rehearsals are for two hours one evening per week. Students may elect to audition for Pitchpipes or Rock, Paper, Scissors (all male groups); Euphoria, Guacamole or Onomatopoeia (all female groups); or Mixed Nuts or Peanut Butter and Jelly (mixed group). 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 several concerts spread over the course of the school year.

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 out side 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:

Three years of string study

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 (formerly Honors) 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 6938, Symphony (formerly Honors) 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 rehearsal, mentor younger players and form small ensembles that will perform within the school and community.

6850 – Beginning Jazz Improvisation

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. Students must get approval from the instructor to request the course.

Beginning Jazz Improvisation is the starting point for students interested in learning to improvise in the unique musical idiom of jazz. In this class you will be exposed to jazz through listening, playing, writing and performing. Our main focus, however, will be improvisation, which is the art of manipulating the elements of music in real-time. Other course material will include composition, music theory and transcription.

There are four concerts called “Jazz Nites” over the course of the year; attendance at all four is required. The Beginning Jazz Improvisation classes present performances at two 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.



6860 – Seminar in Jazz Improvisation

4 credits – year

Level: No Level

Prerequisite:

completion of the Beginning Jazz Improvisation course. (Students with the equivalent knowledge and experience may request an audition for placement in this class).

Seminar in Jazz Improvisation is the next step for students interested in continuing their study of improvisation in the unique musical idiom of jazz. In this class you will be exposed to jazz through listening, playing, writing and performing; other course material will include composition, music theory and transcription.

There are four concerts called “Jazz Nites” over the course of the year; attendance at all four is required. The Seminar in Jazz Improvisation 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 who 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

1 credit – semester

Level: No Level

Prerequisite:

Students must have completed their Fine and Performing Arts graduation requirements before enrolling in an Independent Study. Students must be concurrently enrolled in one or more performing groups listed in the Program of Studies.





Foreign Languages

Academic Expectations

The Foreign Language Department assumes “primary responsibility” for assisting students in achieving 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 on page *vi* of this *Program of Studies*. The goals and objectives of the course offerings listed below reflect the overall goals of the Foreign Language 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.



The Foreign Languages Department offers courses in American Sign Language, Chinese, French, German, Italian, Latin and Spanish. 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.

In nearly all cases, it is extremely 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. Final examinations comprise 20% of the year grade. The content of final examinations is the same for all sections of a given course. The study of a world language is sequential and requires continuity. Trying to resume a world language after a period of not taking any generally requires the repetition of a level previously taken and for which one cannot again receive credit.

**NOTE:**

The proficiency stages for ASL, French, German, Italian, Latin, Mandarin and Spanish are in accordance with the Massachusetts Foreign Languages Curriculum Framework and represent the level the student will strive to achieve by the end of the course. For further information, please refer to the Massachusetts Department of Education website: <http://www.doe.mass.edu/frameworks/current.html>

American Sign Language

5816 — American Sign Language I

4 credits

Level: CP1

Prerequisite:

None

This course provides an introduction to American Sign Language. Areas studied include the grammatical structure, usage and history of ASL. Classwork and homework assignments focus on ASL expressive and receptive skill development, utilizing interactive reinforcement drills, roleplays, 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. Enrollment in this course is limited to 18 students.

Successful completion of ASL I fulfills Lexington High School's foreign language graduation 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 feel more comfortable when signing to their peers, in group and partner work and during signing presentations to the class. Enrollment in this course is limited to 18 students.

Successful completion of ASL II fulfills Lexington High School's foreign language graduation requirements.

French

5116 — French I

(Proficiency Stage 1)

4 credits

Level: CP1

Prerequisite:

None

This course is for students who are beginning their study of French and for those coming into the high school who would like to strengthen their basic skills. Through hands-on activities, students will learn the four basic language skills of listening, speaking, reading and writing. Songs, presentations, skits and group activities will allow students to express themselves in a variety of everyday situations. Emphasis will be on speaking and listening activities in order to give students confidence in their ability to communicate in French. This course is taught progressively in French.

5128 — French II

(Proficiency Stage 2)

4 credits**Level: Honors***Prerequisite:**B or higher in 5116 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. Written and oral precision will be emphasized. Using a wide variety of verb tenses including the subjunctive, students will learn to communicate more confidently and spontaneously. Students will read and discuss authentic French texts, including *Du lait au fiel*, *La Belle et la Bête* and *Le Comte de Monte-Christo*. Films and cultural topics will also be explored. This course is taught exclusively in French.

5126 — French II

(Proficiency Stage 2)

4 credits**Level: CP1***Prerequisite:**C or higher in 5116 and teacher recommendation.*

This course will reinforce basic language skills in action. Students will learn to express themselves in a more sophisticated way, creating complex sentences in the present, past and future tenses. Students are encouraged to speak spontaneously in a variety of skits, games and conversations. Written and oral precision will be emphasized. Using songs, poems, comic strips and humorous stories, students will develop strategies to help them interpret authentic French materials. Franco-phone culture will come alive via films, web sites, articles. This course is taught exclusively in French.



5138 — French III

(Proficiency Stage 3)

4 credits

Level: Honors

Prerequisite:

B or higher in 5128 and teacher recommendation.

This course is for very motivated students who are able to build upon a strong foundation of structures and vocabulary. The rapid acquisition of grammatical structures and idiomatic vocabulary is emphasized. Students will learn to be more creative in their expression and to use language independently to inform, narrate, describe, question, persuade as well as express feelings and attitudes. Listening skills will be developed systematically through regular exposure to authentic, rapidly spoken French dialogues on a variety of topics. The study of literature will continue with the reading of Saint-Exupéry's "Le Petit Prince". The course is taught exclusively in French.

5136 — French III

(Proficiency Stage 3)

4 credits

Level: CP1

Prerequisite:

C or better in 5126 and teacher recommendation.

This course is for students who are ready to appreciate the subtleties of real French speech and culture. Through the in-depth study of amusing stories, poems, songs and a popular French film, students will acquire vocabulary and speech patterns that go beyond the average textbook. Students will significantly improve their ability to understand authentic spoken French while using the language to learn about and discuss francophone cultures, history and other topics of interest. On a structural level, students will use compound tenses and the subjunctive mood to articulate emotions and reactions in real-life situations, both orally and in writing. This course is taught exclusively in French.



5148 — French IV

(Proficiency Stage 4)

4 credits

Level: Honors

Prerequisite:

B or better in 5138 and teacher recommendation

In this course, students will read and discuss a variety of literary genres: essays, short stories, and poetry as well as full-length unglossed novels. Course work will include oral reports and written compositions. Students will begin to speak in paragraphs rather than in short sentences with increased accuracy. This course helps prepare students for the SAT II and is a prerequisite for the French V Advanced Placement Language and French V Advanced Placement Literature courses. This course is taught exclusively in French.

5146 — French IV

(Proficiency Stage 3-4)

4 credits

Level: CP1

Prerequisite:

C or better in 5136 and teacher recommendation.

In this course, students will apply their linguistic skills to increasingly diverse and culturally rich materials. New vocabulary and grammatical structures will be drilled, enabling students to pursue more open-ended and creative communication. Reading comprehension will be developed through a variety of excerpts from French literature. This course is taught exclusively in French.



5156 — French V Film and Conversation

(Proficiency Stage 4)

4 credits

Level: CP1

Prerequisite:

C or better in 5146 and teacher recommendation.

The main goal of this course is to speak and interact as much as possible in the target language. Student participation counts for a very large percentage of the overall grade. Rather than focusing on grammar exercises, students will discuss numerous francophone films: their themes, styles, perspectives and contexts. Students will also practice their speaking skills by presenting films of their choice and creating movies as part of their final project. French V is structured around key themes presented in all types of francophone cinema, including modernity, colonization, and personal responsibility towards others. This course is taught exclusively in French.

5169 — French AP Language

(Proficiency Stage 4)

4 credits

Level: Advanced Placement

Prerequisite:

B or better in 5148 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 French and 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 French Language Examination in the spring. This course is taught exclusively in French.



5158 — French V Literature

(Proficiency Stage 4)

4 credits

Level: Honors

Prerequisite:

B or better in 5148 and teacher recommendation

This course offers an in-depth study of French literature from different periods in the original language. Students will learn to formulate and express critical opinions and judgments in correct oral and written French, as well as acquire the basic concepts and terminology of textual analysis. The works read will be discussed thoroughly in class, thus developing oral communication skills as well as reading comprehension and vocabulary. This course is taught exclusively in French.

5195 — French Exchange Seminar

1 credit

Level: No Level

Prerequisite:

Selection to participate in the exchange program with France.

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 French 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.



German

5216 — German I (Proficiency Stage 1)

4 credits

Level: CP1

Prerequisite:

None

For beginning German students. All four language skills will be taught: listening, speaking, reading and writing. Stress will be on the development of practical language skills. Various cultural assignments and a Geography unit are a part of this introductory year of the German language. Language laboratory recordings are part of this course. The class will be conducted progressively in German.

5226 — German II (Proficiency Stage 2)

4 credits

Level: CP1

Prerequisite:

C or better in 5216 and teacher recommendation.

This is a course for students who, having developed elementary skills in German, are ready to increase their proficiency in oral comprehension and in speaking, reading and writing skills. Somewhat higher levels of grammatical structures and vocabulary than in German I are studied throughout the year. Language laboratory recordings are part of this course. The class will be conducted exclusively in German.



5236 — German III

(Proficiency Stage 3)

4 credits

Level: CP1

Prerequisite:

C or better in 5226 and teacher recommendation.

This is a course for students who, having successfully completed German II, are ready to substantially improve 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 variety of reading selections are introduced. Language laboratory listening and taping are an integral part of this course. German short films in the context of the discussions of modern German life are also an integral part of this course. This class is conducted exclusively in German.

5248 — German IV

(Proficiency Stage 4)

4 credits

Level: Honors

Prerequisite:

C or better in 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 fairytales, 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. This class is conducted exclusively in German.



Italian

5316 — Italian I

(Proficiency Stage 1)

4 credits

Level: CP1

Prerequisite:

None

This course is for students who wish to begin the study of Italian. It provides a foundation in the basic skills of reading, writing, listening and speaking. There is written and oral practice with systematic repetition of words for vocabulary building. Audiovisual materials and ancillary materials are utilized. There is regular use of the language lab. This course is taught progressively in Italian.

5328 — Italian II

(Proficiency Stage 2)

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 exclusively in Italian.

5326 — Italian II

(Proficiency Stage 2)

4 credits

Level: CP1

Prerequisite:

C or better in 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 exclusively in Italian.

5338 — Italian III

(Proficiency Stage 3)

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

(Proficiency Stage 3)

4 credits

Level: CP1

Prerequisite:

C or better in 5326 and teacher recommendation

This course builds on previously learned skills of understanding, speak-



ing, reading and writing Italian. The vocabulary, which is reviewed and introduced, will cover such topics as the house, arts and drama, politics, the work force, driving, the environment and multicultural society. Students will be required to utilize these topics to write creative dialogues and compositions. Grammatically, students will continue to express themselves in past, present and future situations, using the tenses learned in Italian I and Italian II. To express more abstract situations, the subjunctive will be studied. Selections from Italian literature will be studied. There will be regular work in the language lab. This class is conducted exclusively in Italian.

5346 — Italian IV Film and Conversation

(Proficiency Stage 4)

4 credits

Level: CP1

Prerequisite:

C or better in 5336 and teacher recommendation

The main goal of this course is to speak and interact as much as possible in the target language; student participation counts for a very large percentage of the overall grade. Rather than focusing on grammar exercises, students will discuss different genres of Italian films from post World War II to modern day Italy. Students will also practice their speaking skills by presenting films of their choice and creating movies as part of their final project.

5348 — Italian IV

(Proficiency Stage 4)

4 credits

Level: Honors

Prerequisite:

B or better in 5338 and teacher recommendation

The goal of this course is to prepare students to perform at a high level of proficiency in the four basic language skills: listening, speaking, reading and writing. The guidelines meet the ACTFL proficiency standards for advanced students. 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. This course is taught exclusively in Italian.



5349 – Italian AP Language

(Proficiency stage 4)

4 credits

Level: Advanced Placement

Prerequisite:

B or better in 5338 and teacher recommendation

The overall goal of this course, as set fourth 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.

5395 — Italian Exchange Seminar

1 credit

Level: No Level

Prerequisite:

Selection to participate in the exchange program with Italy.

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 Italian 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 is provided.



Latin

5416 — Latin I

(Proficiency Stage 1)

4 credits

Level: CP1

Prerequisite:

Success in English or a previous foreign language

Latin I is a fast-paced introduction to inflected language, requiring academic rigor and attention to detail. Coursework will consist of the basic grammatical structures of the Latin language, with emphasis throughout on the language as a reflection of the values and attitudes of its speakers. These concepts will be reinforced and practiced in class with individual and small-group activities and occasional games. Readings in Roman culture and some study of English vocabulary through its Latin origins will be included.

5426 — Latin II

(Proficiency Stage 2)

4 credits

Level: CP1

Prerequisite:

C or better in 5416 and teacher recommendation

A continuation of grammatical structures; selected readings in prose from a variety of sources, with emphasis on placing these readings within their cultural (historical, social, religious) context.



5436 — Latin III

(Proficiency Stage 3)

4 credits

Level: CP1

Prerequisite:

C or better in 5426 and teacher recommendation

A study of Roman civilization through its literature with special emphasis on the Aeneid of Vergil as a literary/religious expression of Roman concerns about the Empire and its origins in the age of Augustus. Supplementary readings from a number of Roman authors will be included.

5448 — Latin IV

(Proficiency Stage 4)

4 credits

Level: Honors

Prerequisite:

C or better in 5436 and teacher recommendation.

A survey of the literature of the Roman Republic from its origins to the age of Augustus, through representative selections from a variety of authors.

5486 — Mythology

See Interdisciplinary Studies – page 62



Mandarin

5516 — Mandarin I

(Proficiency Stage 1)

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. This course is taught progressively in Mandarin.

5528 — Mandarin II

(Proficiency Stage 2)

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 rapid 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

(Proficiency Stage 2)

4 credits

Level: CP1

Prerequisite:

C or better in 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. Students can choose to write in either traditional characters or simplified characters. This course is taught exclusively in Mandarin.

5538 — Mandarin III

(Proficiency Stage 3)

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 rapid 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

(Proficiency Stage 3)

4 credits

Level: CP1

Prerequisite:

C or better in 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. Students can choose to write in either traditional characters or simplified characters. This course is taught exclusively in Mandarin.

5548 — Mandarin IV

(Proficiency Stage 4)

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 rapid 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.



5559 — Mandarin AP Language and Culture (Proficiency Stage 4)

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. 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 is provided.



Spanish

5616 – Spanish I (Proficiency Stage 1)

4 credits

Level: CP1

Prerequisite:

None

This course is for students who are beginning the study of Spanish and for those students coming into the High School who would like to strengthen their skills. Students will learn the four basic learning skills: listening, speaking, reading and writing. Stress will be on the development of practical language. This class is taught progressively in Spanish.

5614 — Spanish I (Proficiency Stage 1)

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, overhead transparencies, pre-recorded CD's, and DVD's will be used. This class is taught progressively in Spanish.

5628 — Spanish II (Proficiency Stage 2)

4 credits

Level: Honors

Prerequisite:

B or better in 5616 and teacher recommendation



This course is conducted in Spanish and is for students of proven linguistic ability. It continues the development of listening, speaking, reading and writing skills. Many new verb tenses and vocabulary are integrated into the themes of the chapters. There are frequent language laboratory sessions. At times the students will make recordings. This class is taught exclusively in Spanish.

5626 — Spanish II

(Proficiency Stage 2)

4 credits

Level: CP1

Prerequisite:

C or better in 5616 and teacher recommendation

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 exclusively in Spanish.

5624 — Spanish II

(Proficiency Stage 2)

4 credits

Level: CP2

Prerequisite:

C- or better in 5614 and teacher recommendation

This course is for students who wish to continue their 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, overhead transparencies, pre-recorded CD's, and DVD's will be used. This class is taught progressively in Spanish.



5638 — Spanish III

(Proficiency Stage 3)

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 exclusively in Spanish.

5636 — Spanish III

(Proficiency Stage 3)

4 credits

Level: CP1

Prerequisite:

C or better in 5626 and teacher recommendation

This course is designed for highly motivated students with a strong foundation in Spanish. The course will build upon vocabulary and grammar skills learned in previous years, while introducing new vocabulary and grammar concepts. Students are required to read and understand informational text, to read authentic Spanish literature and to discuss the information in both oral and written forms. This class is taught exclusively in Spanish.

5634 — Spanish III

(Proficiency Stage 3)

4 credits

Level: CP2

Prerequisite:

C- or better in 5624 and teacher recommendation

This course extends the learning of the Spanish language and the culture of Spanish-speaking regions of the world. The language component of this course will strengthen social and conversational ability, as



well as topic-specific terminology in Spanish. Latin American history and culture will be explored from the colonial period to the present. Students will complete in-depth studies of selected countries and regions where Spanish is spoken. Students will read authentic literature in Spanish. Particular emphasis will be placed on authentic linguistic and cultural experiences including an appreciation for music, art, literature, food, clothing and celebrations past and present. This class is taught progressively in Spanish.

5648 – Spanish IV

(Proficiency Stage 4)

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. A variety of methods will be used such as weekly use of the language laboratory, compositions, readings from text and literary sources and student presentations. This course helps prepare students for the SAT II exam and for the AP Spanish Advanced Placement course. This is taught exclusively in Spanish.

5646 – Spanish IV

(Proficiency Stage 3-4)

4 credits

Level: CP1

Prerequisite:

C or better in 5636 and teacher recommendation

Grammar topics are reviewed and used as the class is conducted in Spanish. The aural/oral skills are also employed in the language laboratory. A variety of readings is covered through short stories, novels and plays. Students further develop speaking and writing skills when discussing the themes in their compositions. This course does not prepare students for the Spanish Advanced Placement exam. This class is taught exclusively in Spanish.



5659 — Spanish AP Language (Proficiency Stage 4)

4 credits

Level: Advanced Placement

Prerequisite:

B or better in 5648, teacher recommendation, and a speaking and writing placement assessment.

The principal goal of the course is to ensure that all students attain an advanced level of proficiency in the areas of reading, writing, listening, and speaking. These skills are never taught in isolation but rather in an integrative way. The Advanced Placement Spanish Language Examination is not based on specific course content but instead attempts to evaluate levels of performance in the use of the language, both in understanding written and spoken Spanish and in writing and speaking with ease in correct and idiomatic Spanish. Students will regularly demonstrate proficiency using each of the three communicative modes: interpersonal, interpretative, and presentational. In addition, students will learn to synthesize information amassed from authentic sources, both print and aural. Students who elect this course will successfully complete a speaking and writing assessment which will be administered in the spring. This class will be taught exclusively in Spanish.

5658 — Spanish Literature, Culture & Civilization (Proficiency Stage 4)

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 short stories, poetry, a novel and a play. 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 exclusively in Spanish.



5656 – Spanish V Film and Conversation (Proficiency Stage 4)

4 credits

Level 1

Prerequisite:

C or better in 5646 and teacher recommendation

The main goal of this course is to speak and interact as much as possible in the target language; student participation counts for a very large percentage of the overall grade. Rather than focusing on grammar exercises, students will discuss numerous films from Spanish-speaking countries: their themes, styles, perspectives and contexts. Students will also practice their speaking skills by presenting films of their choice and creating movies as part of their final project.

5090 — Independent Study

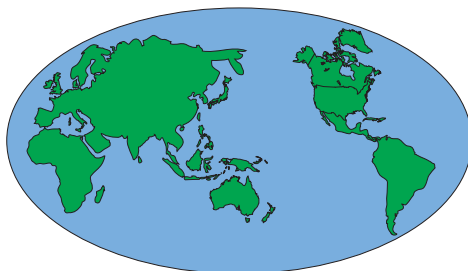
4 credits

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.





Interdisciplinary Studies

2780 – Introduction to Journalism

English (Seniors only may take this class for English credit with direct permission of the Department Head.)

Social Studies

2 credits – semester

Level: No Level

Prerequisite:

Open to students in grades 9-11 Priority will be given to underclassmen.

Journalism is an introduction to the news media, especially print journalism, that emphasizes news-gathering and news-writing skills. Students will learn fundamental journalism skills and principles that will enable them to produce pieces for The Musket, Lexington High School's student-run newspaper. In addition to the history of the news media, students will learn to write pieces in news, features and opinions and to copy-edit newspaper stories. The course will also look at the changing role of the news media today. (Academic Expectations 1, 2 and 8)

5486 – Mythology

English

Foreign Language

Social Studies

2 credits – semester

Level: CP1

Students may take Mythology for English, Foreign Language or Social Studies credit. This course will focus on myth as a system of thought, one which enables human beings to ask the important questions about themselves and their world and to answer them through the medium of symbols. The mythologies of three 'cultures' – Greek, Babylonian, and American Indian – will be examined in some detail. Topics will include creation myths, trickster stories, hero tales, the journey to the other world, and oral poetry. **Open only to seniors.**



6430 – Web Design

Fine Arts (*Academic Expectation 7: Technology*)

Math

4 credits (2 in math, 2 in fine arts) – full year course

Level: No Level

Prerequisite:

Foundations of Art

This course is for students interested in developing web-design and leadership skills. Students develop their organizational and presentation skills through a series of web-design projects ranging from the creation of a personal web page to complete site design for outside clients. Additionally, students will apply universal design strategies to promote access for everyone. Through project-based learning, students develop skills in problem solving, presentation, research and critical thinking.

Students will learn basic HTML and CSS skills, as they design web pages utilizing web standards. Throughout the course students will work in various teams to develop their sites, including interactive web sites for school and community clients. Each group will take their clients through the entire web-development process, including project plan, design mock-up, development, test and launch.



Mathematics

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 acknowledge our collaborative efforts in reinforcing and supporting all of the other academic expectations outlined on page *vi* of this *Program of Studies*. The goals and objectives of the course offerings listed below reflect the overall goals of Lexington High School’s Mathematics 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.



Goals of Mathematics

Teaching and Learning

The Mathematics Department offers a substantive four-year sequence of college-preparatory courses for students with varied learning styles and academic interests. Our goal is to enable every student to reach his or her potential in a supportive, academically focused environment. In every mathematics course, we want students to learn what it means to explore and discover mathematics; what it means to collect data, observe patterns, make conjectures, and generalize these findings; what it means to produce a coherent logical argument—to think deductively; what it means to create a mathematical model; what it means to represent a solution analytically, geometrically, numerically, and verbally; what it means to analyze a problem and persevere until it is solved; in essence, what it means develop the habits of mind of a mathematician and to think critically. We believe all students can reach high standards of academic achievement and come to appreciate the power and beauty of mathematics.



Graphing Calculators and Computer Technology

As the Mathematics Department continues to integrate technology into the mathematics curriculum in educationally sound ways, we are excited about the potential that these tools offer to the teaching and learning of mathematics. Through the use of educational technology, students have greater opportunity to be actively engaged in genuine mathematical exploration, inquiry, and analysis, to develop deeper mathematical understanding and insight, and to understand the limitations of technology.

The Mathematics Department *strongly recommends* that all students purchase a *Texas Instruments TI-83+ or TI-84+* graphing calculator which will be used in their mathematics courses for class work, homework, and assessment throughout their high school education. In order for all of our students to have access to graphing calculators, we are asking for your continued support with our graphing calculator policy.

Course Level Descriptions

The Mathematics Department offers courses at various instructional levels: No Level, College Preparatory 2, College Preparatory 1, Honors, and Advanced Placement. It is important to note that all levels are college preparatory and share an essential common core curriculum which is aligned with the 2011 Massachusetts Curriculum Framework for Mathematics which incorporates the Common Core State Standards in Mathematics.

Placement Review and Outside Coursework

Students and parents are advised to consider teacher recommendations very carefully and to consult with the teacher if there is disagreement about placement. If mutual agreement cannot be reached after consultation with the teacher, then a **Placement Review Form** should be requested from the teacher and sent to the Department Head. Placement decisions will be made by a committee consisting of the Department Head and at least two teachers (not including the student's current teacher).



Please note that a separate form, **Summer School Preapproval**, is required if you anticipate any outside course of study might impact the appropriate placement of a student in the mathematics program. **No schedule change requests resulting from any outside course of study will be honored without this prior approval which must be submitted by April 1 to the Department Head.**

Course Expectations and Final Examinations

Although each teacher writes his or her own course expectations and grading policies for each course, there are certain expectations common to all sections of the same course. For example, the extent to which students are allowed to use note cards or reference sheets during assessments will be consistent across sections. Since reinforcement and extension of class work are important components of mathematics instruction, all sections of the same course will have similar homework expectations. All agreed upon common expectations will be included as part of the teacher's course expectations which are distributed at the beginning of each course.

All sections of the same course are administered a departmental final examination consisting of multiple choice, short answer, and open-response questions. The intent is to ensure that all students have learned the essential common core curriculum for each course and are adequately prepared for subsequent courses. It also gives flexibility to cover optional topics based on student and teacher interest. Departmental final exams will become public on a rotating basis by course. Course syllabi for each course will be available on the Mathematics Department website (<http://lps.lexingtonma.org/domain/418>).

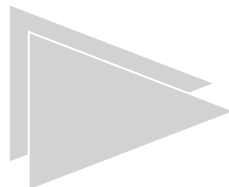


New Math Courses for Class of 2016

Starting in 2012-2013, the Lexington High School Mathematics Department is replacing its current sequence of separate algebra and geometry courses with a new sequence of mathematics courses in which algebra, geometry, and statistics are blended together in each year. This change will enable Lexington High School to effectively address the 2011 Massachusetts Curriculum Framework based on the Common Core State Standards Initiative. The aim of the new courses is to present mathematics as a cohesive whole, while emphasizing vital mathematical practices such as reasoning, problem solving, and modeling.

Currently, nearly all students take Geometry and Algebra 2 in grades 9-10 or grades 10-11. These courses are being replaced with new courses called Math 2 and Math 3. Taken together, Math 2 and Math 3 will include the essential contents of Geometry and Algebra 2, plus important statistics and probability material that has not been consistently taught in Lexington in the past.

To ensure that all students receive an appropriate sequence of courses without topic gaps, a multi-year phase-in is required. In 2012-2013, all grade 9 students will take new courses, while Geometry and Algebra 2 courses continue to be offered to other grades. By 2014-2015, Math 2 and Math 3 will have completely replaced Geometry and Algebra 2.





For Class of 2016 only:				
<i>8th Grade</i>	<i>9th Grade</i>	<i>10th Grade</i>	<i>11th Grade</i>	<i>12th Grade</i>
Grade 8 Mathematics	3314 CP2 Math 1 (Alg/Geom/ Stat)	3324 CP2 Math 2 (Alg2/Geom/ Stat)	3334 CP2 Math 3 (Alg2/Geom/ Stat)	senior course options involving pre calculus, statistics, and/or advanced quantitative reasoning
Grade 8 Algebra 1A	3325 CP1 Math 1B/2A (Alg/Geom/ Stat)	3335 CP1 Math 2B/3A (Alg2/Geom/ Stat)	3345 CP1 Math 3B/4A (Alg2/Geom/ Stat)	
Grade 8 Algebra 1	3326 CP1 Math 2 (Alg2/Geom/ Stat)	3336 CP1 Math 3 (Alg2/Geom/ Stat)	3346 CP1 Math 4 (PreCalc/ Stat)	3356 CP1 Calculus OR other senior courses (see above)
	3328 Hon Math 2 (Alg2/Geom/ Stat)	3338 Hon Math 3 (Alg2/Geom/ Stat)	3348 Hon Math 4 (PreCalc/ Stat)	3359 AP Calculus AB OR 3369 AP Calculus BC OR 3459 AP Statistics
<p>IMPORTANT:</p> <p>Starting with the 8th Grade course, each row represents a common course sequence. This chart does NOT show all of the possible course sequences. Although our courses do have ability levels, the courses are not “tracked.” There is a misconception that once you are in a level it is impossible to move. This is untrue as students do move up and down levels during their high school education. The prerequisite course listed with each course description in the <i>Program of Studies</i> is the strongly recommended background necessary for student success at each level; however, teacher recommendations take priority over the prerequisite.</p>				



3314 – Math 1: Algebra/Geometry/Statistics

4 credits

Level: CP2

Prerequisite:

Placement by teacher recommendation.

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, explaining the reasoning for their solving steps. They will use descriptive statistics to summarize, represent, and interpret one-variable and two-variable data involving categorical or quantitative variables, with an emphasis on linear modeling and regression. Students will develop knowledge of transformations of the plane, use transformations to establish triangle congruence criteria, and make geometric constructions. They will use coordinates to prove geometry theorems algebraically.

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 tools including graphing calculators and spreadsheets.

3325 – Math 1B/2A: Algebra/Geometry/Statistics

4 credits

Level: CP1

Prerequisite:

Successful completion of Algebra 1A in grade 8.

Math 1B/2A is the beginning of a course sequence that will continue with Math 2B/3A and Math 3B/4A. Together these courses will provide full coverage of the essential Geometry and Algebra 2 curricula, plus statistics and probability.

Math 1B/2A students will examine functions of varied types, with an emphasis on exponential and quadratic functions and their use in modeling. They will solve linear inequalities, systems of equations, and



quadratic equations. They will use descriptive statistics to summarize, represent, and interpret one-variable and two-variable data involving categorical or quantitative variables, with an emphasis on linear modeling and regression. Students will develop knowledge of transformations of the plane, use transformations to establish triangle congruence criteria, and make geometric constructions. They will use coordinates to prove geometry theorems algebraically.

Math 1B/2A 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 tools including graphing calculators and spreadsheets.

3326 – Math 2: Algebra 2/Geometry/Statistics

4 Credits

Level: CP1

3328 – Math 2: Algebra 2/Geometry/Statistics

4 credits

Level: Honors

Prerequisite:

Successful completion of a full Algebra 1 course in grade 8; placement in CP1 or Honors determined by teacher recommendation.

Students who take Math 2 will take Math 3 in the following year. These two courses together provide full coverage of the essential Geometry and Algebra 2 curricula, plus statistics and probability.

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. Students will use descriptive statistics to summarize, represent, and interpret two-variable data involving categorical or quantitative variables, with an emphasis on linear modeling and



regression. 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 tools including graphing calculators, spreadsheets, and geometry software.



Common Course Sequences for the Mathematics Core Curriculum for Class of 2013, 2014, 2015

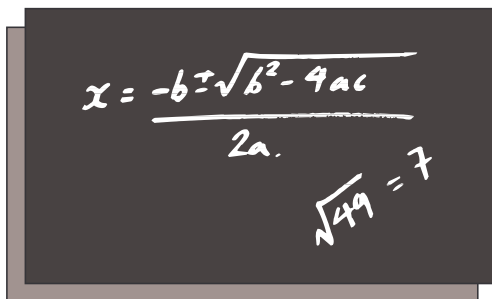
<i>9th Grade</i>	<i>10th Grade</i>	<i>11th Grade</i>	<i>12th Grade</i>
#3210 Algebra 1	#3224 Lv2 Geometry	#3234 Lv2 Algebra 2	#3344 Adv. Alg. & Trig or #3480 Integ. Math & Physics
#3212 Algebra 1B	#3226 Lv1 Geometry	#3236 Lv1 Algebra 2	#3346 Lv1 Adv. Math or #3480 Integ. Math & Physics or #3456 Lv1 Statistics
#3236 Lv1 Algebra 2	#3226 Lv1 Geometry	#3346 Lv1 Adv. Math	#3356 Lv1 Intro to Calculus or #3456 Lv1 Statistics
#3238 Hon Algebra 2	#3228 Hon- ors Geometry	#3348 Honors Adv. Math	#3359/3369 AP Calculus AB/BC or #3459 AP Statistics

IMPORTANT:

Each row represents a **common** course sequence, however, this chart does **NOT** show all of the possible course sequences. Although our courses do have ability levels, the courses are not “tracked.” There is a misconception that once you are in a level it is impossible to move. This is untrue as students do move up and down levels during their high school education. The prerequisite course listed with each course description in the *Program of Studies* is the **strongly recommended background** necessary for student success at each level; however, teacher recommendations take priority over the prerequisite.

3224 – Geometry**4 credits****Level: CP2***Prerequisite:**Algebra 1***3226 – Geometry****4 credits****Level: CP1***Prerequisite:**Final grade of B in Algebra 1B or C in Lv 1 Algebra 2 in grade 9***3228 – Geometry****4 credits****Level: Honors***Prerequisite:**Final grade of B in Honors Algebra 2
or teacher recommendation*

These courses will focus on mathematical ways of knowing, basic geometric objects and ideas, parallelism and perpendicularity, congruence, similarity, transformations, right triangles, coordinate geometry, circles, area and volume, and concurrency. Exploratory software such as The Geometer's Sketchpad will be used to develop inductive and deductive reasoning skills. In addition to Euclidean topics, the Honors course may include topology and non-Euclidean geometries.


$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$
$$\sqrt{49} = 7$$



3234 – Algebra 2 (for Juniors)

4 credits

Level: CP2

Prerequisite:

Lv 2 Geometry

3236 – Algebra 2 (for Juniors)

4 credits

Level: CP1

Prerequisite:

Final grade of B in Algebra 1B and Lv 1 Geometry

These courses will focus on the extension of the number system to the complex field, elementary functions using multiple representations (graphical, numerical, algebraic, and verbal) including linear, quadratic, polynomial, rational, exponential and logarithmic functions, linear systems and matrices, and the study of probability and of sequences and series. Honors classes will have an introduction to statistics. Problem solving will be emphasized throughout the course.

3344 – Advanced Algebra and Trigonometry

4 credits

Level: CP2

Prerequisite:

Lv 2 Algebra 2

An extension of Algebra 2 and a beginning study of more advanced topics in algebra including probability and statistics, number theory and some discrete mathematics. The first semester includes a thorough treatment of trigonometry. This is a course for students who wish to reinforce their knowledge of algebra and to gain an appreciation for trigonometry in preparation for further mathematics study.



3346 – Advanced Mathematics

4 credits

Level: CP1

Prerequisite:

Final grade of B in Lv 1 Algebra 2 and Lv 1 Geometry

This course provides students with an in-depth study of families of functions including polynomial and rational, exponential and logarithmic, and trigonometric and circular functions. Emphasis is placed on both conceptual understanding and practical problem solving. An introduction to probability and statistics is also an integral part of the course. This course will enable students to continue their mathematics education in statistics, calculus, or a related field.

3348 – Advanced Mathematics

4 credits

Level: Honors

Prerequisite:

Final grade of B in Honors Algebra 2 and Honors Geometry or teacher recommendation

Students are encouraged to review selected content from the prerequisite courses during the preceding summer.

This intensive course prepares students to take college-level courses in calculus and statistics. General ideas about functions are developed and used throughout the course, such as: multiple representations (graphical, numerical, algebraic, and verbal), function operations, composition and inverses, transformations, and modeling and regression. Specific topics include polynomial and rational functions, exponential and logarithmic functions, trigonometric functions, complex numbers and vectors, polar and parametric equations, matrices and linear systems, analytic geometry, combinations and probability, sequences and series, and limits. Students must adopt a theoretical approach to mathematics, reason carefully to solve problems, and communicate their ideas effectively. The course demands a substantial commitment of time and effort, and strong mathematical abilities and interests are essential for success.



3356 – Introduction to Calculus

4 credits

Level: CP1

Prerequisite:

Final grade of B in Lv 1 Advanced Mathematics, or successful completion of Honors Advanced Mathematics

The focus of this course is on understanding the concepts of calculus from a geometric or intuitive point of view. Units from differential and integral calculus provide the main themes, but time will be taken to master topics not adequately studied in pre-calculus. Practical applications will be emphasized rather than theoretical aspects. This course is not intended as preparation for the Advanced Placement Calculus exam. While some students may be eligible for advanced standing in college calculus, all students will be thoroughly prepared for a beginning college calculus course.

3359 – AP Calculus-AB

4 credits

Level: Advanced Placement

Prerequisite:

Final grade of B in Honors Advanced Mathematics or teacher recommendation

This is a college-level course in 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 TI-83/84 graphing calculator is used extensively. The Advanced Placement Calculus AB exam is expected of all students in this course. More information can be found at <http://www.collegeboard.com/ap/students/calculus/>.



3369 – AP Calculus-BC

4 credits

Level: Advanced Placement

Prerequisite:

Final grade of B in Honors Advanced Mathematics

This is a college-level course in 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 TI-83/84 graphing calculator is used extensively. The Advanced Placement Calculus BC exam is expected of all students in this course. More information can be found at <http://www.collegeboard.com/ap/students/calculus/>.

3456 – Statistics

4 credits

Level: CP1

Prerequisite:

Final grade of C in Lv 1 Algebra 2

An introductory course which provides students with a learner-centered resource of activities through which students can discover statistical concepts, explore statistical properties, and apply statistical techniques. Emphasis is on active learning, conceptual understanding, use of genuine real-world data, and technology integration with the TI-83/84 graphing calculator. Students will explore the design of surveys, polls, and experiments to assess the validity of their results, to identify potential sources of bias, and to identify the types of conclusions that can be drawn. Many activities lend themselves to collaborative learning and emphasis is placed on the importance of students' communication skills. Other topics include probability through simulations and experimental design.



3459 – AP Statistics

4 credits

Level: Advanced Placement

Prerequisite:

Open to juniors and seniors who have a superior background in Lv 1 Algebra 2 or Honors Algebra 2 or higher

The purpose of this course is to introduce 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 some data produced by computer software packages. The Advanced Placement Statistics exam is expected of all students in this course.

3510 – Accounting I

4 credits

Level: No Level

Prerequisite:

None

Open to all students. Accounting is the language of business! This is a beginning course for those students preparing for college work in business management or business administration or for those students interested in a business career in the field of accounting. 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 mechanical 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 and/or vendor accounts. This course is computer-based where students will be learning and applying their skills using accounting software.

3526 – Accounting II

4 credits

Level: CP1

Prerequisite:

Successful completion of Accounting I



This is an advanced course for those students interested in an in-depth study of the specialized accounting procedures used today and how management decisions can be based on accounting data. Students will be given an opportunity to use their accounting skills to solve problems similar to those encountered in the business world and in collegiate work. Included are special units on corporation records, partnerships, depreciation methods, computer services, “analysis of trends,” break-even computation and analysis, and cost accounting. The computer lab is available to accounting students for the solution of some of their accounting problems and will enhance their hands-on experience with the computer.

3716 – Introduction to Programming I

2 credits – semester

Level: CP1

Prerequisite:

None

This is an introductory course in computer science using C++ as the programming language. The course will emphasize the analysis of problems, the careful selection of an appropriate algorithm, and the implementation of the algorithm in C++. Topics covered include input and output streams, variables, operators, conditional statements, functions, looping, strings, recursion, arrays, and computer number systems. Course grades will be based primarily on success in completing programming projects.

3726 – Introduction to Programming II

2 credits – semester

Level: CP1

Prerequisite:

Introduction to Programming I or permission of the Department Head for students having past programming experience

This is a continuation of the introductory course in computer programming which will explore some of the more intricate aspects of computer programming. Using C++ students will study string manipulation, matrices, sorting, and be introduced to object oriented programming.



As preparation for continued studies in computer science, Java will be introduced in the second half of the course. Course grades will be based primarily on success in completing programming projects.

3739 – AP Computer Science

4 credits

Level: Advanced Placement

Prerequisite:

Introduction to Programming II or permission of the Department Head

The goals of this course are comparable to a first-year college course in computer science. The course is intended to serve both as an introductory course for computer science majors and as a substantial course for those who will major in other disciplines that require significant involvement with computing. The topics covered will be those set by the Advanced Placement Course Description for Computer Science. Students who successfully complete this course are expected to take the Advanced Placement examination in Computer Science.

3746 – Advanced Computer Programming

2 credits – semester (can be repeated for credit)

Level: CP1

Prerequisite:

Teacher recommendation

This course is designed to allow students to experience how a real-world computer application comes to life. This course builds on their previous programming skills and includes more advanced GUI techniques. In addition to smaller projects, students will work together to complete a large programming project of their choosing by the end of the semester. After many weeks of coding, they will complete an online help file and present their work to the class. Course may be repeated for credit.



3610 – Computer Applications

2 credits – semester

Level: No Level

Prerequisite:

None

This is an introductory course in the computer applications that are used daily in such activities as presentation, desktop publishing, information processing and decision-making. The course will prepare students to 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 that incorporates many of the projects completed in the class, and finally introduce computer programming using *Scratch*. Classes will be project-based. Students from all grades and all academic levels are encouraged to enroll. Previous computer experience is not a prerequisite.

6430 – Web Design

See Interdisciplinary Studies – page 62

3093 – Math Teaching Assistant Program

Credits: Variable based on teaching blocks per week (maximum of .5 credit per quarter)

Level: No Level

Prerequisite:

Teacher recommendation and department head approval

Grading: Pass/Fail

Open to seniors only. Under the close supervision and guidance of mentor teachers, students serve as teaching assistants to provide additional support for students who struggle mathematically in our ninth grade 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 or the mathematics department head for more detailed information.



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 on page vi of this *Program of Studies*.



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 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 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 the School Resource Officer, a psychologist, members of the Gay-Straight 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. Examples of classroom speakers include: the school Resource Officer and 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 receives 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 (ten weeks, four 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. 1573).

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. 1573).



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 in sports and games.

It is recommended that all students successfully complete one quarter of a racket activity, one quarter of an individual activity, and one quarter each of two different team activities as part of their graduation requirements. 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.*

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

**Racket Activities**

Badminton
Table Tennis
Tennis

Individual Activities

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

Recreational Activities

Rollerblading
Strength & Fitness Training
Total Body Conditioning
Yoga

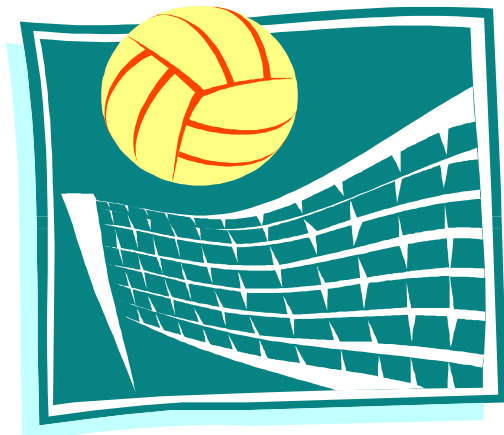
Team Activities

Basketball
Basketball
Outdoor Games/Frisbee
Floor Hockey
Football
Olympic Sports
Soccer
Softball
Team Handball
Volleyball

Dance Activities*

Jazz
Dance for Musical Theater
Choreography & Performance
Partner Dance, Swing, Latin
Dance for Stress Reduction/Relaxation
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 assessment in skill and activity application which will ensure that students will have the knowledge and ability to design and pursue activities which will promote a healthy and active lifestyle outside of the school community. All unexcused absences will result in grade reduction. If more than two excused absences have not been made up at the end of a marking period, there will be a reduction in the grade for the quarter. Excused absences in excess of two must be made up by participating in another Physical Education class period (with the permission of the teacher of the makeup class) and the presentation of a make-up confirmation to the regular teacher. Students must initiate their own makeup arrangements and may participate in no more than two makeup sessions during one school day. A detailed two-page explanation of requirements and grading policy is available from any Physical Education teacher.

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

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.

7297, 7497 – Choreography & Performance I

½ credit – quarter

Level: No Level

Prerequisites:

Interest in Dance and Theater needed

This course will provide an opportunity for students interested dance technique to experiment with movement. Students will create and evaluate dances in a positive, open forum. The course will expose students to choreography through various musical forms, spoken word, kinesthetic elements such as shape, space, force, flow and sheer imagination. The course will be highly focused and require previous dance experience and/or the willingness to experiment.



7193, 7293, 7393, 7493

– Stretch and Strength for Dancers

½ credit – quarter

Level: No Level

Prerequisites:

None

Strength/Stretch for Dancers will focus on dance techniques combined with principles of safe weight training to help avoid injury, to balance muscle groups and focus energy.

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/Jit-terbug/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.

7395 – Student Leader Preparation

½ credit – quarter

Level: No Level

Prerequisites:

None

Open to Freshman, Sophomores and Juniors The Student Leader Preparation course helps students to learn practical skills that will be utilized in future Student Leader assignments, as well as in any position of leadership. These skills include: Public speaking, organizing groups, teaching skills, sports officiating, leading warm-up and cool-down activities, applying the basic concepts of a healthy personal fitness program. The course includes several sessions of practicum during which the students are able to assist in other Physical Education classes and/or with exceptional students. Successful completion



of the Student Leader Prep class and a Physical Education Department recommendation are prerequisites for enrollment in this class.

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/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.

7240, 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 – Football (Theory/Skills)

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.

7130, 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 be goal oriented in achieving and learning how to improve all components of physical fitness using minimal equipment.



Science

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 academic expectations outlined on page *vi* of this *Program of Studies*. The goals and objectives of the course offerings listed below reflect the overall goals of Lexington High School’s Science 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.



The Science Department offers a comprehensive program designed to satisfy a variety of student interests and needs. All freshmen are required to take earth science. Sophomores study biology. Juniors study chemistry and seniors either physics, robotics or astronomy. Science courses are offered at varied levels of study as described below. Special interest courses are not leveled. Students are urged to discuss course selection with staff members if they are not sure of appropriate placement. In those instances where a final exam is indicated, please note that this exam will count 10-20% of the year’s grade. Students should observe any listed pre or co-requisites. Deviation from the stated pre- or co-requisite for any course requires the approval of the Science Department Head.



Environmental Earth Science

Earth Science courses are full-year courses that introduce the student to the basic principles of astronomy, meteorology climatology, ecology, engineering and oceanography. These courses emphasize experimental investigations and encourage the development of analytical thinking.

4108 – Advanced Environmental Earth Science

5 credits

Level: Honors

Prerequisite:

Grade of A in eighth-grade Science, completion of Algebra I and teacher recommendation

This course and its laboratory component are designed to provide a comprehensive study of Earth Systems Science concepts for students who are interested in the subject and are highly motivated, independent learners. Reading skills well above grade level and an ability to deal with abstract concepts are required. Students will develop their investigatory skills through laboratory and project work that builds on middle school experiences. Students are expected to fulfill an environmental stewardship requirement. An extensive assignment including readings, written work and observational astronomy will be given over the summer preceding the course. Mid-term and final exams 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 Earth Sciences. Laboratory work includes directed study that continues to build upon the skills developed in middle school. Grade-level reading skills are expected. Students will conduct a year-long family energy survey. Mid-term and final exams 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 Earth Sciences. 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 an independent project. Mid-term and final assessments will be administered.



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, biodiversity and ecology.

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. In addition to the regular class work, students will design and execute an original research investigation independent of class time. A final exam will be given. 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 are 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. A final exam will be given. 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 are 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. A final exam will be given.





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

Co-requisite:

*Advanced Mathematics 3346 or 3348
and teacher recommendation*

This course and laboratory component provide for study at an advanced conceptual level. Each student will design and execute an independent research investigation outside of class time. Because the chemistry curriculum is so demanding, students are required to complete an independent study of curricular units, following guidelines provided by the department, during the summer before junior year and during the school year. A final exam will be given. Those who work successfully in this course are encouraged to take the Advanced Placement Exam in Chemistry.

4306 – Chemistry

5 credits

Level: CP1

Co-requisite:

Algebra 2 and teacher recommendation

This course and laboratory component are designed to provide a survey of chemical principles for students who are interested in the subject and who have demonstrated high motivation. An ability to deal in abstract concepts is expected. A final exam will be given. Students who work successfully in this course are encouraged to take the SAT Subject Test in Chemistry.



4304 – Conceptual Chemistry

5 credits

Level: CP2

Prerequisite:

Teacher recommendation

This course and laboratory component are designed for students who want a working knowledge of chemical principles. It can serve as an important component of college preparatory study. Mid-term and final exams will be given



Physics

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

4419 – APC Physics

6 credits

Level: Advanced Placement

Co-requisite:

AP Calculus 3359 or 3369 and teacher recommendation

Analytical Physics is designed at a mathematically advanced level to provide in-depth treatment of the two cornerstone topics of classical physics: mechanics and electricity/ magnetism. Calculus is used where appropriate in presenting derivations, in problem solutions, and in laboratory work. In addition to the regular class work, students will design and execute an original research investigation or engineering challenge. A final exam will be given. All students enrolled in this course are encouraged to take the Physics C Advanced Placement Examination.



4409 – APB Physics

6 credits

Level: Advanced Placement

Prerequisite:

*Advanced Mathematics (3346, 3348)
and teacher recommendation*

APB Physics is a course designed at an advanced level through a broad range of physics topics and laboratory experiences without using calculus. Most of the assignments, tests and class work deal with problem solving using mathematical relationships. In addition to the regular class work, students will design and execute an original research investigation or engineering challenge. A final exam will be given. Students who work successfully in this course are encouraged to take the Physics B Advanced Placement Exam.

4406 – Physics

5 credits

Level: CP1

Prerequisite:

Algebra 2 and Teacher recommendation

This course and laboratory component are for motivated students who are interested in science. Homework will be assigned on a regular basis. Students will use algebra and basic trigonometric functions to do lab work and solve problems. An in-class engineering project will be assigned and a final exam will be given.

4404 – Conceptual Physics

5 credits

Level: CP2

Prerequisite:

Teacher recommendation

This course will provide students with a working knowledge of basic physics concepts. Students will strengthen their ability to gather and make sense of data through lab investigations and classroom activities. An in-class engineering project will be assigned. Mid-year and final exams will be given.



Other Courses

4516 – Astronomy

4 credits

Level: CP1

Prerequisite:

Algebra 2

An introduction to Astronomy, this class will focus on the application of physics to the study of the universe. Intended for highly motivated students 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 bi-weekly problem sets and a year-long research project. 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.



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.

4095 – Research Projects

1 to 6 credits

Level: No Level

This course is available to juniors and seniors who are self-motivated and interested in working in a specific area of science. This course may not replace core science requirements. The projects can involve individual research, surveys, drawings, model building, equipment construction, multi-media material development, computer program design or student teaching. All projects are individually designed. Students are required to make a presentation of their work to members of the science faculty. The students must obtain a sponsor teacher and must present the project plan through the sponsor to the Science Department Head. Grading will generally be on a pass/fail basis.



4093 – Science Teaching Assistant Program

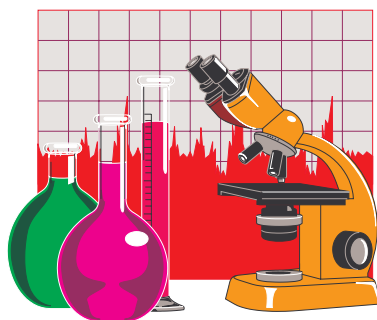
1-4 credits

Level: No Level

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 outlined on page *vi* of this *Program of Studies*. The goals and objectives of the course offerings listed below reflect the overall goals of Lexington High School’s Social Studies program 9-12. 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 or Modern World Issues 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 and/or project.

Summer Reading

The summer reading list will be available in the Main Office and online <<http://library.lexingtonma.org/lhs/home.html>> after June 1.



Social Studies Required Classes

Ninth Grade

2100 - World History I

Tenth Grade

2204 - Level 2 World History II

2206 - Level I World History II

2209 - AP World History II

Eleventh 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

(paired with English 1204)

4 credits

Level: CP2

Prerequisite:

Recommendation of World History I teacher in accordance with the procedure as described previously in “The Course Selection Process”



This course emphasizes the study of the modern world from 1500 to the present. The 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 in accordance with the procedure as described previously in “The Course Selection Process”

The study of modern world historical events (1500 to the present) constitute the main thrust of this course. The course is global in nature examining history throughout the world. There will also be an emphasis on analysis of global issues relevant to the present. Good writing skills are essential for success in this course. Students will be expected to complete regularly assigned major reading and writing assignments including short research papers, projects and presentations. Materials employed in this course include primary source documents, selected world literature and a high school-level text.

2209 – AP World History II

4 credits

Level: Advanced Placement

Prerequisite:

A- or better in World History I and recommendation of World History I teacher in accordance with the procedure as described previously in “The Course Selection Process”

The focus of this course is to prepare students to take the Advanced Placement Exam in World history. The course will focus upon the time period from approximately 6000 B.C.E. to the present. Students will



look at truly global history by identifying global patterns and processes that have affected human history throughout time. The course will stress six themes: the impact of interaction, change and continuity, the impact of technology and demography, social structure and gender, cultural and intellectual developments, and politics. Students will read extensively from new scholarship, as well as primary source documents, literature, and a college level text. Class discussions are important in this non-lecture based course and will revolve around dilemmas in world history. Students will be assessed through participation in reading discussions as well as through extensive writing practice.

Free response essay question practice will include change-over-time essays as well as comparative essays. Students will also learn the art of reading, answering, and creating document-based questions. Strong writing, analytic, and reading skills, as well as a strong work ethic, are needed to succeed in this class. 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:

2309 – AP United States History

4 credits

Level: Advanced Placement

Prerequisite:

Successful completion of 2204, 2206, 2209 in accordance with the procedure as described previously in “The Course Selection Process”

This course 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 which helped to shape the social, political, economic and diplomatic history of this nation. 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 regularly assigned major 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. This course prepares students for the AP exam in U.S. History.

2306 – Issues in American History

4 credits

Level: CP1

Prerequisite:

Successful completion of 2204, 2206, 2209 in accordance with the procedure as described previously in “The Course Selection Process”

This course includes a unit on the Constitution but focuses on issues of the post-Civil War to the contemporary era and 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. A research paper is required. Good writing skills are essential for success in this course. Students will be expected to complete regularly assigned major reading and writing assignments. Materials employed in this course include primary source documents, selected literature and a high school-level text.

2304 – Issues in American History

4 credits

Level: CP2

Prerequisite:

Successful completion of 2204, 2206, 2209 in accordance with the procedure as described previously in “The Course Selection Process”

Beginning with a unit on the U.S. Constitution, the primary focus of instruction is on issues of the post-Civil War to the contemporary era. This course is designed to devote more attention and time to both basic and secondary skills. There will also be a greater emphasis placed on the discussion of current public issues. The post-1865 period will be the primary focus. 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.



Social Studies Electives

Electives open to grades 9-12

- 2656 – Law
- 2616 – Child Psychology
- 2780 – Introduction to Journalism (Interdisciplinary)
- 2820 – Introduction to Lincoln-Douglas Debate
- 2810 – Introduction to Policy Debate
- 2716 – Introduction to Business
- 2726 – Introduction to Personal Finance
- 2666 – Introduction to Economics

Electives open to grades 10-12

- 2626 – Adolescent Psychology
- 2818 – Policy Debate
- 2828 – Public Forum & Lincoln-Douglas Debate
- 2756 – Marketing
- 2746 – Business Management

Electives open to grades 11-12

- 2479 – AP Human Geography
- 2636 – Developmental Psychology
- 2516 – United States Government and Politics
- 2536 – International Relations: Focus on Human Rights
- 2566 – Women in Modern World History (not offered in 2012-13)
- 2580 – Facing History: The Holocaust and Other Genocides
- 2576 – Civil Rights Movement
- 2456 – Conflict in the Modern World
- 2590 – Race, Gender and Human Behavior
- 2546 – Contemporary China (not offered in 2012-13)
- 2556 – Modern Japan (not offered in 2012-13)
- 2776 – Media Studies

Electives open to grade 12 only

- 2416 – American Popular Culture in the 20th Century
- 2649 – AP Psychology
- 2438 – Political Thought
- 2469 – AP European History
- 2679 – AP Economics
- 2488 – Field Research in America's History
- 2090 – Independent Study (approval required)
- 5486 – Mythology (Interdisciplinary)



2416 – American Popular Culture in the Twentieth Century

2 credits – semester

Level: May be taken for honors or level one credit. Students may sign up for honors credit (2418) during the add/drop period through consultation with the teacher

Prerequisite:

Open to seniors only

From vaudeville to television; from Valentino to Elvis; from Stephen Foster to the Beatles; from Houdini to hip hop; from the Model T to muscle cars—what were the cultural styles, trends and myths which linked Americans together throughout the 20th century, and in doing so helped shape our national character? This course will focus upon trends in popular culture that were embraced by mainstream of Americans in the 20th century. By studying theater, film, music, fashion, television, eating habits, magazines, advertising, cars and other aspects of our culture students will gain a broader understanding of the non-political aspects of American history. The teacher will generally focus on popular entertainment, especially music, film and television while students will be required to do several individual projects on aspects of American popular culture that appeal to their personal interest areas. The goal of this class is to give students an opportunity to view history from a different perspective than focusing primarily on the deeds and accomplishments of great men and women.

2479 – AP Human Geography

4 credits – year

Level: Advanced Placement

Prerequisite:

Open to seniors only in accordance with the procedure as described previously in “The Course Selection Process”

This course will provide students with advanced training in thinking spatially about their world. Units of study will focus on demography (population), culture, women, politics, economics, and the environment from geographic perspectives. Through this approach, students will gain an awareness of the relevance of geography in preparing them for the global marketplace. By employing sophisticated technol-



ogy, students will be able to analyze and interpret geographic data and its connections to economic factors around the globe. The course content prepares students to take the AP Geography exam.

2469 – AP European History

4 credits

Prerequisite:

Recommendation of U.S. History teacher

Open to seniors only

The focus of this course is to prepare students to take the Advanced Placement Exam in European History. In addition to providing a basic narrative of events and movements in European History from 1450 to the present, there are four goals addressed in this course: 1) to develop an understanding of the principal themes in Modern European History; 2) to develop an ability to analyze historical evidence; 3) to develop historical habits of mind; and, 4) to develop an ability to express historical understanding in writing. The major categories for study will be Intellectual and Cultural History, Political and Diplomatic History, and Social and Economic History. Class discussions will revolve primarily around significant issues in European History. Students will be expected to complete regularly assigned major 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 European History.

2616 – Child Psychology

2 credits – semester

Level: May be taken for honors or level one credit. Students may sign up for honors credit (2618) during the add/drop period through consultation with the teacher

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.



2626 – Adolescent Psychology

2 credits – semester

Level: May be taken for honors or level one credit. Students may sign up for honors credit (2628) during the add/drop period through consultation with the teacher

Prerequisite:

Open to sophomores, juniors and seniors.

Adolescence is a time of change, growth, experimentation and development of identity. The course will focus on the social and cognitive development of the adolescent. Units examining various psychological perspectives, personality and identity development, communications, and well-being will be discussed.

2636 – Developmental Psychology

2 credits – semester

Level: May be taken for honors or level one credit. Students may sign up for honors credit (2638) during the add/drop period through consultation with the teacher

Prerequisite:

Open to juniors and seniors

This course explores the processes that shape our lives between conception and death. Although each life unfolds in its own unique pattern, we will explore the ways biological, psychological, and sociological influences systematically combine to shape its course. This class will help you to develop an understanding of the concepts, methods, and research findings central to the study of developmental psychology. Cultural and sub-cultural aspects are addressed, as are factors associated with gender. In addition to the text, introspective written assignments will reflect understanding of supplementary readings designed to enhance the classroom experience.

2649 – AP Psychology

4 credits – year

Level: Advanced Placement

Prerequisite:

Open to seniors only in accordance with the procedure as described previously in “The Course Selection 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. Numerous subfields in psychology will be studied such as perception, learning, motivation, personality and social psychology, among others. There is an additional emphasis on ‘active’ learning and critical thinking. The course will offer a learning experience equivalent to that obtained in a college introductory course. In addition to a college-level text, there will be substantive required readings, and several analytical papers. Students will be prepared to take the AP Psychology exam. See the Social Studies Department website for further information.

2656 – Introduction to Law

2 credits – semester

Level: May be taken for honors or level one credit. Students may sign up for honors credit (2658) during the add/drop period through consultation with the teacher

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.

2438 – Political Thought

2 credits – semester

Level: Honors

Prerequisite:

Open to seniors only in accordance with the procedure as described previously in “The Course Selection Process”

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



2516 – U.S. Government and Politics

2 credits – semester

Level: May be taken for honors or level one credit. Students may sign up for honors credit (2518) during the add/drop period through consultation with the teacher

Prerequisite:

Open to juniors and seniors

U.S. Government and Politics will give students an analytical perspective on government and politics in the United States. This course includes both the study of the national government structure and general concepts used to interpret U.S. politics. Students will gain a familiarity with the various institutions, groups, beliefs and ideas that constitute U.S. politics.

2546 – Contemporary China -

Not offered in 2012-2013

2 credits – semester

Level: May be taken for honors or level one credit. Students may sign up for honors credit (2548) during the add/drop period through consultation with the teacher

Prerequisite:

Open to juniors and seniors

This semester course is designed as a cultural introduction to contemporary China. The foundation of this course includes a study of the geography, religions/philosophies, history, cultural life styles, arts and evolutionary revolutions that comprise the medium for understanding 20th-century China. Comparative studies will be drawn between China and other major leaders of the Pacific Rim. Field trips to the Peabody-Essex and Museum of Fine Arts will be conducted.

A contemporary issues project will be required.

2556 – Modern Japan - Not offered in 2012-2013

2 credits – semester

Level: May be taken for honors or level one credit. Students may sign up for honors credit (2558) during the add/drop period through consultation with the teacher

Prerequisite:

Open to juniors and seniors

Japan has played a major role in world history for the past 140 years and will continue to be important well into the 21st century. The U.S. and Japan have engaged in a lively cultural exchange and large numbers of Japanese have immigrated to the U.S. Moreover, as the world's second largest economy; one of the United States' largest trading partners; and as one of America's closest allies in the Pacific rim, it is important for Americans to understand Japanese society. This course by nature is interdisciplinary. Contemporary Japan will, of course, strengthen the student's social studies skills, but also emphasize the arts and literature of Japan. Reading, writing, research, and study skills will be reinforced. Field trips to the Peabody-Essex and Museum of Fine Arts will be conducted.

2776 – Media Studies

2 credits – semester

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

Prerequisite:

Open to juniors and seniors only.

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.

2780 – Introduction to Journalism

See Interdisciplinary Courses – page 62



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 – Public Forum & 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. 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.



2536 – International Relations: Focus on Human Rights

2 credits – semester

Level: May be taken for honors or level one credit. Students may sign up for honors credit (2538) during the add/drop period through consultation with the teacher

Prerequisite:

Open to juniors and seniors

Human rights, broadly defined, include the right to food, justice, education, peace and freedom from persecution. This course will examine the evolution of the concept of individual rights in international law. We will focus on the role international organizations, and international treaties have had on codifying modern notions of human rights. The class will look specifically at the tribunals that have prosecuted war crimes and crimes against humanity. This course will not address the issue of genocide in any depth. We will then explore the class, gender and racial power plays that have resulted in human rights violations. We will also debate to what degree economic justice is a human right. Students will research specific country positions and topics in order to participate in a Mock United Nation conference. The final project revolves around oral history research on human rights work in the world today. Keeping up with current events is essential.

2566 – Social Studies Seminar Women in Modern World History

- Not offered in 2012-2013

2 credits – semester course

Level: May be taken for honors or level one credit. Students may sign up for honors credit (2568) during the add/drop period through consultation with the teacher

Prerequisite:

Open to juniors and seniors

Women, despite being “half of history,” have not received credit for their endeavors. This course will focus on the role of women in Modern World History as viewed through primary and secondary sources. The course expectations for students enrolled in this seminar include making class presentations individually and in teams, conducting class discussions and completing extensive reading and writing assignments.



2666 – Introduction to Economics

2 credits

Level: May be taken for honors or level one credit. Students may sign up for honors credit (2668) during the add/drop period through consultation with the teacher

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 in accordance with the procedure as described previously in “The Course Selection Process”

The purpose of this course in micro and macroeconomics is to provide students with a thorough understanding of the principles of economics that apply to economic systems. 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. The course places particular emphasis on the study of national income and price determination and develops students’ familiarity with economic performance measures, economic growth, and international economics. Students will have the opportunity to compete in the Annual National Council on Economic Education Economics Challenge. This course will prepare students for the AP exams in microeconomic and macroeconomics.



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.

2576 – The Civil Rights Movement

- Not offered in 2012-2013

2 credits – semester

Level: May be taken for honors or level one credit. Students may sign up for honors credit (2578) during the add/drop period through consultation with the teacher

Prerequisite:

Open to juniors and seniors

“We want our freedom and we want it now,” said John Lewis on August 28, 1963 during the famous March on Washington. This course is open to juniors and seniors. The goal of this course will be to analyze the quest for freedom of “Ordinary Americans” in the twentieth century. We will focus on the African American Civil Rights Movement and its legacy. Topics will include: the early movement; the rise of the Southern Christian Leadership Council; the movement in the North; the Nation of Islam; the Black Panther Party; and the Boston Busing Crisis. Students will come to realize the impact that the movement had on their education and the Lexington community.

All students will write two to three analytical papers as well as an interview about ‘historical memory.’ This course is offered for either honors or level one credit; student work will be graded according to the level they choose. Students will be expected to write a book review and read supplementary reading.

2716 – Introduction to Business

2 credits

Level: May be taken for honors or level one credit. 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, reports and students learn to develop an awareness of business practices and procedures that will influence their daily lives.



2726 – Introduction to Personal Finance

2 credits

Level: May be taken for honors or level one credit. Students may sign up for honors credit 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 local bank to help give students a complete picture regarding their finances.

2746 – Business Management

2 credits

Level: May be taken for honors or level one credit. Students may sign up for honors credit (2748) during the add/drop period through consultation with the teacher

Prerequisite:

Open to sophomores, juniors and seniors

These dynamic and demanding times make it necessary for students to develop an understanding of business. This course will prepare you for a diversified work force and a global economy. A broad perspective of the business organization will be included. Special units include: starting your own business, the social responsibility of business, personnel challenges facing business, sexual harassment in business, labor relations, leadership, and business ethics. Speakers on selected topics are part of this course. Students may elect to take this course for either Level 1 or Honors credit.



2756 – Marketing

2 credits

Level: May be taken for honors or level one 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.

2456 – Conflict in the Modern World

2 credits

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

Prerequisite:

Open to juniors and seniors

As we enter the 21st century the students need to understand how and why conflicts have evolved over the last hundred years. This course will seek to examine the United States' evolving role and response in world conflicts from the turn of the last century to the current war on terror.



2488 – Field Research in America’s History

2 credits – semester

Level: Honors

Prerequisite:

Seniors only upon the recommendation of the US History teacher in accordance with the procedure as described previously in the “The Course Selection Process”

This course will acquaint students with the process of researching and writing history. With a wealth of readily available primary sources, Lexington’s history will serve as the context for investigation. The Lexington Historical Society archives, materials in Lexington Room at Cary Library, Town Hall records, and the National Archives Northeast Branch are among the local resources the class will use. Besides shorter writing assignments, the centerpiece of the course requires students to craft a piece of original research regarding the town’s history. Students will learn to analyze a variety of evidence such as gravestone iconography, census records, photographs, oral history diaries, film. In addition, the class will address broader issues of historical interpretation and what makes “good” history.

2090 – Independent Study

2 credits

Level: No Level

Prerequisite:

A written contract between a Social Studies staff member and the student must be formally approved in writing by the Social Studies Department Head prior to the beginning of the fall or spring semester. Seniors only.

This elective is a planned program of study in history, geography or social science undertaken by an individual student under the guidance of a member of the Social Studies staff. The plan must represent an area of study not currently offered within the Social Studies program for senior students. *This course will be graded on a pass/fail basis.*



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.





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 guidance counselor. Students can earn up to one credit per quarter, are graded pass/fail, and should see their guidance counselor to enroll in this program.

8530 – The Experiential Classroom

Junior Year

7 credits

Level: No Level

Lexington High School and Minuteman Regional Technical High School offer a one semester (second semester) exploratory program for qualified juniors. 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. Juniors who enroll in this course will attend Minuteman from 7:45-10:05 and return to LHS for the rest of their scheduled courses.

8540 – The Experiential Classroom

Senior Year

14 credits

Level: No Level

Lexington High School has made special arrangements with Minuteman Regional High School to provide a part-time alternative for grade 12 students with technical interests and/or a desire for more laboratory experience in planning a college or career path.

Both colleges and employers view such experiential learning as very



valuable. This program is not intended to substitute for Minuteman's regular enrollment program. It does, however, allow Lexington High School seniors to add an important element to their education.

Lexington High School seniors who elect this program will attend Minuteman Regional High School for the first two hours (7:50 a.m. - 10:05 a.m.) of each school day. At Minuteman, each student will be matched (based on his/her abilities and interests) with an experiential laboratory or shop area. Students will earn fourteen (14) credits for successful completion of this year-long specialized and selective program. Transportation provided by Minuteman Regional Technical High School.

Areas at Minuteman that may provide openings are the following: Auto Body, Auto Mechanics, Carpentry, Computer-Aided Drafting, Computer Programming, Electrical, Heating & Ventilation, Landscaping, Plumbing, Retail, Welding.

8010 – Personnel Services

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 guidance 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 guidance counselor if they wish to take advantage of this opportunity.



Counselor Seminar

Counselor Seminar	9	1st term	no credit
Counselor Seminar	10	3rd term	no credit
Counselor Seminar	11	3rd term	no credit
Counselor Seminar	12	1st term	no credit

Each year, students are scheduled in small group developmental seminars with their counselors. In addition to fostering effective relationships between students and counselors, these seminars provide interactive dialog and information on adjusting to Lexington High School, academic and personal issues that students face, and post-secondary planning



English Learner 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 on page *vi* of The Lexington High School *Program of Studies*.



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 beginning and early intermediate 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 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 intermediate 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 transitioning 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.



Transition Program

The Transition Program provides services and instruction in career exploration and planning, selected independence skills and work experience to students on educational plans who need extra help to transition from high school to suitable post-secondary education, training and/or employment. The program, funded under IDEA, is aimed primarily at juniors and seniors (some underclassmen) who are unclear about available career, work, and/or educational options or are indefinite about post-high school plans. Referrals, based on need for services, are part of the educational team process.

9601 – Introduction to Careers

1 credit – semester

Level: No Level

Grade 11 – group format. Students will learn about possible careers, majors, and areas of study for the future. Activities will include an interest inventory, learning about strengths and skills, and using active strategies and multimedia materials to explore careers and post-high school options. If desired, information may be shared with parents and school professionals.

9602 – Introduction to Careers

1 to 2 credits – year

Level: No Level

Open to Grades 11 and 12 – individual format

Grade 11 – Similar to 9601, but more attention to individual career exploration and planning needs.

Note:

Sophomores by special arrangement.



9605 – Career Options Prep

1 to 2 credits – year

Level: No Level

Grade 12 – Individual format. Continuation of career exploration and planning aimed at implementation of post-high school plan. Assistance with school/college application process and self-advocacy skills, as needed, for those who require or could benefit from appropriate support services at the post-secondary level.

9607 – Transition Work Experience

1 to 2 credits/quarter

Level: No Level

Prerequisite:

9601, 9602, 9605 or currently enrolled

Open to Grades 11 and 12. Students participate in work experiences 6-20 hours per week for work exposure, career exploration or as a career major. Emphasis on job holding, and workplace competencies for the current decade, with continuation of career exploration and post-high school planning. Students must carry acceptable health insurance coverage.

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
(telephone 781-861-2580, ext. 200)