

**2016-2017**

**Lexington  
High School**

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**Course Catalog**

**Lexington High School**

**251 Waltham Street, Lexington Massachusetts 02421**

# Lexington High School

## 2016 – 2017 Course Catalog

### 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.

**Lexington High School**  
**251 Waltham Street**  
**Lexington, MA 02421**  
Lexington High School  
2016-2017 Course Catalog

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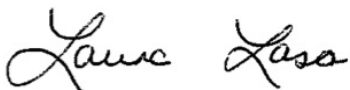
## Principal's Message

In February you will be able to discuss recommended courses with your teachers, and in early March you will identify your elective course requests online using the Aspen student portal. (*On-line access to your course schedule will be available in mid-August.*) During the course request and recommendation portion of the process, you will work with your teachers and counselor to plan the courses you will take that move you toward fulfilling the Lexington High School graduation requirements. More importantly, though, you will engage in conversations to explore new interests, challenge yourself in possibly unexpected ways, and further develop academic and life skills that prepare you to navigate a wide range of learning experiences in a complicated world. As you explore the extensive course offerings described in the *LHS Course Catalog*, 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/guardians and your school counselors as you make these choices. Be mindful of your own interests and create a program for yourself that balances rigor and challenge with participation and fun in the opportunities you engage in outside the classroom. During this process, the counselors will conduct an individual ten-minute meeting with all students currently in grades nine, ten, and eleven to review the course recommendations and requests. This additional step is designed to foster reflective decisions and overall balance in your life.

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 desire to help you gain confidence in who you are as a learner and as a person. We will work with you to identify your academic, emotional, and social needs, pair needs to available resources, and help you access resources appropriately.

This *LHS Course Catalog* is the product of collaborative work by the faculty, the department heads and curriculum coordinators. We deeply appreciate the time and energy Christine Ashness invests to properly format and edit this valuable resource.



Laura J. Lasa, Principal  
January 15, 2016

*This LHS Course Catalog 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 annual planning process. We will do the best we can to publicize such changes in a timely manner.*

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# Course Levels at Lexington High School

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

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

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

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

## College Preparatory 2

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

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

## College Preparatory 1

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

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

## Honors and AP

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

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

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

# English

## Academic Expectations

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

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

All English courses include instruction in the parts of the sentence and paragraph, vocabulary, grammar and usage. Teachers use those terms to comment on students’ oral and written expression. Courses open to juniors and seniors emphasize instruction and practice in these skills and prepare students for the verbal SAT as well as the Advanced Placement Examination in English. All English courses have common final examinations. Most courses require summer reading and/or related projects.

## Grade 9 – Requirement 1100 – Literature and Composition I

**4 credits**

**Level: No Level**

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

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

## Courses Open to Sophomores

### 1208 – Literature and Composition II

4 credits

**Level: Honors**

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

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

### 1206 – Literature and Composition II

4 credits

**Level: CP1**

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

### 1204 – Literature and Composition II

4 credits

**Level: CP2**

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

## Courses Open to Juniors

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

### 1308 – American Literature

4 credits

Level: Honors

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

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

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

### 1306 – American Literature

4 credits

Level: CP1

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

### 1304 – American Literature

4 credits

Level: CP2

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

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

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

### 1404 – Senior Literature and Composition

4 credits

Level: CP2

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

Texts and/or other sources: Readings may include excerpts as well as longer works from such writers and Gene Luen Yang, Paulo Coelho, Albert Camus, Tennessee Williams, and Will Eisner, as well as poems, short stories, and essays.

### 1420 Shakespeare and Company

4 credits

Level: No Level

For many students, the name Shakespeare conjures up images of old British men in tights speaking an ancient language that only literature teachers, cryptographers, and Sir Patrick Stewart can comprehend. But while his works are in the book rooms and storage closets of every high school in America and his name lies at the top of syllabi at thousands of universities, his balding pate, pierced ear, and twinkling eyes have been stamped onto dorm room posters, beer steins, and XXL t-shirts as well. What makes Shakespeare simultaneously so arcane and so popular? The answer has to do, in part, with his role in the creation of a British literature. Over a period of centuries, authors, poets, playwrights, and critics crossed swords over how best to create and defend this very thing. What's more, very few British literary works were written for the one percent. Though some were read or staged in drawing rooms, many more were read aloud in pubs or thumbed through while in line for the train. Do not let the accent fool you: British literature is not necessarily highbrow stuff. In this course, we will explore the development of British literature from *Beowulf* through Shakespeare (whom Johnson crowned "our great author") and up to the present through close readings of poems, novels, short stories, plays, and essays by a variety of writers. Together we will work to identify major themes, patterns, obsessions, poetic inclinations, and other features that distinguish these texts. Students will also spend the year developing their expository and analytical writing skills.

### 1430 – The Short Story

4 credits

Level: No Level

This college preparatory course focuses on reading and interpreting short stories by a variety of well-known authors from around the world. In conjunction with writing analytically, students will delve into creative assignments that are inspired by the texts we explore. At the end of the course, students will leave with a portfolio of their creative writing.

## **1440 – Fighting Words: Social Change Literature**

**4 credits**

**Level: No Level**

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

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

## **1450 – Memoir and Other Writing**

**4 credits**

**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 works in a variety of genres. Students will share their writing with class members on a regular basis, following a writing workshop model. Readings will include short pieces and excerpts by mostly contemporary writers.

## **1460 – Film and Literature**

**4 credits**

**Level: No Level**

Film directors make conscious shooting and editing choices. Students learn about shooting and editing early in the course so they can use this knowledge of film technique as a means of analyzing what they see and hear. From Elia Kazan and Alfred Hitchcock films of the 1950s and 1960s to more contemporary films and film clips, students watch, discuss, and analyze how filmmakers convey meaning to viewers.

Note: This class is not NCAA approved. Student-athletes considering NCAA eligibility should not take this class for English credit. If a student would like to take this class for Art Credit, he/she may do so at the approval of both the Fine Arts department head and the English department head.

## **1480 – Dystopias**

**4 credits**

**Level: No Level**

What is an ideal world and how might its version of perfection be more troubling than the imperfect world that already exists? This course will look at works that examine the possibility of the future in order to comment on the present. Among works studied may be: *V is for Vendetta*, *Brave New World*, *Storming the Reality Studio*, *Clockwork Orange*, stories of Kurt Vonnegut, and other works.

## **1490 – Literature of Our Time**

**4 credits**

**Level: No Level**

This course will look at very recent fiction and poetry from around the world in the past 20 years from such writers as Jhumpa Lahiri, Michael Cunningham, Cormac McCarthy and others. Students will read both short and longer fiction and consider contemporary forces such as the changing natural world, cultural and social difference, and gender roles.

## **1510 – Philosophy and Religion in Literature**

**4 credits**

**Level: No Level**

In this course students will explore several major aspects of human experience, including ideas about justice, free will, and the good life, by examining them through the lens of philosophical, religious and literary texts. Selections will range widely across times and cultures. Along with sacred literature from a variety of religious traditions, we will read many shorter works of fiction, non-fiction and poetry as well as works from Dante and Shakespeare. To enhance the precision of reading, writing and discussion skills, students will learn the philosophical tools of argument mapping. Throughout the year students will be encouraged to enrich our discussions through making connections with their own traditions and academic interests.

## **2780 – Introduction to Journalism**

**English**

**Social Studies**

**2 credits – semester**

**Level: No Level**

*Prerequisite: Open to students in grades 9-12. Priority will be given to underclassmen in ascending order from grade 9 to grade 12.*

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**

**2 credits**

**Level: CP1 or CP2**

*Prerequisite: None*

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

We will explore such timeless questions as:

Why do cultures create myths?

How do we define being human?

How do we define gods and heroes?

What is the relationship of human to gods?

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

# Interdisciplinary Studies

## 2780 – Introduction to Journalism

English  
Social Studies

2 credits – semester

Level: No Level

*Prerequisite:* Open to students in grades 9-12. Priority will be given to underclassmen in ascending order from grade 9 to grade 12.

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)

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

Music  
Social Studies

2 credits – 1<sup>st</sup> semester

Level: No Level

*Prerequisite:* None

Duke Ellington. Count Basie. Ray Charles. James Brown. Paul Simon. Public Enemy. This course examines the people, culture and circumstances that brought about the unique cultures of American music – jazz, blues, soul, rock, hip-hop and beyond – and how those musics reflected, changed and shaped American culture, and made this music perhaps America's most important cultural export.

The format of the course will combine listening, documentary footage, first person accounts from musicians, critics and fans (live when possible), concert attendance, and critical and creative writing on jazz and pop music to build students understanding and appreciation of their musical birthright.

**Semester One** will be split into two parts

1. **How to Listen:** The course will begin by exploring how to listen critically, focusing especially on elements unique to jazz, which is at the crux of all the music we will explore.
2. **New Orleans, Jazz and the Swing Era 1900-1950:** We will examine the birth and growth of jazz and blues, which for a two decade period were the most popular musics in America. We will use Leroi Jones' Blues People to explore the African and slave roots of jazz, and follow the geographic and stylistic shifts in the music, from New Orleans to Chicago and Kansas City to New York, from Ragtime to Swing. We will also explore important musicians (Armstrong, Ellington, Holiday, Basie), the role of swing and jazz in the emerging youth culture, its role in defining American and African-American identity.

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

Music

Social Studies

2 credits – 2<sup>nd</sup> semester

Level: No Level

Prerequisite: None

**Semester Two:** Covers the period of time from 1950-2000. After a brief review of the listening skills we defined in the first semester, we will focus on two distinct, but interconnected, themes:

1. **Jazz:** Innovation, abstraction, evolution: we will continue to explore the evolution of jazz “styles” and major figures in the music (Thelonious Monk, Miles Davis, Ornette Coleman, John Coltrane), as well as how jazz blurs and redraws the lines between popular and “art” music. We will also look at jazz’s influence on civil rights and other “identity movements” of the 1960s and beyond.
2. **Heroes on the Pop Charts:** From when Billboard added a Rhythm and blues chart in 1948, “pop” music, American pop music has been defined and redefined for each generation. We will examine important styles, people, and movements where popular culture and popular music intersect (Elvis on Ed Sullivan, Jimi Hendrix at Woodstock, Live Aid, etc.) In addition to the music itself, we will look at the cultural, economic and technical changes that informed the music, the music industry, and the audience.

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

## 5486 – Mythology

English

Social Studies

World Languages

2 credits

Level: CP1 or CP2

Prerequisite: None

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

We will explore such timeless questions as:

Why do cultures create myths?

How do we define being human?

How do we define gods and heroes?

What is the relationship of human to gods?

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

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

# Mathematics

## Program Overview

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

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

## Academic Expectations

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

## Technology Use

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

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

## Placements and Placement Review

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

Mathematics course placements at Lexington High School are based primarily on teacher recommendation. These recommendations should be considered very carefully, and students and families should consult with the teacher if there is a disagreement about placement. After consultation, if a student still wishes to take a course or level that was not recommended by the teacher, he/she may request a “placement review” for this change to be considered. To do so, request a Math Placement Appeal Form from the current teacher by March 4, complete the form, and submit it to the Mathematics Department Office (room 711) no later than March 15. **Students who do not submit a placement review request will not be permitted to change their math course or level at a**

**later date.** The Math Placement Appeal Form will be reviewed by a team of teachers including the Math Department Head, and the student will be notified of the decision by May. Because this placement review is an appeal process, decisions are final and no further appeals are available.

Occasionally a student may wish to skip over a semester or a year of our course sequence based on outside learning such as summer school. The Mathematics Department generally discourages this practice; most students are better served by taking a full-length course at LHS rather than a condensed summer offering. Students are permitted to change their LHS math course on the basis of outside learning only by requesting a “placement review” and gaining pre-approval. To do so, request a Math Placement Acceleration Form from the current teacher by March 4, complete the form, and submit it to the Mathematics Department Office (room 711) no later than March 15. **Students who do not submit a placement review request will not be permitted to change their math course or level at a later date.** The Math Placement Acceleration Form will be reviewed by a team of teachers including the Math Department Head, and the student will be notified of the decision by May. Decisions are final and no further appeals are available.

# Curriculum and Course Sequences

Lexington High School offers a sequence of integrated mathematics courses that is fully aligned with the 2011 *Massachusetts Curriculum Framework for Mathematics* incorporating the *Common Core State Standards*. In each of the core courses Math 1, Math 2, and Math 3, there is a mixture of topics from algebra, geometry, and statistics/probability. The aim of this integrated approach is to present mathematics as a cohesive whole, while emphasizing mathematical practices such as reasoning, problem solving, and modeling.

The following chart shows typical progressions between courses at each level. (This chart applies to students in the graduating classes of 2016 through 2020. Changes are anticipated for the Class of 2021 in response to changes in the middle school curriculum.) Most courses have prerequisite grades in the preceding course; see the course descriptions for details. Students may move either up or down in level when appropriate and when recommended by their teachers. However, changes that involve skipping one or more semesters of content cannot be made without an approved plan to cover the skipped material, and the student must submit Math Placement Acceleration Form for review as described under the heading “Placements and Placement Review.”

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



## Courses for Grade 9

### **3314 – Math 1: Algebra/Geometry/Statistics**

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

**Level: CP2**

*Prerequisite: Successful completion of any grade 8 math course.*

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

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

Budget permitting, this course will be scheduled as 4 classroom blocks plus 2 blocks of Math Academic Support. If a student cannot be scheduled for the Math Academic Support blocks or does not fully participate in those blocks for the whole year, the student will receive 4 credits instead of 6 credits.

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

**4 credits**

**Level: CP1**

*Prerequisite: Math 1A in grade 8 with at least a B-range grade. (Students with lower grades in Math 1A should take course 3314 CP2 Math 1 instead.)*

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 begin developing geometric proofs using deductive geometry and/or coordinate geometry.

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

## **3326 – Math 2: Algebra 2/Geometry/Statistics**

**4 credits**

**Level: CP1**

*Prerequisite: Math 1 in grade 8 with at least a B-range grade. (Students with C-range grades in Math 1 should take course 3325 CP1 Math 1B/2A instead. Those with D's or F's should proceed per teacher recommendation.)*

## **3328 – Math 2: Algebra 2/Geometry/Statistics**

**4 credits**

**Level: Honors**

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

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

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

### **Availability of more advanced courses for grade 9 students**

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

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

## **Courses for Grade 10**

### **3324 – Math 2: Algebra 2/Geometry/Statistics**

**4 credits**

**Level: CP2**

*Prerequisite: Successful completion of Math 1.*

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

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

## **3335 – Math 2B/3A: Algebra 2/Geometry/Statistics**

**4 credits**

**Level: CP1**

*Prerequisite: Math 1B/2A with at least a C-range grade.*

Math 2B/3A students will examine functions of varied types, with an emphasis on polynomial functions and their use in modeling. They will extend their use of coordinate and deductive geometry to include circles, similarity, and right triangle trigonometry. Students will use compound and conditional probabilities, and work with sequences and series. They will apply statistical methods to draw inferences and conclusions from data.

Math 2B/3A students will engage in mathematical practices such as making sense of problems, reasoning and constructing arguments, modeling, and using structure and regularity. They will use mathematical tools including graphing calculators, spreadsheets, and geometry software.

## **3336 – Math 3: Algebra 2/Geometry/Statistics**

**4 credits**

**Level: CP1**

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

## **3338 – Math 3: Algebra 2/Geometry/Statistics**

**4 credits**

**Level: Honors**

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

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

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

## **Courses for Grade 11**

### **3334 – Math 3: Algebra 2/Geometry/Statistics**

**4 credits**

**Level: CP2**

*Prerequisite: Successful completion of Math 2.*

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

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

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

**4 credits**

**Level: CP1**

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

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

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

## **3346 – Math 4: Precalculus**

**4 Credits**

**Level: CP1**

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

## **3348 – Math 4: Precalculus**

**4 credits**

**Level: Honors**

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

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

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

## **3459 – AP Statistics**

**4 credits**

**Level: Advanced Placement**

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

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

## Courses for Grade 12

### 3344 – Math 4: Advanced Algebra

4 credits

Level: CP2

*Open to grade 12 only.*

*Prerequisite: Successful completion of CP2 Math 3.*

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

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

4 credits

Level: CP1

*Open to grade 12 only.*

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

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

### 3356 – Calculus

4 credits

Level: CP1

*Open to grade 12 only.*

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

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

## **3456 – Statistics**

**4 credits**

**Level: CP1**

*Open to grade 12 only.*

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

Students will be introduced to the concepts, properties, methodologies, and techniques of statistics. Students will explore the design of surveys, polls, and experiments to assess the validity of results, to identify potential sources of bias, and to identify the conclusions that can be drawn. Other topics include probability simulations and experimental design. Active and collaborative learning, conceptual understanding, and mathematical communication are emphasized. Genuine real-world data will be used frequently, and graphing calculators and computers will be used as data analysis tools.

## **3556 – Contemporary Applied Mathematics**

**4 credits**

**Level: CP1**

*Open to grade 12 only.*

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

This course focuses on the application of mathematics to the social sciences of today's world. It is designed to meet the needs of students who are proficient readers and writers but may have varied math backgrounds. Students will investigate the mathematics of social choice: design of voting systems, fair division and apportionment, and game theory. They will study the mathematics of the digital revolution, including identification numbers and cryptography. They will apply graph theory and linear programming to business and management problems involving planning, scheduling, efficiency, and optimization. The course will be based on a college math-for-liberal-arts textbook, *For All Practical Purposes*, and will have a constant emphasis on math use in the real world.

## **3359 – AP Calculus AB**

**4 credits**

**Level: Advanced Placement**

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

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

## 3369 – AP Calculus BC

4 credits

**Level: Advanced Placement**

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

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

## 3459 – AP Statistics

4 credits

**Level: Advanced Placement**

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

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

## 3093 – Math Teaching Assistant Program

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

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

**Level: No Level**

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

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

## Business Course

### 3510 – Accounting

4 credits

Level: No Level

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

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

## Beginning Computer Courses

**For students new to our computer courses:** As of 2016-2017, LHS offers three beginning computer courses to address varied interests. Each of them is a semester course, and they can be taken in any order. You are welcome to request one or two of these courses in the same year.

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

### 3610 – Computer Applications

2 credits – semester course

Level: No Level

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

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

### 3650 – Computers, Design, and Code

2 credits – semester course

Level: No Level

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

**NEW COURSE FOR 2016-2017.** This course is for all students who want to discover the various design capabilities of computers. Projects will include drawing images and patterns, designing and creating a web page, and designing an object for printing on a 3-D printer. Students will also be introduced to building computer programs using coding and visual tools, including developing an app for the phone.



## **3706 – Computer Programming**

**2 credits – semester course**

**Level: CP1**

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

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

## **Other Computer Courses**

### **3726 – Introduction to Programming II**

**2 credits – semester course**

**Level: CP1**

*Prerequisite: 3716 Introduction to Programming I. This course is being offered for the last time in 2016-2017, only as a continuation course for students who took 3716 Introduction to Programming I in a previous year.*

This continuation of the introductory course in computer programming will explore some of the more intricate aspects of computer programming. Using C++, students will study in-depth string manipulation, one and two dimensional arrays, sorting, recursion, and be introduced to object-oriented programming. There will also be a study of computer number systems. Course grades will be based primarily on success in completing programming projects.

### **3739 – AP Computer Science**

**4 credits**

**Level: Advanced Placement**

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

*Alternative prerequisite as of 2017-2018: 3706 Computer Programming.*

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

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

### **3746 – Advanced Computer Programming**

**2 credits – semester course**

**Level: CP1**

*\*Not offered in 2016-2017; expected to return in 2017-2018.*

*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.

## **Other Courses Accepted for Math Credits**

### **2726 – Introduction to Personal Finance**

**2 credits – semester course**

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

### **4550 – Introduction to Robotics and Engineering**

**2 credits – semester course**

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

# Performing & Visual Arts

## Academic Expectations

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

## Performing Arts: Drama

### 6500 – “The Play’s the Thing”

2 credits – semester

Level: No Level

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

### 6510 – Art of the Theater

2 credits – semester

Level: No Level

This course is an introduction to drama and theater. Through activities, imaginative exercises and personal experiences, we will examine the human condition in real and fictional scenarios. Some examples of units may include subtext, conflict, theme, metaphor, and the dynamics of status. Students should be prepared to collaborate with others, especially while developing and practicing scenes in rehearsals. 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. Most of the scene material in the course will be student-generated through structured improvisation and developed during in-class rehearsal time. Units may include imaginary object use, accepting and blocking offers, story development, free form improvisation, and movement. Ensemble work will be stressed as students are expected to invest in each other’s success. This class may not be repeated for credit.

### 6531 – Public Speaking 1

2 credits – semester

Level: No Level

This is a course designed to give students practice in organizing and delivering informative, persuasive and demonstrative speeches. Students will work on skills such as: eye contact, posture, rate of speaking, and enunciation. Speeches will be delivered every two weeks and there will be several activities to enhance the lessons. In-class critiques offered by students will supplement teacher evaluation. This class may not be repeated for credit.

## **6532 – Public Speaking 2**

**2 credits – semester**

**Level: No Level**

*Prerequisite: Public Speaking 1*

In this course, students will continue to develop the skills they learned in Public Speaking 1. We will work with speeches to persuade, to entertain and to inform. In addition, we will learn how to mark a script for oral interpretation. Students will continue to hone their skills in making eye contact, using proper posture, working with gesture, pitch and tone. Speeches will be due every two weeks and lengths will vary according to the assignment. This class may not be repeated for credit.

## **6540 – Drama of Social Issues Performance Workshop**

**2 credits – semester**

**Level: No Level**

*Prerequisite: 6500, 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 structured improvisation, students will create and perform two theater pieces each semester for the school community. Each performance will explore a different issue in episodic or linear form. Students will be asked to look at these issues from various points of view and interpret them for the stage. This class may be repeated for credit.

## **6560 – Advanced Drama Workshop**

**2 credits – semester**

**Level: No Level**

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

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

**Please Note:** 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.

## **6570 and 6580**

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

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

## **6570 – Playwriting**

**2 credits – first semester**

**Level: No Level**

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

## **6580 – Directing**

**2 credits – second semester**

**Level: No Level**

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

## **6590 – Independent Study in Drama**

**1 credit – semester**

**Level: No Level**

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

## **Performing Arts: Music**

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

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

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

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

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

## Theory, Composition and History

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

### 6610 – Music Theory

4 credits – year

Level: No Level

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

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

### 6619 – AP Music Theory

4 credits – year

Level: AP Level

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

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

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

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

Music

Social Studies

2 credits – 1<sup>st</sup> semester

Level: No Level

Prerequisite: None

Duke Ellington. Count Basie. Ray Charles. James Brown. Paul Simon. Public Enemy. This course examines the people, culture and circumstances that brought about the unique cultures of American music – jazz, blues, soul, rock, hip-hop, and beyond – and how those musics reflected, changed and shaped American culture, and made this music perhaps America’s most important cultural export.

The format of the course will combine listening, documentary footage, first person accounts from musicians, critics and fans (live when possible), concert attendance, and critical and creative writing on jazz and pop music to build students understanding and appreciation of their musical birthright.

**Semester One** will be split into two parts

1. **How to listen:** The course will begin by exploring how to listen critically, focusing especially on elements unique to jazz, which are at the crux of all the music we will explore.
2. **From New Orleans to Swing to Bebop – Jazz, 1900-1950:** We will examine the birth and growth of jazz and blues, which for a two decade period were the most popular musics in America. We will use Leroi Jones’ Blues People to explore the African and slave roots of jazz, and follow the geographic and stylistic shifts in the music, from New Orleans to Chicago and Kansas City to New York, from Ragtime to Swing to Bebop. We will also explore important musicians (Armstrong, Ellington, Holiday, Basie, Parker), the role of swing and jazz in the emerging youth culture, its role in defining American and African-American identity.

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

Music

Social Studies

2 credits – 2<sup>nd</sup> semester

Level: No Level

Prerequisite: None

**Semester Two** covers the period of time from 1950-2000. After a brief review of the listening skills we defined in the first semester, we will focus on two distinct, but interconnected, themes:

1. **Jazz:** Innovation, abstraction, evolution: we will continue to explore the evolution of jazz “styles” and major figures in the music (Thelonious Monk, Miles Davis, Ornette Coleman, John Coltrane), as well as how jazz blurs and redraws the lines between popular and “art” music. We will also look at jazz’s influence on civil rights and other “identity movements” of the 1960s and beyond.
2. **Heroes on the Pop Charts:** From when Billboard added a Rhythm and Blues chart in 1948, American pop music has been defined and redefined for each generation. We will examine important styles, people, and moments where popular culture and popular music intersect (Elvis on Ed Sullivan, Jimi Hendrix at Woodstock, Live Aid, etc.) In addition to the music itself, we will look at the cultural, economic and technical changes that informed the music, the music industry, and the audience.

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

## **6680 – Mixtape Anatomy**

**2 credits – 1 semester**

**Level: No Level**

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

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

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

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

## **Choral Performance**

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

## **6710 – LHS Chorale**

**4 credits – year**

**Level: No Level**

*Prerequisite: Student must demonstrate the ability to match pitch.*

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

## **6728 – Women’s Chorus**

**4 credits – year**

**Level: Honors**

*Prerequisite: Audition*

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



## **6738 – Concert Choir**

**4 credits – year**

**Level: Honors**

*Prerequisite: Audition*

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

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

## **6778 – Madrigal Singers**

**4 credits – year**

**Level: Honors**

*Prerequisite: Audition*

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

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

## **6770 – Independent Study: Student-Directed A Cappella Ensembles**

**1 credit – year**

**Level: No Level**

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

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

## **Instrumental Music**

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

### **6900 – Symphonic Band**

**4 credits – year**

**Level: No Level**

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

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

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

### **6928 – Concert Band**

**4 credits – year**

**Level: Honors**

*Prerequisite: Audition*

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

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

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

## **6948 – Wind Ensemble**

**4 credits – year**

**Level: Honors**

*Prerequisite: Audition*

The LHS Wind Ensemble is for students wishing to perform wind band literature at a very advanced high school and college/professional level. Students taking this class almost universally study their instrument with a professional teacher outside of the school setting. The rehearsal process is focused on producing high-level performances that are musically expressive and technically polished. Central to attaining the course's goals is the achievement of ensemble performance excellence, through each student's growth in the areas of knowledge, understanding and skills. Growth in these areas is fostered through rehearsal and performance of wind band music written in a variety of styles. This music is presented at several concerts spread over the course of the school year. The Wind Ensemble additionally participates in the MICCA festival and may travel to national and international music festivals. Students will have quarterly written projects and playing assessments.

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

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

## **6910 – Repertoire Orchestra/Strings**

**4 credits – year**

**Level: No Level**

*Prerequisite: 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 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-Repertoire Orchestra or 6938-Symphony Orchestra/Strings, for one or more years. Students will perform five to six times per year and will be available for extracurricular performances. Students will be expected to be involved in private lessons on their instrument, lead sectionals and rehearsals, mentor younger players and form small ensembles that will perform within the school community.

## **6850 – 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.*

Beginning Jazz Improvisation is the starting point for students interested in learning to improvise musically.

**ALL instruments are welcome; but we ESPECIALLY NEED BASS, DRUMS, PIANO AND GUITAR!** In this class you will be exposed to jazz through listening, playing, writing and performing. Other course activities will include composition, music theory and transcription. There are four concerts called “Jazz Nites” over the course of the year; the beginning Jazz Improvisation classes perform at two of them, though are required to attend all four. This class is limited to 15 students at registration time. Additional students may be added, at the instructor’s direction, as instrumentation permits.

## **6860 – 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 that have participated in 6860 or have comparable background. The class is limited to one player on a part. Students must have experience in the jazz idiom, be able to read chord symbols, improvise, and be technically proficient on their instruments. Many concert performances are required of all members in this class.

## **6870 – Jazz Ensemble**

**4 credits – year**

**Level: No Level**

*Prerequisite: Audition in fall*

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

## **6890 – Independent Study in Music**

**1 credit – semester**

**Level: No Level**

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

# Visual Arts

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

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

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

## **6100 – Foundations of Fine Art**

**2 credits – semester**

**Level: No Level**

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

## **6300 – Foundations of Digital Art**

**2 credits – semester**

**Level: No Level**

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

## **6410 – Computer Animation**

**2 credits – semester**

**Level: No Level**

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

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

## **6111 – Drawing I**

**2 credits – semester**

**Level: No Level**

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

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

## **6112 – Drawing II**

**2 credits – semester**

**Level: No Level**

*Prerequisite: Drawing I*

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

## **6130 – Illustration**

**2 credits – semester**

**Level: No Level**

*Prerequisite: Drawing I*

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

## **6141 – Painting I**

**2 credits – semester**

**Level: No Level**

*Prerequisite: Drawing I*

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

## **6142 – Painting II**

**2 credits – semester**

**Level: No Level**

*Prerequisite: Painting I*

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

## **6211 – Ceramics**

**2 credits – semester**

**Level: No Level**

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

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

## **6212 – Advanced Ceramics**

**2 credits – semester**

**Level: No Level**

*Prerequisite: Ceramics*

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

## **6251 – Photography**

**2 credits – semester**

**Level: No Level**

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

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

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

## **6252 – Advanced Photography**

**2 credits – semester**

**Level: No Level**

*Prerequisite: Photography I*

**Open to students in grades 11 or 12.**

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

## **6260 – Documentary Photography**

**2 credits – semester**

**Level: No Level**

*Prerequisite: Advanced Photography*

**Open to students in grades 11 and 12.**

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

## **6370 – Digital Imaging**

**2 credits – semester**

**Level: No Level**

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

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

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

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

## **6230 – Sculpture**

**2 credits – semester**

**Level: No Level**

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

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

## **6280 – Introduction to Portfolio (*Spring semester*)**

**2 credits – semester**

**Level: No Level**

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

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



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

**2 credits – semester**

**Level: No Level**

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

## **6311 – Digital Video Production I**

**2 credits – semester**

**Level: No Level**

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

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

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

## **6312 – Digital Video Production II**

**2 credits – semester**

**Level: No Level**

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

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

## **6490 – Independent Study**

**Independent Study 2 credits – semester**

**Level: No Level**

**Open to students in grades 11 and 12.**

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

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

# Physical Education & Wellness

## Academic Expectations

The Physical Education and Wellness Department assumes primary responsibility for assisting students in achieving proficiency in Academic Expectations 4 (Listening), and 9 (Awareness of aesthetic principles). We also acknowledge our collaborative efforts in reinforcing and supporting all of the other academic expectations outlined in this *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, Health and Wellness courses are taught at the College Preparatory – No Level designation**

## Health Education

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

## **7810 – Adolescent Health Issues I**

**1 credit – semester**

**Level: No Level**

Required of all freshmen, second semester only.

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

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

## **7830 – Adolescent Health Issues II**

**1 credit – semester**

**Level: No Level**

*Prerequisite: Adolescent Health Issues I*

Required of all juniors, first semester only.

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

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

### **Grades and Credit**

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

## **Criteria for Home Schooling for Health Education**

### **7891 -Adolescent Health Issues I -Independent Study**

**1 credit**

**Level: No Level**

### **7893 -Adolescent Health Issues II -Independent Study**

**1 credit**

**Level: No Level**

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

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

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

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

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

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

## **Parental Notification Relative to Sex Education**

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

# **Prevention Program: Peer Leadership/Educators**

## **Non-credit/Community Service Program**

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

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

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

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

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

# Physical Education

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

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

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

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

## **Racket Activities**

Badminton  
Tennis

## **Individual Activities**

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

## **Team Activities**

Basketball  
Outdoor games/Frisbee  
Football  
Volleyball

## **Recreational Activities**

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

## **Dance Activities\***

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

\* These electives may be designated for Performing  
Arts credit with Coordinator approval

# Physical Education

## Grades and Credits

Grades and credits earned in Physical Education are very dependent on regular attendance and active participation and 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 Dance**

**½ credit – quarter**

**Level: No Level**

*Prerequisite: None*

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

## **7194, 7394 – Dance for Musical Theater**

**½ credit – quarter**

**Level: No Level**

*Prerequisite: Interest in Dance and Theater needed*

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

## **7297, 7497 – Mind/Body Mechanics**

**½ credit – quarter**

**Level: No Level**

*Prerequisites: None*

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



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

## **7185, 7285, 7385, 7485 – Pilates**

**½ credit – quarter**

**Level: No Level**

*Prerequisites: None*

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

## **7190, 7290, 7390, 7490 – Yoga**

**½ credit – quarter**

**Level: No Level**

*Prerequisites: None*

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

## **7100, 7400 – Badminton**

**½ credit – quarter**

**Level: No Level**

*Prerequisites: None*

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

## **7215, 7315 – Games/Basketball**

**½ credit – quarter**

**Level: No Level**

*Prerequisites: None*

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

## **7260, 7360 – Cardio Kick-Boxing**

**½ credit – quarter**

**Level: No Level**

*Prerequisites: None*

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

## **7135, 7435 – Outdoor Games/Ultimate Frisbee**

**½ credit – quarter**

**Level: No Level**

*Prerequisites: none*

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

## **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 goal oriented in achieving and learning how to improve all components of physical fitness using minimal equipment.

## **7155, 7455 – Rollerblading**

**½ credit – quarter**

**Level: No Level**

*Prerequisites: None*

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

## **7425 – Lifetime Activities**

**½ credit – quarter**

**Level: No Level**

*Prerequisites: None*

This elective will introduce students to a variety of mini-unit activities which will promote active learning. Activities will include but is not limited to softball, pickleball, project adventure learning, archery and cooperative games. Students will learn the basic rules, strategies, skills, and outcomes required to effectively perform these activities. In addition, students will gain an appreciation of developing essential lifetime skills such as cooperation, team-building, social interaction, peer teaching, and resiliency.

## **7270, 7370 – Strength and Fitness Training**

**½ credit – quarter**

**Level: No Level**

*Prerequisites: None*

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

## **7105 – Tennis/Games**

**½ credit – quarter**

**Level: No Level**

*Prerequisites: None*

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

# Science

## Program Overview

The Science Department offers a comprehensive program designed to satisfy a variety of student interests and needs. All freshmen are required to take environmental earth science. Sophomores study biology. Juniors study chemistry and seniors either physics or astronomy. Two elective courses (in robotics and physics) are offered for seniors who are co-enrolled in a core physics course. 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. Students should observe any listed pre- and/or co-requisites. Deviation from the stated pre- or co-requisite for any course requires the approval of the Science Department Head. In those instances where a final exam is indicated, this exam will count as 10% of the year's grade. In courses where there are multiple sections, the final exam will be common across all sections.

## Academic Expectations

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

## Environmental Earth Science

Environmental Earth Science courses are full-year courses that introduce the student to the basic principles of astronomy (4106 & 4108 only), meteorology, climatology, ecology, engineering, fresh water systems and oceanography. These courses emphasize experimental investigations and encourage the development of analytical thinking.

### 4108 - Environmental Earth Science

**5 credits**

**Level: Honors**

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

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

## **4104 – Conceptual Environmental Earth Science**

**5 credits**

**Level: CP2**

*Prerequisite: Teacher Recommendation*

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

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

## **Biology**

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

## **4209 – AP Biology**

**6 credits**

**Level: Advanced Placement**

*Prerequisite: Teacher Recommendation*

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

## **4206 – Biology**

**5 credits**

**Level: CP1**

*Prerequisite: Teacher recommendation*

This course and laboratory component is designed to provide a survey of biological principles for students who are interested in the subject and have demonstrated high motivation. Reading skills above grade level and ability to deal with abstract concepts are expected. 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 is designed to provide students with a working knowledge of biological principles. It can serve as an important component of college preparatory study. Students enrolled in this course will use an iPad as a learning tool. 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**

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

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

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

## **4308 – Chemistry**

**5 credits**

**Level: Honors**

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

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

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

## **4306 – Chemistry**

**5 credits**

**Level: CP1**

*Prerequisite: Math 2*

*Co-requisite: Math 3 and teacher recommendation*

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

## **4304 – Conceptual Chemistry**

**5 credits**

**Level: CP2**

*Prerequisite: Teacher recommendation*

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

## **Physics**

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

## **4419 – AP Physics C**

**6 credits**

**Level: Advanced Placement**

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

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

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



## **4409 – AP Physics 1**

**6 credits**

**Level: Advanced Placement**

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

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

## **4448 – Extended Physics Topics**

**1 credit – 2 blocks per week for 1 semester**

**Level: Honors**

*Co-requisite: AP Physics I or AP Physics C*

Extended Physics Topics is a course designed at an advanced level to provide treatment of additional physics topics not covered in the AP Physics courses. This course will not require the use of calculus. Students are expected to solve problems using algebra and trigonometry and to write paragraph and paper length explanations of physical phenomenon. Topics include fluids, thermodynamics, geometric and physical optics, wave-particle duality, and radioactive decay. This course, combined with either AP Physics 1 or AP Physics C, will prepare students to take the AP Physics 2 exam.

## **4406 – Physics**

**5 credits**

**Level: CP1**

*Prerequisite: CP1 Math 3 and teacher recommendation*

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

## **4404 – Conceptual Physics**

**5 credits**

**Level: CP2**

*Prerequisite: teacher recommendation*

This course will provide students with a working knowledge of basic physics concepts. It can serve as an important component of college preparatory study. Students will strengthen their ability to gather and make sense of data through lab investigations and classroom activities that will rely on the use of technologies including (but not limited to) video analysis and the use of probeware for gathering real-time data. Mid-year and final exams will be given.

## **Other Courses**

### **4516 - Astronomy**

**4 credits**

**Level: CP1**

*Prerequisite: CP1 Math 3 and teacher recommendation*

An introduction to Astronomy, this class will focus on the application of physics to the study of the universe.

Intended for highly motivated seniors interested in science, this class expects students to think critically as well as to make use of mathematical reasoning in the solving of problems related to astronomical phenomena. Students will be expected to complete 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.

### **4093 – Science Teaching Assistant Program**

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

**Level: No Level**

*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*. In addition to the areas of primary responsibility listed above, the debate courses also assume primary responsibility for the Academic Expectations 3 (Speaking) and 4 (Listening).

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

## Summer Reading

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

## 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 9<sup>th</sup> grade English and required of all ninth grade students. The English/Social Studies team works together to build a foundation of knowledge, academic skills and study habits. There will be a clear and consistent inclusion of non-western cultures so that the cultural pluralism of our present world can be better appreciated.

## **Sophomores will select one of the following:**

### **2204 – World History II**

**4 credits**

**Level: CP2**

*Prerequisite: Recommendation of World History I teacher as outlined in the Lexington High School Handbook, under “Scheduling of Students.”*

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

### **2206 – World History II**

**4 credits**

**Level: CP1**

*Prerequisite: Recommendation of World History I teacher as outlined in the Lexington High School Handbook, under “Scheduling of Students.”*

The study of modern world historical events (1500 to the present) constitutes the main thrust of this rigorous course. There is also an emphasis on analysis of global issues relevant to the present. The development of strong writing skills is a priority in this course. Students will build upon and expand the thinking, reading, writing, and research skills established in ninth grade and continue to develop analytical habits of mind. Students will be expected to complete reading and writing assignments totaling up to 45 minutes per class meeting. In addition, students will be expected to complete, individually and in groups, research papers, projects and presentations. Along with the use of a high school-level text, particular emphasis is placed upon engagement with primary source material and the development of relevant historical thinking skills for analyzing texts, maps, graphs, and other visual material.

### **2209 – AP World History II**

**4 credits**

**Level: Advanced Placement**

*Prerequisite: Recommendation of World History I teacher as outlined in the Lexington High School Handbook, under “Scheduling of Students.”*

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

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

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

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

Students will be prepared to master the requisite skills and knowledge needed for the multiple-choice and essay portion of the exam.

## **Courses Open to Juniors**

### **Juniors will select one of the following:**

#### **2304 – Issues in American History**

**4 credits**

**Level: CP2**

*Prerequisite: Successful completion of 2204, 2206, 2209 as outlined in the Lexington High School Handbook, under “Scheduling of Students.”*

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

#### **2306 – Issues in American History**

**4 credits**

**Level: CP1**

*Prerequisite: Successful completion of 2204, 2206, 2209 as outlined in the Lexington High School Handbook, under “Scheduling of Students.”*

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

## **2309 – AP United States History**

**4 credits**

**Level: Advanced Placement**

*Prerequisite: Successful completion of 2204, 2206, 2209 as outlined in the Lexington High School Handbook, under “Scheduling of Students.”*

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

## **Social Studies Electives**

### **Electives open to grades 9 - 12**

- 2650 – Introduction to Law
- 2610 – Child Psychology
- 2780 – Introduction to Journalism (Interdisciplinary)
- 2820 – Introduction to Lincoln-Douglas Debate
- 2810 – Introduction to Policy Debate
- 2710 – Introduction to Business
- 2720 – Introduction to Personal Finance
- 2660 – Introduction to Economics

### **Electives open to grades 10 – 12**

- 2818 – Policy Debate
- 2828 – Lincoln-Douglas Debate
- 2838 – Public Forum
- 2750 – Introduction to Marketing
- 2450 – Conflict in the Modern World
- 2550 – East Asian Studies

### **Electives open to grades 11 – 12**

- 2580 – Facing History: The Holocaust and Other genocides
- 2590 – Race, Gender & Human Behavior
- 2770 – Media Studies
- 2438 – Political Thought-Honors
- 2760 – Positive Psychology: The Pursuit of Happiness

### **Electives open to grade 12 only**

- 2419 – AP US Government & Politics
- 2479 – AP Human Geography
- 2649 – AP Psychology
- 2679 – AP Economics

## **2419 – AP US Government & Politics**

**4 credits – year**

**Level: Advanced Placement**

*Prerequisite: Open to seniors only in accordance with the procedure as outlined in the Lexington High School Handbook, under “Scheduling of Students.”*

This course is an in-depth look at the American government and its political system. We will investigate the electoral process, the process of governance, and larger issues of democracy, leadership, and the law. Students will focus on both historical precedents and current events, involving both elections and governmental actions.

## 2438 – Political Thought-Honors

2 credits – semester

**Level: Honors**

*Prerequisite: Open to juniors and seniors*

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

## 2450 – Conflict in the Modern World

2 credits

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

*Prerequisite: Open to sophomores, juniors and seniors*

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

## 2479 – AP Human Geography

4 credits – year

**Level: Advanced Placement**

*Prerequisite: Open to seniors only in accordance with the procedure as outlined in the Lexington High School Handbook, under “Scheduling of Students.”*

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

## 2550 – East Asian Studies

2 credits – semester

**May be taken for honors or unlevleled credit for students in grade 10-12. Students may sign up for honors credit (2558) during the add/drop period through consultation with the teacher.**

*Prerequisite: Open to sophomores, juniors and seniors.*

The East Asian Studies course allows students to not only explore the distinct yet intertwined histories of China, Japan and Korea, but also the social, political and economic issues facing these nations in the 21<sup>st</sup> century. East Asian Studies also looks at the interactions of China, Japan and Korea in the context of international events. The course is, by nature, interdisciplinary, and material for the course will draw from historical and contemporary texts, art and pop culture.



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

**2 credits – semester**

**Level: No Level**

*Prerequisite: Open to juniors and seniors*

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

## **2590 – Race, Gender and Human Behavior**

**2 credits – semester**

**Level: No Level**

*Prerequisite: Open to juniors and seniors*

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

## **2610 – Child Psychology**

**2 credits – semester**

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

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

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

## **2649 – AP Psychology**

**4 credits – year**

**Level: Advanced Placement**

*Prerequisite: Open to seniors only, as outlined in the Lexington High School Handbook, under “Scheduling of Students.”*

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

## **2650 – Introduction to Law**

**2 credits – semester**

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

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

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

## **2660 – Introduction to Economics**

**2 credits**

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

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

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

## 2679 – AP Economics

4 credits

**Level: Advanced Placement**

*Prerequisite: Open to seniors only, as outlined in the Lexington High School Handbook, under “Scheduling of Students.”*

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

## 2710 – Introduction to Business

2 credits

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

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

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

## 2720 – Introduction to Personal Finance

2 credits

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

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

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

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

## 2750 – Introduction to Marketing

2 credits

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

*Prerequisite: Open to sophomores, juniors and seniors*

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

## **2760 – Positive Psychology: The Pursuit of Happiness**

**2 credits – semester**

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

*Prerequisite: Open to juniors and seniors only*

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

## **2770 – Media Studies**

**2 credits – semester**

**Level: May be taken for honors or unlevleed credit for students in grade 11-12. Students may sign up for honors credit (2778) 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**

**English**

**Social Studies**

**2 credits – semester**

**Level: No Level**

*Prerequisite: Open to students in grades 9-12. Priority will be given to underclassmen in ascending order from grade 9 to grade 12.*

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)

## 2810 – Introduction to Policy Debate

4 credits

**Level: No Level**

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

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

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

## 2818 – Policy Debate

4 credits

**Level: Honors**

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

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

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

## 2820 – Introduction to Lincoln-Douglas Debate

4 credits

**Level: No Level**

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

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

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

## **2828 – Lincoln-Douglas Debate**

**4 credits**

**Level: Honors**

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

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

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

## **2838 – Public Forum**

**4 credits**

**Level: Honors**

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

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

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

## **5486 – Mythology**

See Interdisciplinary Studies

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

See Interdisciplinary Studies

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

See Interdisciplinary Studies

# World Languages

## Academic Expectations

The World Language Department 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. The World Languages Department offers courses in American Sign Language, Mandarin, 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 10% 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 American Council on the Teaching of Foreign Languages (ACTFL):

<http://www.languagetesting.com/actfl-proficiency-scale>

American Council on the Teaching of Foreign Languages. (2012). The ACTFL Performance Descriptors for Language Learners. Alexandria, VA: Retrieved from:

<http://www.actfl.org/publications/guidelines-and-manuals/actfl-performancedescriptors-language-learners>

American Council on the Teaching of Foreign Languages. (2015). The NCSSFL-ACTFL Can-Do Statements. Alexandria, VA: Retrieved from:

<http://www.actfl.org/publications/guidelines-and-manuals/ncssfl-actfl-can-do-statements>

American Council on the Teaching of Foreign Languages. (2012). ACTFL Proficiency Guidelines. Alexandria, VA: Retrieved from:

<http://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012>

American Council on the Teaching of Foreign Languages. (2013). Alignment of the National Standards for Learning Languages with the Common Core State Standards. Alexandria, VA: Retrieved from:

<http://www.actfl.org/news/reports/alignment-the-national-standards-learning-languages-the-common-core-state-standardsw>

# American Sign Language

## 5816 - American Sign Language I

4 credits

Level: CP1

*Prerequisite: None*

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

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

## 5826 - American Sign Language II

4 credits

Level: CP1

*Prerequisite: Successful completion of ASL I.*

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

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

## 5116 - French I

4 credits

Level: CP1

*Prerequisite: None*

This course is for students who are beginning their study of French and for those coming into the high school that would like to strengthen their basic skills. Through hands-on activities and analysis of the film *Le papillon*, students will learn the four basic communication 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 converse in French. Students will encounter various francophone countries throughout their studies. This course is taught progressively in French.

## 5128 - French II

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 rapidly acquire new vocabulary and structures. Written and oral precision will be emphasized. Using a wide variety of verb forms including the subjunctive, students will learn to communicate more confidently and spontaneously. Students will read and discuss French literature and a film, including *Tous pour un*, *Tintin- L'Ile Noire*, and *Kirikou et la Sorcière*. Students will learn about the francophone world and gain cultural knowledge to negotiate various social contexts. This course is taught in French.



## 5126 - French II

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 sentences and narratives in the past, present, and future tenses. Students are encouraged to listen, read, write, and speak in a variety of ways and contexts. Students will work to create a character that will travel with the class to Francophone settings including Switzerland, Belgium, Morocco, Senegal, Québec, and France. This course will give students a background in Francophone cultures by studying products, practices, and texts and a film, *Kirikou*, emerging from those cultures. This course is taught in French.

## 5138 - French III

4 credits

Level: Honors

*Prerequisite: B or higher in 5128 and teacher recommendation.*

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 historical knowledge is emphasized. Students will learn to be more creative and precise in their expression and to use language independently to inform, narrate, describe, question, and persuade as well as to express feelings and attitudes. Listening, speaking, reading, and writing skills will be developed systematically through communicative activities related to course topics and texts including *Le Petit Prince*, *Au Revoir les enfants*, and *Cyrano de Bergerac*. The course is taught in French.

## 5136 - French III

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 study of short films, articles, songs, poems 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, 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. Materials include *Le Petit Prince* and *Au Revoir les Enfants*. This course is taught exclusively in French.

## 5148 - French IV

4 credits

Level: Honors

*Prerequisite: B or better in 5138 and teacher recommendation*

In this course, students will progress into a serious study of language from both a structural and literary angle. Students analyze complex, full-length, authentic texts to attain linguistic precision and cultural knowledge. Students will master and perfect their use of language, both written and oral, with an eye towards native-like proficiency. Materials include *La Parure*, *L'étranger*, and *Candide*. This class prepares students for the French SAT II test and the French AP Language and Culture course. This course is taught exclusively in French.

## **5146 - French IV**

**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 multi-media realia. A variety of analytic and communicative activities will enable students to pursue more open-ended and creative communication. Through authentic materials, such as *Petit Nicholas*, *Arsène Lupin*, *La Parure* and *Molière*, students will gain confidence and fluidity in a variety of structures. This course is taught exclusively in French.

## **5156 - French V Film and Conversation**

**4 credits**

**Level: CP1**

*Prerequisite: C or better in 5146 and teacher recommendation.*

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

## **5169 - French AP Language & Culture**

**4 credits**

**Level: Advanced Placement**

*Prerequisite: B or better in 5148 and teacher recommendation.*

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

## **5195 - French Exchange Seminar**

**1 credit**

**Level: No Level**

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

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

# German

## 5216 - German I

4 credits

Level: CP1

*Prerequisite: None*

This course is for beginners of German. Students will learn the four basic language skills of listening, speaking, reading and writing. 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 German. German Fest, towards the end of the school year, will be an opportunity for students to show off these skills. This course is taught progressively in German.

## 5226 - German II

4 credits

Level: CP1

*Prerequisite: C or better in 5216 and/or teacher recommendation.*

This is a course for students who, having developed elementary skills in German from German 1 and 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. German Fest, towards the end of the school year, will be an opportunity for students to show off these skills. The class will be conducted exclusively in German throughout the year. Language laboratory recordings are part of this course. The class will be conducted exclusively in German.

## 5238 - German III

4 credits

Level: Honors

*Prerequisite: B or better in 5226 and/or 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. A variety of reading selections are introduced. Language laboratory listening and recording are an integral part of this course with the goal of developing vocabulary and fluency. This laboratory work will largely be independent work. German short films as well as feature long films in the context of the discussions of modern German life are also an integral part of this course. German Fest, towards the end of the school year, will be an opportunity for students to show off these skills. This class is conducted exclusively in German.

## 5236 - German III

4 credits

Level: CP1

*Prerequisite: C or better in 5226 and/or 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. A variety of reading selections are introduced. Language laboratory listening and recording are an integral part of this course with the goal of developing vocabulary and fluency. This laboratory work will largely be independent work. German short films as well as feature long films in the context of the discussions of modern German life are also an integral part of this course. German Fest, towards the end of the school year, will be an opportunity for students to show off these skills. This class is conducted exclusively in German. Students in the Level 1 section will be assessed on a slightly reduced selection of laboratory work, homework and readings.

## **5248 - German IV**

**4 credits**

**Level: Honors**

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

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

## **5246 - German IV**

**4 credits**

**Level: CP1**

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

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

## **Italian**

### **5316 - Italian I**

**4 credits**

**Level: CP1**

*Prerequisite: None*

This course is for students who wish to begin the study of Italian. 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**

**4 credits**

**Level: Honors**

*Prerequisite: B or better in 5316 and teacher recommendation.*

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

## **5326 - Italian II**

**4 credits**

**Level: CP1**

*Prerequisite: 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 in Italian.

## **5338 - Italian III**

**4 credits**

**Level: Honors**

*Prerequisite: B or better in 5328 and teacher recommendation.*

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

## **5336 - Italian III**

**4 credits**

**Level: CP1**

*Prerequisite: C or better in 5326 and teacher recommendation*

This course builds on previously learned skills of understanding, speaking, 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 in Italian.

## **5346 - Italian IV Film and Conversation**

**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 as a final project a written and spoken film review.

## **5348 - Italian IV**

**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**

**4 credits**

**Level: Advanced Placement**

*Prerequisite: B or better in 5338 and teacher recommendation*

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

## **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 are provided.

## **Latin**

### **5416 - Latin I**

**4 credits**

**Level: CP1**

*Prerequisite: None*

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 study of English vocabulary through its Latin origins will be included.

### **5426 - Latin II**

**4 credits**

**Level: CP1**

*Prerequisite: C or higher in 5416 and teacher recommendation*

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

### **5436 - Latin III**

**4 credits**

**Level: CP1**

*Prerequisite: C or higher in 5426 and teacher recommendation*

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

## **5438 - Latin III**

**4 credits**

**Level: Honors**

*Prerequisite: B or better in 5426 and teacher recommendation*

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

## **5446 - Latin IV**

**4 credits**

**Level: CP1**

*Prerequisite: C or higher in 5436 and teacher recommendation*

This is 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. All students in the class (Level 1 and Honors) will read the same selections. Students in the Level 1 class will be assessed on a slightly reduced selection of readings and will have alternative assignments rather than graded prose composition.

## **5448 - Latin IV**

**4 credits**

**Level: Honors**

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

This is a survey of the literature of the Roman Republic from its origins to the Age of Augustus, through representative selections from a variety of authors. All students in the class (Level 1 and Honors) will read the same selections. Students in the Honors section will be assessed on all readings covered in class and will have graded prose composition assignments.

## **5486 - Mythology**

**2 credits**

**Level: CP1 or CP2**

*Prerequisite:*

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

We will explore such timeless questions as:

Why do cultures create myths?

How do we define being human?

How do we define gods and heroes?

What is the relationship of human to gods?

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

# Mandarin

## 5516 - Mandarin I

4 credits

Level: CP1

*Prerequisite: None*

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

## 5528 - Mandarin II

4 credits

Level: Honors

*Prerequisite: B or better in 5516 and teacher recommendation*

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

## 5526 - Mandarin II

4 credits

Level: CP1

*Prerequisite: 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. The pace is rigorous. Students can choose to write in either traditional characters or simplified characters. This course is taught exclusively in Mandarin.

## 5538 - Mandarin III

4 credits

Level: Honors

*Prerequisite: B or better in 5528 and teacher recommendation*

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



## **5536 - Mandarin III**

**4 credits**

**Level: CP1**

*Prerequisite: 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. The pace is rigorous. Students can choose to write in either traditional characters or simplified characters. This course is taught exclusively in Mandarin.

## **5548 - Mandarin IV**

**4 credits**

**Level: Honors**

*Prerequisite: B or better in 5538 and teacher recommendation*

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

## **5546 - Mandarin IV**

**4 credits**

**Level: CP1**

*Prerequisite: C or better in 5536 and teacher recommendation.*

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

## **5558 - Mandarin V**

**4 credits**

**Level: Honors**

*Prerequisite: B or better in 5548 and teacher recommendation*

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

## **5556 - Mandarin V**

**4 credits**

**Level: CP1**

*Prerequisite: C or better in 5546 and teacher recommendation*

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

## **5559 - Mandarin AP Language and Culture**

**4 credits**

**Level: Advanced Placement**

*Prerequisite: B or better in 5548 and teacher recommendation*

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

## **5595 - China Exchange Seminar**

**1 credit**

**Level: No Level**

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

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

## **Spanish**

### **5616 - Spanish I**

**4 credits**

**Level: CP1**

*Prerequisite: None*

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**

**4 credits**

**Level: CP2**

*Prerequisite: None*

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

## **5628 – Spanish II**

**4 credits**

**Level: Honors**

*Prerequisite: B or better in 5616 and teacher recommendation*

This course 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 such as the present subjunctive and vocabulary are integrated into the themes of the chapters. There are frequent language laboratory sessions. The students will create recordings for assessments. This class is taught in Spanish.

## **5626 - Spanish II**

**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 in Spanish.

## **5624 - Spanish II**

**4 credits**

**Level: CP2**

*Prerequisite: Spanish I CP2 or Spanish I CP1, 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**

**4 credits**

**Level: Honors**

*Prerequisite: B or better in 5628 and teacher recommendation*

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

## **5636 - Spanish III**

**4 credits**

**Level: CP1**

*Prerequisite: C or better in 5626 and teacher recommendation*

This course is designed for 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 material and to discuss the information in both oral and written forms. This class is taught in Spanish.

## **5634 - Spanish III**

**4 credits**

**Level: CP 2**

*Prerequisite: Recommendation from Spanish 2 CP 2 teacher.*

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

## **5648 - Spanish IV**

**4 credits**

**Level: Honors**

*Prerequisite: B or better in 5638 and teacher recommendation*

This course is for students of proven linguistic ability who can speak and write in Spanish effectively. 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. The course is taught in Spanish.

## **5646 - Spanish IV**

**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, poems and non-fiction and passages from novels. The geography, history and culture of various Hispanic or Latin American countries are studied. 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 in Spanish.

## **5659 - Spanish AP Language**

**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**

**4 credits**

**Level: Honors**

*Prerequisite: B or better in 5648 and teacher recommendation*

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

## **5656 - Spanish V Film and Conversation**

**4 credits**

**Level: CP1**

*Prerequisite: 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.

# 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.<sup>2</sup>

## **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 7:45am – 10:05am 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 (7:50am – 10:05am) 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.

## Service

**8010 – Office Assistant**

**8110 – Peer Tutor**

**8160 – Classroom Assistant**

**Quarter(s) – variable credits or community service hours**

**Level: No Level**

Lexington High School students frequently learn much about themselves and their community through their service activities. In order to both recognize and encourage such participation, non-distributional credits or community service hours will be awarded for these activities. Through the personnel service program, students engage in activities that benefit their fellow LHS community members. Participants also have the opportunity to develop meaningful relationships with other students, staff and faculty. Projects include volunteering with the LABBB program or assisting main, house, department and/or 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

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 dialogue and information on adjusting to Lexington High School, academic/career/social-emotional exploration and post-secondary planning.

|                          |           |  |                  |
|--------------------------|-----------|--|------------------|
| <b>Counselor Seminar</b> | <b>9</b>  | <b>1<sup>st</sup> or 2<sup>nd</sup> Term</b> | <b>No Credit</b> |
| <b>Counselor Seminar</b> | <b>10</b> | <b>3<sup>rd</sup> Term</b>                   | <b>No Credit</b> |
| <b>Counselor Seminar</b> | <b>11</b> | <b>3<sup>rd</sup> Term</b>                   | <b>No Credit</b> |
| <b>Counselor Seminar</b> | <b>12</b> | <b>1<sup>st</sup> Term</b>                   | <b>No Credit</b> |

## 8710 – Principles of Mindfulness

**Level: No Level**

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

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

# English Learning Education

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

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

## Program Goals

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

## 8816 – English as a Second Language I

4 credits

Level: CP1

*Prerequisite: Placement Test*

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

## 8826 – English as a Second Language II

4 credits

Level: CP1

*Prerequisite: Placement Test*

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

## 8836 – English as a Second Language III

4 credits

Level: CP1

*Prerequisite: Placement Test*

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



## **8850 – An Exploration of American History and Culture for ELLs**

**4 credits**

*Prerequisite: Placement Test*

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

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

# Policy of Non-Discrimination

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

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

Assistant Superintendent for Human Resources  
146 Maple Street  
Lexington, MA 02420  
781-861-2580, ext. 68046