

Academic Program Information

Graduation Requirements

Students may graduate from Lenox Memorial High School when they have met the graduation requirements listed below. The 120 credits must include 85 credits in the subjects listed below. The remaining 35 credits are elective.

Subjects	Credits
English	20
Math	15
Science	15
Social Studies	15
Language	5
Arts	2.5
Technology	2.5
P.E./Health	10
Non-Elective	85
Elective	35
Total Credits Required	120
Minimum Annual Course Load	30

Full Year Courses:

- 9 periods per 6 day cycle - 7.5 credits
- Science classes with two or more lab periods per 6 day cycle – 7.5 credits
- 8 periods per 6 day cycle - 7 credits
- 6 periods per 6 day cycle - 5 credits
- 4 periods per 6 day cycle - 3 credits
- 3 periods per 6 day cycle - 2.5 credits
- 2 periods per 6 day cycle - 2 credits

Semester Course:

One-half the credit awarded for a full year course.

Course Requirement Notes

- The Physical Education requirement may be waived by a doctor's certificate.
- The Social Studies requirement must include 5 credits of U.S. History
- The Principal may waive up to a total of 5 credits of the Arts, Technology or Language requirements when unusual circumstances occur due to schedule conflicts, accommodation of transfer students, or a student's special educational needs (as defined by the student's Individual Educational Plan). Waiving of a requirement(s) shall not reduce the total credits required for graduation.

Meeting the Graduation Requirements

The Technology requirement can be met by passing a competency test or by earning 2.5 credits in one the following courses:

- Academic Computer Use
- Word Processing I
- Word Processing II
- Computer Aided Drafting & Design
- Basic, Intermediate or Advanced Graphics
- Engineering/Technology
- A+ Certification Program
- Computer Programming
- Competency Test

The Arts requirement can be met by earning 2.5 credits in one the following courses:

- All high school courses listed in the Art program
- All high school Woodworking classes
- High school Computer Aided Drafting & Design classes
- All high school courses listed in the Music program

The World Language requirement can be met by earning 5 credits in one the following courses:

- All high school language courses
- Combination of French 7 & 8 in middle school
- Combination of Spanish 7 & 8 in middle school

Course Selection Process

Course selection requires careful thought and should be a collaborative process between student, parents, and school. Decisions made each year may have important implications for course selections in subsequent years as well as for post high school plans. The following steps usually occur from January through early March.

- Program of Studies distributed to students in grades 8, 9, 10 and 11. The Program should be brought home so parents and students can together review course offerings.
- Students in grades 8 and 9 are eligible to select **elective courses**. English, Math, Social Studies, Science and Language teachers make the course recommendations for students based on their academic performance during the course of the year. Teacher recommendations are submitted directly to Guidance.
- Course counseling day for students in grades 10 & 11. Teachers make recommendations to students for the following year.
- Course recommendations for all students mailed to parents. Parents and student together review recommendations and return the recommendations to school within three days.

In the event there is a course recommendation conflict, the parent may call the guidance counselor to discuss their concern. If the parent still wishes to select a course other than the recommended course, and there is no prerequisite course, the parent may complete a form to initiate a course change.

Course Changes

- 1) Student-initiated course additions/deletions in **required courses** may not be made after the first seven days of the class. Changes within seven days will be made only for valid reason and require written approval of parent and counselor.
- 2) A student may withdraw from an elective without penalty until the date of the first deficiency report of the year. This may be done by completing a "Drop/Add" form.
- 3) A student who wishes to withdraw from an elective after deficiencies are issued must complete a "Drop/Add" form. If the student is passing, no credit will be assigned and a "WP" grade for the course will be assigned. If the student is failing, a "WF" grade for the course will be assigned.

Extension School

Extension school credit may be awarded to high school students for study completed outside of the regular school day. Extension school study may not be used to meet the minimum course load requirement and is not used in the calculation of Rank in Class. It is the student's responsibility to find an instructor for extension study. Students should be aware that faculty already carry a full teaching load and are not obligated to agree to an extension school request. Students wishing to pursue extension study should obtain an extension school contract from the guidance office. Extension school credit will not be granted without a completed extension school contract approved by the principal. Extension school elective credit will follow the guidelines established for awarding credit within the regular school curriculum.

Distance Learning

Virtual High School (VHS) is available to students who wish to supplement their schedule with a course of study beyond what is offered in our Program of Studies. Generally, it occurs during a scheduled study period. Students may take one VHS course per semester, and it will be granted 2.5 elective credits upon successful completion of the class. VHS may not be used to meet the minimum course load requirement and is not used in the calculation of Rank-in-Class. Students must fill out an application and complete an online assessment before the course is approved. The add/drop policy also applies to VHS courses. A complete listing of courses offered is available in the Guidance Office. Please note that there are six openings for VHS coursework per semester.

Independent Study

Independent study may be available to students who wish to undertake a course of study beyond existing course offerings. Independent study is to occur generally during the school day and conform to the regular semester calendar. Elective credit may be awarded for independent study in accordance with the guidelines established for awarding credit within the curriculum of the school. For example, five credits are awarded to a class that meets every day for one period, has assigned homework, tests, and a final exam. Independent study may not be used to meet the minimum course load requirement and is not used in the calculation of Rank in Class. It is the student's responsibility to find an instructor for independent study. Students should be aware that faculty already carry a full teaching load and are not obligated to agree to an independent study request. Students wishing to pursue independent study should obtain an independent study contract from the guidance office. Independent study credit will not be granted without a completed independent study contract approved by the principal.

Enrichment Courses

A course taken in excess of the minimum class load may be taken for enrichment purposes. The student may designate a course as an enrichment course through written request at any time prior to receiving the final grade. Courses designated as enrichment may not be changed back to traditional grading. (Required or prerequisite courses may not be designated as enrichment.) Performance in an enrichment course will be recorded in the same manner as a core subject but reported on a Pass (P) or Fail (F) basis. Grades of D minus and above are recorded as P, below D minus as F. A course average of P means full credit. An F indicates no credit.

Report Cards & Progress Reports

Report cards are sent home four times per year. Progress reports called “Interims” are mailed home on an as-needed basis midway between report cards. The following grades may be earned:

A = Excellent
B = Good
C = Average
D = Poor
F = Failing

P = Passing
WP = Withdrawn Passing
WF = Withdrawn Failing
I = Incomplete

Honor Roll

The Honor Roll at Lenox Memorial High School recognizes excellence in achievement in all areas. The following guidelines provide all students with the opportunity to be recognized for their success while at the same time reward the initiative and hard work of students who take level one courses. The weighted grading system will be used and eligibility is determined as follows:

Honors:

All grades for a quarter must average (B) level 2 (2.8 points) with no grade lower than a (B-) level 2 (2.5 points)

High Honors:

All grades for a quarter must average (A-) level 2 (3.4 points) with no grade lower than a (B) level 2 (2.8 points).

In order to be eligible for Honor Roll, students must take at least half (50%) of their courses at the school. Outside courses will not be used to compute Honor Roll eligibility though passing grades must be obtained. Part-time students will not be included in the Honor Roll.

All graded courses are to be included in computing Honor Roll eligibility. Those subjects not included in the weighted grading policy (i.e.: art, industrial arts, etc.) will be averaged in as Level 2 courses. For example, a (B-) in art will be computed as 2.5 points.

An (F) in a course graded pass/fail, or carrying more than one course graded pass/fail, shall disqualify a student from the Honor Roll. A (P) will not be averaged in with graded courses.

Credit Requirements for Determining Grade Status:

To be a member of the senior class, you must have earned a minimum of 85 credits by the start of grade 12. To be a member of the junior class, you must have earned a minimum of 55 credits by the start of grade 11. To be a member of the sophomore class, you must have earned a minimum of 22.5 credits by the start of grade 10.

Home School Credit

Home school courses completed through an accredited home schooling agency will be granted elective credit upon submission of an official transcript. Home school credit will not be granted in non-elective courses.



Art Work by Molly Nugent, Class of 2007

Rank in Class

Rank in Class (RIC) is determined by numerically ranking all* students' Grade Point Averages (GPA) in descending order with the highest GPA being assigned the RIC of one. In cooperation with institutions of higher education, only those courses emanating from the major subject areas of English, Math, Science, Social Studies, and Foreign Language are included in the calculation of the GPA. Only credits earned in grades 9-12 are included in the calculation of the GPA. However, all courses and grades appear on the student's transcript that is sent with an application.

The GPA is computed by using a weighted system. (GPA may also be calculated using a non-weighted system for those schools or colleges requesting a non-weighted RIC.)

1. WEIGHTED GPA

The weighted GPA uses a system of quality points. Quality points earned for a course are equal to the factor from the quality point chart (table 1) times the credits assigned to the course. For example, an "A" earned in a Level II, one semester, 2.5 credit course equals 9.25 quality points ($3.7 \times 2.5 = 9.25$).

Quality points are then divided by the total number of credits carried. The resulting quotient is the GPA.

Formula:
$$\frac{\text{Quality Points}}{\text{No. of Credits Carried}} = \text{GPA}$$

2. NON-WEIGHTED GPA

The non-weighted GPA does not consider course level and uses a formula in which the grade of each credit-awarding course is multiplied by the credit assigned to the course. The products are summed and divided by the total number of credits carried. The resulting quotient is the GPA. Letter grades are assigned numbers according to the chart in table 2.

Formula:
$$\text{Grade} \times \text{Course Credit} = \text{Course Grade Point}$$

$$\frac{\text{Total of Grade Points}}{\text{Total of Credits Carried}} = \text{GPA}$$

*In determining RIC, all full time students (except foreign exchange students) at a given grade level are included. Exception to the policy will be granted when it is so stated in a special needs student's Individual Education Plan (IEP).

Table 1

QUALITY POINT CHART

		<u>Grades</u>												
		A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
<u>Course Levels</u>	I	4.5	4.2	4.0	3.7	3.4	3.1	2.8	2.5	2.2	2.0	1.7	1.4	0
	II	4.0	3.7	3.4	3.1	2.8	2.5	2.2	2.0	1.7	1.4	1.1	.85	0
	III	3.4	3.1	2.8	2.5	2.2	2.0	1.7	1.4	1.1	.85	.57	.28	0

(When calculating the GPA, quality points are carried to 3 decimals.)

Table 2

NON-WEIGHTED GRADE CONVERSION CHART

		<u>Grades</u>												
		A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
		4.0	3.7	3.4	3.1	2.8	2.5	2.2	2.0	1.7	1.4	1.1	.85	0

Levels Program

The four main curriculum areas from which graduation requirements emanate -- language arts, mathematics, science, and social studies -- may be offered in three levels of difficulty. The appropriate level for a course is indicated with the course description. Courses with no level indicated are Level II courses.

LEVEL I (Advanced)

Level I is the most advanced level and all honors courses fall within this level. Courses at this level prepare students to meet the demands of the most rigorous colleges and universities. Level I courses are taught at an accelerated pace and in greater depth with an increased emphasis on student independence. These courses are designed for the talented, highly motivated student.

LEVEL II (Standard)

Level II is the standard level of difficulty at which most subjects are taught. All college preparatory (C.P.) and most elective courses fall within this level. Some Level II courses are geared to meet the needs of students preparing for formal education or training beyond high school while others are more oriented to the world of work.

LEVEL III (Basic)

Level III courses are less rigorous than Level II courses and are designed to prepare students for the world of work or provide remediation in academic skill areas.

Grade Point Average/Rank in Class (GPA/RIC) Guidelines

1. Courses taken at other schools by LMHS students, including Dual Enrollment courses, will be considered Level II courses. Exceptions may be made in cases where the transcript clearly indicates that the courses are honors level and approximately equal in academic rigor to our Level I courses.
2. Courses taken at other schools by LMHS students, including Dual Enrollment courses, that are substantially similar in title and/or content to courses at LMHS will not be awarded LMHS credit.
3. Courses taken by transfer students prior to enrollment at LMHS, including Dual Enrollment courses, will be considered Level II courses. Exceptions may be made in cases where the transcript clearly indicates that the courses are honors level and approximately equal in academic rigor to our Level I courses.
4. Home study courses will not be included in the calculation of GPA.
5. The calculation of GPA includes only those credits earned in grades 9 through 12.
6. Students must be full time at LMHS (carrying a minimum of 30 credits) for both the junior and senior year to be eligible for the academic distinctions of Valedictorian, Salutatorian, and Summa Cum Laude.
7. In cooperation with institutions of higher education, only those courses emanating from the major subject areas of English, Math, Science, Social Studies, and Foreign Language are included in the calculation of the GPA. However, all courses and grades appear on the student's transcript that is sent with an application.
8. Courses awarding fewer than 2.5 credits will not be included in the calculation of GPA.
9. Subjects repeated are counted both times (if credits are attempted/carried) and figured as separate courses.
10. The GPA includes only courses that are graded in the traditional method of A, B, C, etc. Courses graded pass/fail or credit/no credit are not included in GPA.
11. RIC is computed at the end of the eleventh grade (sixth semester) and after the first and second quarter of the senior year.
12. The GPA is found by dividing the sum of the quality points by the number of credits attempted/carried (not only credits earned). Thus, a subject failed gets zero grade point value (quality points), yet the credit assigned to the course is counted in the total credits for the divisor.
13. In instances when the GPA is calculated before the end of a school year, the impact on the cumulative GPA will reflect the portion of the year completed at the time the calculation is made.
14. RIC is determined by assigning the highest GPA a rank of number one; the second highest the rank of number two; etc. In cases where more than one student has the same numerical GPA (carried to three places), those students with the same GPA will share the same rank position.

Example: Student No. 1 4.18 Rank 1
 Student No. 2 4.17 Rank 2
 Student No. 3 4.09 Rank 3
 Student No. 4 4.09 Rank 3
 Student No. 5 4.08 Rank 5

Student No. 5 in the example would have the rank of fifth in class, indicating that there are four students who rank higher.

Incomplete Grades

A grade of 'I' (incomplete) may only be issued under extenuating circumstances beyond the student's control when s/he is unable to submit all work during the normal course time. This grade may not be awarded simply for missing an important test. An incomplete must be made up within two weeks after grades close unless the teacher grants an additional extension of one week. Any additional extension must receive the written approval of the Principal. Failure to make up the required work within the specified time limit will result in a change of grade from 'I' to whatever the adjusted grade is with a zero averaged in for the missing work.

Failed Courses

A course with a final grade of 'F' will not receive credit. The course may be repeated the following year or, in certain circumstances, repeated during the summer in an approved summer school program. A full-year course may be repeated for credit in an approved summer school program only when a grade of 'D-' or higher has been earned in at least two of the five marking periods (four quarters plus final exam) of the year. A half-year course may be repeated for credit in an approved summer school program only when a grade of 'D-' or higher has been earned in one of the two marking periods.

Final Exams

Grades 9 - 12 will conduct final exams for all classes. Semester courses will have comparable final exams administered during class time the last week the class meets. Students with excessive tests in one day at mid-year can request alternative schedules. All full-year courses will have exams scheduled during 4 days set aside at the end of the school year for testing purposes.

Final exams should assess student mastery of major course content and skills. Exams should be consistent with the goals and objectives of the course. The value of a comprehensive exam shall be 20% of the final grade, and the evaluation procedure should be clearly communicated to the students in each class. School policy forbids releasing any student in a course having a final exam from taking that exam regardless of the student's average except for seniors as noted below.

Students in courses having final exams who are not present for exams and who do not secure an excuse from the principal must receive a grade of "F" for the examination. Written excuses will be honored where, in the opinion of the principal, an extenuating circumstance exists. In such cases, an alternative make up period in July or August under the supervision of the guidance department will be utilized for exam administration. **NO STUDENT SHALL BE PERMITTED TO TAKE AN EXAM EARLY!**

Exemption from a Final Exam for Students in Grade 12

The purpose of an exemption from a final exam is to reward seniors for high achievement during their senior year and to provide incentive for seniors to continue their high achievement after their post graduate plans have been determined. The exemption is subject to the following criteria:

- The student must have an A- average (avg. of 4 quarters) in the course with no quarter lower than B+.
- The teacher must agree with the exemption. If a teacher agrees to an exemption, the exemption applies to all eligible seniors in that section. Teachers are expected to inform students at the beginning of the course, as part of the explanation of their grading policies, whether or not students in the course will be eligible for an exemption.
- A student who qualifies for an exemption may still take a final exam for the purpose of improving his/her grade.
- The exemption only applies to full-year courses and not to semester-length courses.

Massachusetts Admission Standards

The Massachusetts Higher Education Coordinating Council has implemented minimum admission standards for admission into any Massachusetts State University or College. Many colleges and universities nationwide use similar standards.

Students entering 4-year institutions will be required to complete:

Four years of Level I or II English

Three years of Level I or II Mathematics (4 years recommended)

Three years of Level I or II Science, two with labs

Two years of Social Studies (including U.S. History)

Two years of a single Foreign Language (3-4 years recommended)

Students for whom English is a second language may waive the foreign language requirement. See your counselor for more information or to answer questions.

National Collegiate Athletic Association Eligibility

If you plan to participate in a college athletic program, you will need to meet the academic eligibility requirements established by the National Collegiate Athletic Association (NCAA). Each of the three college athletic divisions has different eligibility requirements that are very specific. Detailed information regarding eligibility requirements is available in the guidance office. The NCAA recommends that students begin the process of establishing NCAA eligibility in grade 11. Students may get additional information at the NCAA web sites www.ncaa.org and www.ncaaclearinghouse.net

HIGH SCHOOL COURSE DESCRIPTIONS

Course offerings beyond those required for graduation are dependent upon course enrollment and availability of staff. Students, therefore, are urged whenever possible to list alternative courses to their first choice. A passing grade must be earned in any course used to meet a prerequisite. In some cases, the Department Chair and Principal may waive prerequisites.

ART

The high school art program uses various media to advance the development of each student's potential in the area of visual arts. Emphasis is placed on the importance of the elements and principles of design and on the use of observation, investigation and interpretation as a means to create visual expression. Students are encouraged to critique their work as well as the work of other artists.

Foundation of Art is recommended to the beginning high school art student. The student will develop an understanding of the language of art through instruction, exploration and discovery of the elements and principles of design. After completing the Foundation course, all students should have a defined knowledge of experience that can be applied to future art courses.

FOUNDATION OF ART

510 / 500

Alternate Days / Full Year

2.5 / 5 Credits

Foundations of Art is designed for beginning art students to establish the fundamental techniques and methods required for further study in the visual arts. Students will expand their visual awareness through investigation, observation and drawing delineation. As they develop sound technical skills from direct observation, they will continue to evaluate their work based on the elements and principles of design: line, shape, color, space, form, value, texture and pattern, emphasis, contrast, unity, and rhythm.

Students will demonstrate their knowledge of an effective use of space by accomplishing the design and construction of a 3-dimensional work. Experimentation with a variety of medium in drawing, painting and construction will be explored. Such applications may include: charcoal, pastel, ink, conte crayon, colored pencils, acrylic, gouache, watercolor, oil paint, collage and printmaking.

Included in the foundation course are materials and techniques in applying color theory. Properties and effects of light and color will be explored as well as perceptual effects of color, color relationship, and color contrast principles. Students will experiment with invented images as they pursue color as a means of visual expression and communication.



Artwork by Molly Nugent, Class of 2007

DRAWING AND PAINTING

505 / 504

Alternate Days / Full Year

2.5 / 5 Credits

Prerequisite: Foundation of Art

Drawing is the core of the visual arts program. In the first semester, each student is exposed to observational drawing from traditional subject matter such as still life, landscaping, portraiture, architectural perspective, interior exterior, to advancing into working from the skeleton and muscle structure to drawing the human form. Technical skills of composition, value, line, tone, texture, perspective, and proportion are explored in depth. Instruction takes place on both individual and group levels. In the second semester, students are introduced to the techniques and principles of paint handling, color theory, canvas preparation, and digital photography for evidence to train students to look, investigate, and remember with the purpose of using their own references. Traditional painting techniques such as alla prima, impasto, and glazing will be introduced. Practical studio exercises designed to increase the student's technical and conceptual repertoire will be accompanied by lectures on the historical context and applications of various studio techniques.

ADVANCED DRAWING AND PAINTING

507 / 508

Alternate Days / Full Year

2.5 / 5 Credits

Prerequisite: Drawing and Painting

This course provides an essential assessment of the process and content of drawing and painting. Advanced Drawing and Painting focuses on the risk-taking required in developing personal characteristics and empowering individual direction. Emphasis is placed on the quality and breadth of the student's productions as well as the ability to critically assess one's own artwork and that of peers. This course is recommended for the highly motivated student interested in further developing their creativity.

STUDIO 3-D ART DESIGN

Need number

Prerequisite: Foundations of Art

This course explores the basic 3-dimensional concepts and materials. Through the use of the elements and principles of design students will create a series of basic sculptural projects. Rooted in the procedure is the development of communication skills in a visual formation. Projects will address perceptual and conceptual problems through the use of materials such as wire, clay paper, fabric, cardboard and string.

PHOTOGRAPHY AND DARKROOM SKILLS: BLACK & WHITE

509

Semester

2.5 Credits

Limited class size requires permission of instructor

Daily

Grades 11 & 12

No prerequisite

Students will acquire the basic skills necessary for using and understanding a manual camera. They learn how to take photographs while being conscious of composition and light. Students will learn how to roll film, develop negatives and enlarge them to photographs. Photo journals and portfolios will be required for evaluation of assignments. Cameras will be lent to students on a contractual basis.

INTERMEDIATE PHOTOGRAPHY

538

Semester

2.5 Credits

Limited class size requires permission of instructor

Daily

Grades 11 & 12

Prerequisite: Photography and Darkroom Skills

Students will continue with the skills previously learned in Photography and Darkroom Skills. They will begin to experiment with the camera and work with multiple negatives and images. Art room computers may be used to scan in photographs or to create digital images that can be manipulated in photo imaging software. Photo journals and portfolios will be required for evaluation and assignment.

PRE AP STUDIO ART

571

Full Year

5 Credits

Prerequisite: Advanced Drawing & Painting

Pre Advanced Placement Studio Art Drawing Portfolio, Two Dimensional Design and Three Dimensional Design prepares students with the strategies and tools they need to engage in high-level learning and to develop the skills required for AP Studio Art. Students in Pre-AP Studio Art may focus on one of the following three portfolios:

- 1) ***Drawing Portfolio*** concentrates on light and shade, quality of line, composition, rendering of form, manipulation of surfaces, and illusion of depth through an array of techniques and medium. This portfolio will demonstrate risk taking, originality, expressiveness, and creative problem solving.
- 2) ***Two Dimensional Portfolio*** concentrates on the elements of design such as line, pattern, illusion of space and motion, value and color. Students will use two dimensional representation, advanced photography, digital photography, collage, and mark marking. Students will also focus on using computer technology in Photoshop programs along with other art tools and methods.
- 3) ***Three Dimensional Portfolio*** concentrates on issues in depth and space. Elements such as mass, volume, form, plane, light, and texture are expressed through subtractive, additive, and fabrication methods. This includes architectural models, sculpture, models, apparel, three dimensional fiber arts, ceramics, and wire work.

ADVANCED PLACEMENT STUDIO ART

542

Full Year

5 Credits

Prerequisite: Pre AP Studio Art and/or permission of instructor.

The College Board's Advanced Placement Studio Art program sets a national standard for performance in the visual arts. Each year, college and university professors and high school art teachers review and score thousands of Advanced Placement portfolios through juried evaluation. Many colleges and universities will grant college credit for outstanding work.

The AP Studio Art course is designed for the highly motivated art student who has had prior art experience in art classes and is prepared to dedicate substantial time and energy to the development of higher level art skills. AP Studio Art requires students to complete 29 works of art consisting of five works with a sense of development in art, twelve concentration works committed to a particular artistic concern or theme, and twelve breadth works of art in an array of experiences in the formal, technical, and expressive means available to the student.

WOODWORKING I

600 / 608

Year/Semester*

5/2.5 Credits

Woodworking I is a beginning level woodworking class. Emphasis is on learning to use woodworking machines properly and safely. Students will build projects both from prepared plans and from their own designs. Students will:

- Learn common wood joints
- Read plans
- Apply various finishes
- Create a material list
- Learn measurement techniques
- Complete Lathe projects
- Computer numerical control project – Learn CAD/CAM Software

*First semester only.

WOODWORKING II

601 / 609

Year/Semester

5/2.5 Credits

Prerequisite: Woodworking I

Woodworking II is an intermediate level woodworking class that builds on the skills learned in wood I. Students will:

- Learn intermediate level wood joints – Dovetail, Finger
- Design projects
- Make cabinets with drawers
- Design lathe projects
- Use the Internet as a source for woodworking projects – 3D
- Computer numerical control project – CAD/CAM Software

WOODWORKING III/IV

602 / 610

Year/Semester

5/2.5 Credits

Prerequisite: Woodworking II or instructor's permission

Woodworking III/IV are advanced level woodworking classes. This course is for students who have completed wood I and II and have interest in expanding their skill to a higher level. Students will:

- Cut complex wood joints – dovetail, finger
- Design cabinets for special purposes
- Make advanced level lathe projects
- Learn advanced measurement techniques
- Sharpen tools
- Learn advanced finishing techniques
- Computer numerical control project – 3D
- Design and build a jig

Note: All Woodworking classes meet the Arts graduation requirement

ENGLISH

POLICY STATEMENT

The English Department seeks to encourage the development of reflective, articulate individuals who respect a diversity of ideas and modes of expressions equal to how they value their own.

Thus, the writing program views the process of writing as the evolution of thought and mature expression. The literature program aspires to extend the capacity of experience through an enlargement and refinement of that imaginative sympathy through which students gain increased grasp of the realities of human existence. The program aspires to deepen insight into the way in which human beings think and feel and behave and affect one another.

The course of studies for grades 9-10 consists of basic courses prescribed for all students. The goal pursued by students at this level is the able and practical use of communication skills. Writing, reading, speaking, and listening are the basic skills that are developed at increasing levels of sophistication and difficulty.

The elective program is predicated upon the belief that through individual choice, the participant becomes defined. Students from grades 11 - 12 are encouraged to make meaningful selections that will satisfy their own interest, maximize their growth, and add to the learning climate of the program. The program underscores personal responsibility and a commitment to one's own thoughts and perceptions.

To underscore the department's commitment to writing, all 11th and 12th grade students must elect one writing course except those taking the honors sequence, American Literature and Humanities. These courses incorporate writing in their curriculum.

ENGLISH 9 (Level II)

001 Grade 9

Full Year

5 Credits

The ninth grade English course is designed to transition students to high school through an appropriately challenging curriculum that develops their understanding of literature, strengthens their analytical and creative writing skills and prepares them to be thoughtful, articulate speakers. The course is organized thematically; students will read approximately twelve books from a wide variety of genres, as well as selected short fiction, essays, and poetry. All major writing assignments will be prepared using a workshop format during which students will write multiple drafts and benefit from peer and teacher feedback. Research techniques will be addressed, and students will apply newly honed skills to a research paper on a self-selected topic.

Over the course of the year, students will continue to refine study skills, enhance their vocabulary and secure their knowledge of grammar. Summer reading is required of all students.

ENGLISH 9 HONORS (Level I)

002 Grade 9

Full Year

5 Credits

Prerequisite: Permission of Dept. Chair

All areas of the English 9 program are presented in greater depth, at an accelerated pace, and with increased emphasis on student independence. Literary works – more than sixteen in number in English 9 Honors – are more challenging, analysis is more complex, and writing assignments are intensified. Summer reading is required and is a prerequisite to English 9 Honors.

ENGLISH 10 (Level II)

003 Grade 10

Full Year

5 Credits

English 10 is a skills-based course that focuses on literary analysis, writing, and oral expression. The course provides explicit instruction in writing the literary essay, including an in-depth review of standard English conventions to make communication more fluid. In addition, students learn to write a well-organized essay with a clear thesis, logical development, and effective use of detail. The approach is process-oriented, emphasizing multiple drafts and revision. Homework requirements include 20 pages of reading per night, along with essays and creative projects throughout the year.

The literature of this course centers on issues such as one's role in and responsibility to society, abuse of power, and the development of conscience. We also examine a variety of genres and various historical influences on literature. Approximately 12 works of literature are studied with a corresponding number of essays or presentations. Summer reading and a response journal (due when students return to school in the fall) are required.

ENGLISH 10 HONORS (Level I)

004 Grade 10

Full Year

5 Credits

Prerequisite: Permission of Dept. Chair

The English 10 Honors course is a rigorous course that introduces students to the advanced critical thinking, writing and research required for the upper-level English electives of the eleventh and twelfth grades. Close reading, written analysis, and discussion of seminal texts culminate in an independent research paper and presentation at the end of the academic year. This course offers an intensive focus on refining a sophisticated writing style, with an approach that emphasizes multiple drafts, peer critique and revision. The first half of the honors course shares its literature with the regular English 10 program. The second half draws on literature from many genres, including British literature, early American literature, the American Romantic period, and twentieth century works. The class is humanities-based as it investigates the arts, philosophy, politics, and social tenor of each period.

Homework requirements include 30 pages of reading per night, essays and creative projects throughout the year, and a final research project. Summer reading and a response journal (due when students return to school in the fall) are required.

ENGLISH ELECTIVE PROGRAM

One-semester electives are open to sophomores, in addition to but not in place of, English 10. Sophomores, juniors, and seniors are offered semester and full-year English options that vary in focus and duration. The variety in content provides choice in the area of literary study, language usage, and written expression. The elective program has been formulated to address the diverse interest and needs of the maturing student, to enrich those skills introduced in grade 6 - 10, and to provide a broad range of language experiences to stimulate life-long learning.

WRITING REQUIREMENT

All students in the elective program must successfully complete one writing course. A selection must be made from the following writing courses unless the student elects American Literature or Humanities.

CREATIVE WRITING (Level II)

013 Semester 2.5 Credits

Prerequisite: Completion of English 9 & 10 or concurrent with English 10

Creative Writing is designed primarily to stimulate an investigation of one's self and surroundings. The course is designed as well to familiarize the individual with the methods of various forms of creative expression, especially the short story. The method employed will emphasize learning through doing: writing, revising, writing again, and comparing this particular attempt with one by a recognized master. A minimum of 5 pages is due every week. Assignments will grow in size and complexity.

Supplementing the writing assignments will be frequent group critiques of unsigned numbered works. This, coupled with continuous assigned in-class reading, will provide the student with the option of either evaluating someone else's work or doing independent work. One book critique per month is required, the critique emphasizing how and why the author put together such a piece.

EXPOSITORY WRITING (Level II)

012 Semester 2.5 Credits

Prerequisite: Completion of English 9 & 10

This course is designed to help students improve their expository writing skills through intensive writing practice and analysis of student and professional models. Logical thinking skills, vocabulary, rhetoric, and grammar are emphasized. The course follows a workshop format in which students will be using several writing process practices such as small group critiquing, teacher/student writing conferences, independent writing, and teacher instruction of expository forms. Each student is required to complete satisfactorily a full-length product of each of the accepted forms of composition: definition, analysis, process, persuasion, argument, and comparison/contrast.

THE WRITING PROJECT (Level II)

008 / 019

Year/Semester

5/2.5 Credits

Prerequisite: Completion of English 9 & 10 or concurrent with English 10.

This highly individualized course is designed for students who have experienced frustration or lack of success with their writing. The process of writing will include a variety of forms based on student interests, strengths, and weaknesses. Style as well as the mechanics of writing will be emphasized. This course is strongly encouraged for those students concerned with MCAS writing requirements.

WRITING FROM FILM (Level II)

022 / 020

Year/Semester

5/2.5 Credits

This course explores the medium of film from three distinct perspectives: the literary, dramatic, and cinematographic. Students view selected films and read corresponding texts carefully in preparation for active engagement in class discussions. Students further demonstrate their close reading of the films and texts through a myriad of writing assignments, which range from critical reviews to creative imitative pieces. Students will also be responsible for a research paper and class presentation on the works and style of a director of their choice. Major assignments will follow the process procedure as this course is designed to develop and fine-tune students' writing skills. Students can expect to write two papers per week.

INTRODUCTION TO POETRY (Level II)

075 / 076 Grades 10, 11, 12

Year/Semester

5/2.5 Credits

This course explores the major forms of British and American poetry. During the first semester students read a variety of lyric poems – ballads, sonnets, odes, etc., from medieval to modern times. The second semester deals with narrative poetry - humorous, tragic, and epic, with special consideration of Milton's *Paradise Lost*.

OTHER ENGLISH ELECTIVES**SURVEY OF AMERICAN LITERATURE (Level I)**

006

Full Year

5 Credits

Prerequisite: Completion of English 9 & 10

This course is an exploration of the American experience through literature, art, and music. The emphasis is on the history of those ideas that have shaped our country and its several cultures, with a special focus on the nineteenth and twentieth centuries. The course will pursue three major themes in American literature and culture: (1) the idea that one can create one's self; (2) the idea that love is a projection of one's self; and (3) questions about the meaningful order of things. Students will also familiarize themselves with the relevant intellectual background by reading and discussing excerpts from the writing of Thomas Hobbes, John Locke, Jean Jacques Rousseau, and Frederic Schiller. Students will trace these ideas North and South, urban and rural, through male and female voices representing different cultural perspectives, and in literature ranging from Walt Whitman to Wallace Stevens. Three major works of the course are Ralph Ellison's *The Invisible Man*, Faulkner's *The Sound and the Fury*, and Herman Melville's *Moby Dick*.

Analytic essays will be assigned approximately once per week. In addition, there are weekly exercises in vocabulary, grammar, and inferential reading techniques. Summer reading is required.

SURVEY OF AMERICAN LITERATURE (Level II)

NEED NUMBER

Full Year

5 Credits

Prerequisite: Completion of English 9 & 10

Similar in design to Honors American Literature, this course is an exploration of the American experience through literature, art, and music. This elective modifies that approach with fewer readings while still being closely integrated with United States History by placing cultural developments and trends within a historical context. Core readings comprise both electives including Ralph Ellison's *Invisible Man* and E.L. Doctorow's *Ragtime* as examples. Summer reading is required.

VOICES of PROTEST (Level II)**Need Number**

Semester

2.5 Credits

Prerequisite: Completion of English 9 & 10

What does it mean to be a voice of protest – a dissenter – in America? One of the central paradoxes of our history is its self-proclaimed individualism running neck in neck with extreme conformity. As Bill McKibben states, “There is a good deal to be said for the conventional wisdom in any society...but what about those people who question or even rise up against the status quo?” Our history is filled with such activists, often censored, who became heroes. To learn about such individuals is to understand what we are capable of in the face of injustice and oppression. This course will explore some of the major landmarks in our history of protest, including works by Thoreau, Emerson, F. Douglas, Abbie Hoffman, Susan B. Anthony, MLK, Jr., Malcolm X, Karl Marx, John Muir and Rachel Carson. Our literature covers protests against war and champions such causes as civil rights, the environment, economic justice and international political freedom.

HUMANITIES (Level I)

007 Grade 12

Full Year

10 Credits

(5 Credits for English & 5 Credits for Social Studies)

Prerequisite: Completion of American Literature or Instructor's permission

What connection might there be between a World War II bomber pilot and that master mariner Odysseus who sailed a thousand years before Christ? How does the painting of a Botticelli, a Rubens, a Jacques David, reflect a society under intense change? What could an Albany bum of the 1930's possibly have in common with a Greek prince of the ancient world? What are the common denominators of a revolutionary period?

Such is the nature of questioning that characterizes Humanities, a two-period double elective that distributes credit from both the English and Social Studies departments. Humanities principally draws from four major epochs that have helped shape the western mind: the classical age, the Renaissance, the Enlightenment, and the twentieth century. The course uses studies in literature, art, history, philosophy, and the behavioral sciences to shape an image of what has been the dominant patterns and concerns of Western thought. This course is intended as a preparatory course for the student with serious academic interests and expectations. The course offers daily and long-term assignments. Summer reading is required.

ORAL COMMUNICATION (Level II)

014

Semester

2.5 Credits

Prerequisite: Completion of English 9 & 10

Oral Communication is an evening course that meets approximately once per week for the entire school year. This course is designed for students who wish to strengthen their skill of speech writing and delivery. Dual emphasis will be placed on individual and group work. Specific speech activities will include: informative and persuasive speaking, group discussion, and debating. Students will serve as critical audiences for one another.

FILM, MEDIA, AND SOCIETY (level II)

009 / 015

Grades 11, 12

Year/Semester

5/2.5 Credits

This elective course is designed to investigate the way society uses film and media to communicate ideas. This course will consider interpretations of actual events, cultural perspectives, and individuals and the ways in which they are interpreted and presented by the media. Further, the course will explore propaganda strategies used by politicians and business leaders to sway public opinion. The curriculum will include clips from films, television, and music as well as textual materials to explore this topic. Analytical writing, creative projects and presentations will enable students to demonstrate their understanding. Major assignments will follow the process procedure as this course is designed to develop and improve students' writing skills.

BEST SELLERS (level II)

Full Year/Semester

5/2.5 Credits

026 / 021

Prerequisite: Completion of English 9 & 10

How do the stories that a society tells reflect its ideals, assumptions, and values? Best Sellers focuses on the "popular" in popular culture. In this course, students will read and interpret texts that have captured the imagination of contemporary American society. Students will respond creatively and analytically to these texts, which will include fiction, non-fiction, and film.

Many of the selections will lead the student to a consideration of a wide range of cultural and historical issues. Tony Hillerman's mysteries, for example, introduce the student to the complexities of modern Navajo culture; other works of literature deal with psychoanalysis, Middle Eastern culture, and anthropology. Students are expected to respond to these stories in several ways: essays incorporating traditional literary analysis, creative writings modeled on the works read, and visual illustrations of the stories.



Artwork by Robert Cuthbert, Class of 2007

LANGUAGES

The Language Department offers programs in French, Latin, and Spanish. In Latin, a student may take up to four years of the language. In Spanish and French a student may take up to six years of the language, if started in the 7th grade. All Language programs are carefully planned to develop in the student an ability to use the language functionally. A special effort is made to vary the methods used, exposing students to authentic materials and cultural differences. The gradual development of writing, reading, speaking, and listening skills is reinforced with the purpose of teaching students to communicate with ease while preparing them for national tests. Many colleges require a minimum of three years of language study. Students new to LMHS must meet with the appropriate language teacher prior to selecting their level of study.

EXPLORING LANGUAGES (Level III)

5 Credits

Grades 9 & 10

445

Full Year

This course is an introduction to the study of languages, focusing on the working of “language” as a form of communication. The goal is to lead students to experience the process of language, to explore various cultures through the use of language and to recognize cultural differences. After successful completion of this course, students will be able to enroll in the first year of any language offered by the language department, if they receive a ‘C’ or better.

FRENCH I (Level II)

400

Full Year

5 Credits

This first year course introduces the basic syntax as well as the major grammar structures of the language. Students develop the four basic skills: reading, writing, listening, and speaking with the use of authentic material in order to integrate the study of French culture. This includes vocabulary building, the study of grammatical structures, and strong emphasis on conversational French. Students learn to express feelings, exchange opinions and obtain information.

FRENCH II (Level II)

401

Full Year

5 Credits

Prerequisite: One year of French with a ‘C’ or better or permission of instructor

This course is a further development of skills acquired in first-year with emphasis on reading selections and continued practice in speaking and writing the language, thereby increasing the student's ability to use French to communicate, to understand and interpret written and spoken language on a variety of topics. The course includes practice with audio and videotapes for listening comprehension.

FRENCH III (Level II)

402

Full Year

5 Credits

Prerequisite: ‘C’ in French 7& 8, or French II, or permission of instructor

This course is a refinement of all the skills in the written and spoken language. Students are exposed to a wide variety of readings, many of them cultural, and are encouraged to develop self-expression through compositions and conversations. A systematic grammar review is conducted to reinforce the knowledge acquired thus far.

FRENCH IV (Level I)

403

Full Year

5 Credits

Prerequisite: 'C' in French III or instructor's permission.

This class offers harmonious integration of the four language skills. It is conducted primarily in French, involving students in active discussion and examination of the culture, present and past. The curriculum includes a systematic study of the history and geography of France. Students will also read in full one or two major literary works. Grammar is reviewed in depth and students are expected to speak and write on a daily basis.

FRENCH V and VI (Level I)

404 / 417

Full Year

5 Credits

Prerequisite: Instructor's permission based on competence and fluency in the language.

This course is designed for advanced students who are interested in continuing to develop the four language skills. Classes are conducted in French. Grammar is reviewed in depth in preparation for the SAT II national test. Students first learn about the various literary periods in French literature and the seminal works from each. They read a play (Anouilh's *Antigone*) and short stories, analyzing them in form and content. Culture and cultural differences are frequently discussed. Students are expected to write and speak daily. This course is offered for two years without repetition.

AP FRENCH (Level I)

405

Full Year

5 Credits

Prerequisite: Instructor's permission based on competence and fluency in the language.

This course, which prepares students for the 'AP' French Language Examination, is designed for advanced students who have a strong understanding of the language. It is the equivalent of a third year college course and demands a great deal of effort both in and out of class. Students review grammatical structures with emphasis on the structural subtleties of the language. Classes are conducted exclusively in French and require active participation. Students are involved in reading and discussing complete works by Camus, Sartre, Beckett, Gide or De Beauvoir. Written and oral assignments are given daily. Many colleges and universities will grant college credit to students who take the AP test administered in May and earn a score of 3 or higher.

AP FRENCH LITERATURE (Level I)

463

Full Year

5 Credits

Prerequisite: Score of 3 or higher on the AP French Language Exam

The goal of this course is to read, understand and analyze French drama, prose, and poetry. The syllabus includes reading plays by Moliere, Giraudoux, and Beckett; novels by Voltaire, Maupassant, and Camara Laye; and various seminal poetic works from the sixteenth century to the present. In the course of the year, students will develop the ability to discuss these works perceptively, read major critics, and acquire the basic concepts and terminology of textual analysis. By learning to identify and interpret the various elements that enter into the composition of literary text and to perceive their relationships, students will acquire a deeper understanding and appreciation of the significance of literature. This course does not run every year and is individually arranged with the department chair.

LATIN I (Level II)

411

Full Year

5 Credits

Latin I offers the students an introductory program featuring a stimulating method which integrates a continuous storyline with the development of grammar. A wealth of cultural information relating to the storyline centered around Pompeii 79 AD is included. Furthermore, special attention is given to vocabulary acquisition and etymology.

Note: A senior enrolling in this course must have permission of the instructor.

LATIN II (Level II)

412

Full Year

5 Credits

Prerequisite: 'C' or better in Latin I and a passing grade on the final Latin I exam, or permission of the instructor

Latin II continues the program begun in Latin I. More complex grammar and syntax are introduced as the story centers around Roman Britain and Rome itself. Cultural topics include the buildings, society, philosophy and entertainment of the Roman Empire. Vocabulary acquisition in Latin as well as English remains an integral part of the program.

LATIN III (Level II)

413

Full Year

5 Credits

Prerequisite: Two years of Latin with minimum grade of 'C' in second year or permission of instructor

The first part of Latin III is set in and around the court of the Emperor Domitian. The stories explore the tensions and effects of living under tyranny. The second part of Latin III is an anthology of Latin prose and poetry including selections from Pliny, Cicero, Vergil, Ovid, Catullus, and Livy. These selections prepare the students for the AP Latin course. Advanced grammar, syntax and metrical patterns are introduced.

LATIN IV (Level I)

414

Full Year

5 Credits

Prerequisite: Three years of Latin with a minimum grade of 'C' in the third year, or permission of the instructor.

This course continues the study of Latin prose and poetry along with pertinent cultural topics. Advanced grammar, syntax, and metrical patterns are studied in context.

AP LATIN (Level I)

415

Full Year

5 Credits

Prerequisite: Permission of the instructor.

The objective of this course is to reach college level proficiency in reading, understanding, analyzing, and interpreting Latin in the original. The authors studied vary according to the syllabus required for the AP examination. Metrical and stylistic analysis plus understanding the culture, social and political context of the literature are integral components of the course. Many colleges and universities will grant college credit to students who take the AP test administered in May and earn a score of 3 or higher.

SPANISH I (Level II)

406

Full Year

5 Credits

This course is an introduction to the four basic language skills of speaking, listening, reading, and writing. This includes vocabulary building, the study of grammatical structures, and strong emphasis on conversational Spanish.

SPANISH II (Level II)

407

Full Year

5 Credits

Prerequisite: One year of Spanish with a 'C' or better or permission of instructor

This course continues to train the student to develop the four basic skills. Vocabulary building continues and the study of all basic grammar forms is completed. The class uses more advanced readers and tapes. Students are expected to express themselves with accuracy and ease. By the end of the second year a student should be able to read well with the help of a dictionary.

SPANISH III (Level II)

408

Full Year

5 Credits

Prerequisite: Two years of Spanish with a 'C' or better or permission of instructor

This course provides an excellent opportunity to develop greater proficiency in the use of the four basic language skills. This is accomplished through a variety of readings and discussions in the Spanish language. The study of grammatical structures and vocabulary is continued in context along with the development of proficiency.

SPANISH IV (Level I)

409

Full Year

5 Credits

Prerequisite: 'C' in Spanish III or permission of instructor

This course is designed to further the student's development of the four basic language skills. The class is conducted primarily in Spanish and the students will continue to study grammar (emphasis on verb tenses), write regularly on various topics, keep a journal, and prepare oral presentations. In addition, they will begin to read literary selections.

SPANISH V and VI (Level I)

416 / 444

Full Year

5 Credits

Prerequisite: 'C' in Spanish IV or permission of instructor

This course is for advanced students who are interested in and dedicated to reaching a high level of proficiency in all four communication skills. Students read and discuss a variety of Spanish literary and cultural texts. They study advanced grammar and vocabulary, and gain a greater understanding of idiomatic expressions. The curriculum provides preparation for the SAT II. Students are expected to speak daily and write regularly. This course is offered for two years without repetition.

AP SPANISH (Level I)

410

Full Year

5 Credits

Prerequisite: 'C' in Spanish V or permission of instructor

This course is designed for advanced students who have a strong understanding of the language. It is the equivalent of a third year college course and demands a great deal of effort both in and out of class. Students will learn about the cultures of Spanish speaking countries through readings chosen for both their cultural and literary values. Through the continuous study of literature, in-depth grammar, and advanced vocabulary students learn to express themselves fluently in speech and in writing on a variety of topics. Students will receive preparation for the Advanced Placement Spanish language exam. Many colleges and universities will grant college credit to students who take the AP test administered in May and earn a score of 3 or higher.



Artwork by Annabel Edelman, Class of 2007

MATHEMATICS

Mathematics courses are sequential in nature and are offered at many levels of difficulty. A student should select a course that is both challenging and follows the recommendation of their present mathematics teacher. Recommendations are based upon classroom performance, test grades, and an assessment of each student's aptitude for mathematics. Honors courses are considerably more difficult than regular courses. The pace is faster, and often more study time is required. Students should maintain at least a 'B-' average to remain in the honors sequence. A student who achieves a 'C' grade in an honors course will probably struggle in the next course in the sequence. A student who achieves a 'D' grade in an honors course must pass a mathematics department designed test in order to continue in the honors math sequence.

Professional mathematics organizations such as the National Council of Teachers of Mathematics, the Mathematics Association of America, and the Mathematical Sciences Education Board of the National Academy of Sciences have strongly endorsed the use of calculators in mathematics instruction. Calculators enhance problem-solving skills, assist in the discovery of new mathematics concepts, and reduce time spent on repetitious computation at the expense of process skills. Efficient calculator use is also an expected skill in academic, personal, and occupational life. The following guidelines are established for the use of calculators as part of the mathematics program.

- 1) Calculators should be used when they:
 - extend students' capabilities to do problem solving;
 - speed up a search for patterns;
 - enable more examples to be considered;
 - remove the anxiety of computational failure;
 - provide motivation and confidence that a problem can be solved;
 - offer access to mathematical ideas not available without them;
 - eliminate tedious or routine computations;
 - allow for problems of greater intricacy and difficulty;
 - contribute to further applications and exploration of related topics; and
 - save time within the curriculum without significantly detracting from the objectives.

- 2) Calculators should NOT be used:
 - when there is no advantage to performing the learning activity with a calculator; so extensively that opportunities to use and maintain personal skills are significantly diminished;
 - in competitive situations in which all students do not have equal access to a calculator
 - as a substitute for learning basic computational and estimation skills.

Lengthy computation procedures should be enhanced and shortened by use of various calculator keys. It should then be assumed that all students would have access to scientific calculators and be encouraged to use them throughout high school. Students in Pre-Calculus and Calculus must have access to graphing calculators.

BASIC ALGEBRA / GEOMETRY (Level III)

135

Full Year

5 Credits

This course will cover many of the topics of Algebra I but at a slower pace and in less depth. Geometry topics, probability and statistics will also be studied. This course will prepare students to enter Algebra I. It is appropriate for students who still have some difficulties with Pre-Algebra techniques.

BASIC ALGEBRA / GEOMETRY II (Level III)

136

Full Year

5 Credits

This course is an extension of Basic Algebra / Geometry I. Additional topics in algebra and geometry will be given to MCAS type questions and materials.

ALGEBRA I (Level II)

100

Full Year

5 Credits

Prerequisite: Mathematics 8 or Basic Algebra or Pre-Algebra

This course covers the properties of the sets of natural numbers, integers, rational numbers, and real numbers. Students study solutions of linear and quadratic equations and inequalities, and systems of linear equations. Factoring, rational expressions, polynomials, graphs of linear and quadratic equations, and powers and roots are also covered. Problem solving skills are reinforced throughout. Geometry, statistics, and probability are integrated into the course throughout the year.

Algebra I is designed for students who either have never taken an algebra course, or did not pass Algebra I with a C- or better and wish to continue in Algebra II. (Students who earn a D in Algebra I will be given passing credit in Basic Algebra if they choose to retake Algebra I to satisfy the prerequisite for Algebra II. This option is strongly encouraged to provide a sound foundation for high school mathematics.)

ALGEBRA I HONORS (Level I)

119

Full Year

5 Credits

Prerequisite: Pre-Algebra Honors or recommendation of grade 8 teacher.

This course is an intensive, in-depth approach to Algebra I. The Algebra I sequence is covered at a faster pace. More difficult problems and additional topics are included. Problem solving skills are emphasized.

GEOMETRY (Level II)

105

Full Year

5 Credits

Prerequisite: Algebra I

An intuitive introduction to the basic elements of geometry and logic is approached through investigation and inductive reasoning. Two-dimensional and three-dimensional figures are studied. Key concepts include congruence, similarity, parallelism, perpendicularity, length, area, and volume. Connections with other areas of mathematics, particularly algebra, are emphasized throughout the course.

GEOMETRY HONORS (Level I)

106

Full Year

5 Credits

Prerequisite: Algebra I Honors or Algebra II Honors with a 'C' or better

This course will include the same topics as Geometry and will also cover some coordinate geometry and truth tables. A much stronger emphasis is placed on formal proof, and the problems are more involved. This course examines the structure of mathematics and emphasizes reasoning and logic.

ALGEBRA II (Level II)

101

Full Year

5 Credits

Prerequisite: 'C-' or better in Algebra I or a passing grade on a mathematics department designed algebra competency exam. The Competency exam option is not available to students earning lower than D- in Algebra I. This course reviews all topics previously covered in Algebra I but with much more depth. In addition, conic sections, logarithms, and exponential functions are also covered.

ALGEBRA II HONORS (Level I)

104

Full Year

5 Credits

Prerequisite: Geometry Honors or Algebra I Honors with a 'C' or better

This course offers an intensive and in-depth approach to Algebra II. Reviews all topics covered in Algebra I in greater depth, complex numbers and radicals, conic sections, higher degree polynomials and rational expressions, exponential and logarithmic functions, circular and trigonometric functions with applications, and sequences, series, and probability.

PRE-CALCULUS (Level I)

107

Full Year

5 Credits

Prerequisite: Algebra II Honors and Geometry Honors or Algebra III

This course provides a review of the real number field and the language and notation of functions (polynomial, exponential, logarithmic, and trigonometric). Trigonometry is presented with emphasis on the circular function concept. Trigonometric identities, and equations are carefully developed. There is also a study of lines, planes, conic sections, curves, and surfaces. Lines are studied using parametric, rectangular, vector, and polar equations. Systems of linear equations are solved using determinants and matrices. Counting techniques, probability, series and sequences will be investigated. Throughout there is an emphasis on graphing techniques.



Photograph by Emily Williams, Class of 2007

ALGEBRA III (Level II)

102

Full Year

5 Credits

Prerequisite: Algebra II and Geometry

The study of functions is continued and broadened to include trigonometric functions. A topic from discrete mathematics, including data analysis, sequences and series, recursion, and matrices are studied. Emphasis is placed on real-world applications and the use of technology, especially the graphing calculator.

AP PROBABILITY AND STATISTICS (Level I and Advanced Placement)

115

Full Year

5 Credits

Prerequisites: Completion of Algebra II Honors, or Algebra III or Pre-Calculus.

The weather report informs us of the chances of rain for tomorrow, economists reveal the expected rate of inflation for next year, and a doctor explains to a patient that taking a prescribed medication will relieve certain symptoms. In these examples and others of a similar nature, the exact probability of the occurrence is not reported. However, the use of probability theory and statistical techniques form the basis for such statements. This course examines the mathematical foundations behind such predictions.

While covering the Statistics Advanced Placement syllabus, students will learn to organize and analyze descriptive measures such as mean, median, mode, standard deviation, stem and leaf plots, bar graphs, and circle graphs. Students will also learn about sampling techniques, probability theory, confidence intervals, and analysis of variance. There will be an original research project designed and implemented by each student.

AP CALCULUS (Level I and Advanced Placement)

108

Full Year

5 Credits

Prerequisite: Pre-Calculus

Covers differential and integral calculus including such special topics as curve plotting, related rates, maxima and minima problems, volumes of revolution and methods of integration. Algebra, geometry, and trigonometry are used extensively throughout. Graphing calculators are used extensively. The Advanced Placement AB syllabus is followed.

ACCOUNTING I & II (Level II)

111 / 131

Year/Semester

5/2.5 Credits

(Semester with Instructor's Permission)

This course is an in-depth and thorough study of the financial records kept by a business. It covers the complete accounting cycle, banking, cash payments, notes payable and receivable, depreciation, bad debts, accruals, and deferrals. The course is directed toward the student interested in the accounting, business, administration, or office administration field. The most current accounting software programs will be introduced to simulate small business applications. This course provides the necessary background for obtaining a bookkeeping position upon graduation from high school or for further study of the accounting field. Computers will be used in this course.

MUSIC

CONCERT BAND

553 Grades 9 - 12

Full Year
Alternating Days

2.5 / 5 Credits

The Concert Band will study and perform music of many styles, from the Renaissance to today. The ensemble will perform three concerts during the course of the school year and will also perform at various community and school functions. These include the Memorial Day parades, class day, graduation, and the MICCA Festival. Participation in all performances is required. Students enrolled in the Concert Band will also have the opportunity to perform in various small group ensembles.

CHORUS

554 Grades 9 - 12

Semester

2.5 Credits

Chorus is open to any student in grades 9 – 12. The ensemble will perform a variety of music at three concerts per year and may perform at other school and community functions. The chorus meets on Monday and Wednesday mornings from 7:00 to 7:35.

MUSIC THEORY and COMPOSITION

559 Grades 9 - 12

Full Year, Alternating Years with Music History

2.5 credits

Music Theory I is offered to any student who wishes to further their knowledge understanding of music. Topics studied include the basic elements of music: melody, harmony, rhythm, and form. The music notation and composition software programs, Sibelius and Garage Band, will be used to complete composition assignments.

MUSIC HISTORY

563 Grades 10 - 12

Full Year, Alternating Years with Music Theory

2.5 Credits

The Music History class studies the major style periods, composers, and musical forms of Western Classical music. Connections will be made to other Fine Arts as well as European and American History.

JAZZ IMPROVISATION

564 Grades 9 - 12

Alternate Day

2.5 Credits

Prerequisites: Two years playing experience, ability to read music, enrollment in concert band.

Jazz Improvisation is a hands-on study of improvisation and jazz styles. Topics include the study of theme and variations, blues scales, major and minor scales, modes, and chords. Students will play in rock, funk, blues, Latin, ballad, and swing styles. Exceptions to the prerequisites may be made for guitarists, bassists, and pianists. Drummers will be expected to play mallet percussion.

INTERNSHIP, VOCATIONAL, and COMMUNITY SERVICE PROGRAMS

The Internship, Service Learning, and Vocational programs are geared toward career exploration, preparation and community service. The objectives of the programs are to:

- Encourage students to pursue further training in career areas
- Offer experiential opportunities as a way of making career decisions
- Equip students to enter occupations with practical, marketable skills
- Offer volunteer opportunities for students to serve their communities

INTERNSHIP (Level II)

802 Grades 11, 12

Year/Semester

2.5 - 15 credits

Permission of Internship and Career Counselor

Looking for experience in a professional setting that you can include on a resume or college application? Juniors or seniors in solid position to graduate may apply for an internship in order to gain practical knowledge and skills in a career area of interest. Internships may take place in-school or off-campus, during or after school. Students are mentored by professionals in particular areas of expertise. A few examples of internship opportunities include: advertising, art and design, veterinary work, banking, museum, police department, culinary work, health care, elder services, education, carpentry, information technology, website design, drafting, business, and hospitality management. Many other job sites are available, and new opportunities can be designed specifically with each student in mind.

The program requires an application, a contract, a learning plan that includes goals and objectives, weekly journals, quarterly papers/projects, and evaluations. Students work in collaboration with their mentors and the Internship and Career Guidance Counselor. A letter grade is awarded based on participation and attendance, weekly journals, quarterly papers and projects, written evaluations and attendance at four quarterly seminars. Seminar topics include: professional behavior, decision making, stress management, communication skills, and addressing ethical dilemmas. Commitment to the entire program is essential.

VOCATIONAL EDUCATION (Level II)

Grades 11, 12

Full Year

15 credits

Acceptance into THS or PHS program

Lenox High School has an agreement with Taconic and Pittsfield High Schools in which students may attend a vocational program for half day and continue their academic course load at Lenox. Sophomores and juniors may apply for a program for the following year and must make a commitment by March 15. Students must maintain regular attendance and passing grades in order to remain in the program. Programs include: Auto Mechanics and Machines Technologies, Culinary Arts, Graphic Arts, Drafting and Design, Health Technology, Carpentry and House Construction, and Metal Fabrication and Welding.

For more information on either of these programs, see Mrs. Sears in the Guidance Office.

COMMUNITY SERVICE

840 Grades 9, 10, 11

Year/Semester

1 credit

Want to make a difference in your community? Community Service gives students the opportunity to earn one credit for volunteering their time in something that interests them. Students may choose to volunteer at a variety of non-profit organizations throughout central and southern Berkshire County. To earn credit, students must volunteer 40 hours, submit a time sheet validating the hours earned, and complete a small assignment. A pass grade is awarded upon completion. Volunteer hours counted for National Honor Society or other programs are not included. Students complete their volunteer time after school.

For more information on this program, please see Ms. Spoehr in the Guidance Office



Artwork by Alex Hebler, Class of 2007

HEALTH & WELLNESS

Participation in health & physical education is required of all students, including members of the interscholastic athletic teams. This requirement may be waived only under special circumstances. Successful completion of 10 credits in health & physical education is required for graduation. Students are graded on an 'A' through 'F' basis. Grades will be based primarily on active participation in class. As with all courses graded on an 'A' through 'F' basis, grades earned in health & physical education count toward eligibility for honor roll.

Health & Wellness Graduation Requirements

- Students in grades nine and ten must successfully complete regular health/physical education classes and earn a total of five credits.
- Students in grades eleven and twelve must earn a total of five credits through successful completion of any combination of the following options:
 1. A maximum of 5 credits of Physical Education classes
 2. A maximum of 2 ½ credits of Alternative Physical Education
 3. A maximum of 2 ½ credits of Secondary Health.

HEALTH & WELLNESS (Level II)

700 Grades 9 - 12

Full Year

2.5 Credits

Health & Wellness is designed to give students a balance of team, partner and individual activities. The program provides a medium for individual growth and development, teaches healthy lifestyles and productive use of leisure time, and provides opportunities to work as a team with other students. Activities are divided into the categories of team sports, outdoor sports, lifetime sports, physical fitness activities, initiative tasks and group activities. Our new fitness trail and yoga classes highlight new additions to the program. Specific health education topics will be taught for two weeks per quarter as part of the physical education program for all 9th & 10th grade students.

ALTERNATIVE HEALTH & WELLNESS (Level II)

701 Grades 11, 12

Full Year

2.5 Credits

An alternative health & wellness program is available to students in grades eleven and twelve who either are unable to schedule a regular P.E. class, have unique physical education needs, or who seek an alternative to the traditional curriculum. The program meets for 4 full days during the course of the year, usually once per quarter. Participation in all scheduled activities is required for a passing grade. The program may include activities such as skiing, ropes course, canoeing, and other similar events. Written Parental permission on approved parent consent forms is required for each activity conducted off school property. Contact your health & wellness staff for details.

SCIENCE & TECHNOLOGY

The Science and Technology Department at Lenox Memorial Middle & High School offers curricular that directly engage students in thoughtful investigations, questioning, and design problems. With this approach students come to an understanding of the integral relationship of scientific inquiry to scientific knowledge, and the relevance of science and the scientific process to one's personal, academic, and employment settings. Technology courses range from those designed to provide the computer skills required for academic and employment success to those that prepare students for future careers in programming, design and engineering study.

All science students must complete the course requirements listed below to earn a passing grade.

- Pass Final Exams
- Pass Tests

A student who fails a test with a grade between 51 and 60 is offered a second chance to pass. A student with a grade of 50 or lower on a test must meet with the teacher for a review and make up the test at the time specified by the teacher. The highest grade that can be attained on a make-up test of this nature is a 'D'. Students must also earn a passing grade on 75% of all homework, laboratory work, and other assignments. Any test not made up for a quarter will result in a failure for the quarter.

Students with career interests in science or engineering should request Independent Study in a computer programming language.

SCIENCE 9 (Level II)

219 Grades 9, 10

Full Year

5 Credits

Prerequisite: Passing grade in last science course or recommendation of previous teacher and current enrollment in or completion of Basic Algebra, Algebra I, or Basic Algebra and Geometry.

Science 9 is an integrated freshman science course that investigates various Earth Science topics such as geology, astronomy, and meteorology, through the application of chemistry and physics concepts. This course relies heavily on laboratory investigations and applications of technology. Students should know the basics of computer applications and calculator use.

SCIENCE 9 HONORS (Level I)

220 Grades 9, 10

Full Year

5 Credits

Prerequisite: 'B' or better in last science course, recommendation of previous teacher, current enrollment in or completion of Algebra I or geometry, and knowledge of basic computer applications and calculator use.

Science 9 Honors is an integrated freshman science course that investigates various Earth Science topics such as geology, astronomy, meteorology, and oceanography through the direct application of chemistry, biology and physics concepts. Stress is placed on mathematical applications, and relies heavily on laboratory investigations and applications of technology.

BIOLOGY (COLLEGE PREPARATORY - Level II)

206 Grade 10

Full Year

7.5 Credits

Prerequisite: Completion of Science 9 or permission of teacher and department chair, and completion of Algebra I or Basic Algebra and Geometry.

This course is designed for students planning to attend a two- or four-year college or entering the world of work upon graduation from high school. The basic biological concepts of cell biology, biochemistry, genetics and evolution, anatomy and physiology, botany, and ecology will be explored. Two double laboratory periods each week allow students to develop their observational and experimental skills as well as sharpen their laboratory report writing techniques. Students will submit an individual year-long experiment based research report in April. Upon completion of the course, students are required to pass the Biology MCAS exam as a graduation requirement.

HONORS BIOLOGY (Level I)

210 Grade 10

Full Year

7.5 Credits

Prerequisite: Grade of 'B' or better in Science 9 or permission of teacher and department chair, and completion of Algebra I with a grade of 'B' or better.

This challenging, in-depth program in the biological sciences is designed for highly motivated, college preparatory students. The following major fields will be explored: cell biology, biochemistry, genetics and evolution, anatomy and physiology, botany, and ecology. In each topic area, students will analyze the theoretical and chemical foundations of the living condition. Two double laboratory periods each six-day cycle allow students to concentrate on independent work and some genetic theory in addition to sharpening their laboratory report writing techniques. Students will submit an individual year-long experiment based research report in April. Upon completion of the course, students are required to pass the Biology MCAS exam as a graduation requirement.

ANATOMY AND PHYSIOLOGY (Level II)

205

First Semester

2.5 Credits

Prerequisite: A passing grade in CP or Honors Biology and CP or Honors Chemistry

Anatomy and Physiology provides an overview of body systems. The structure and chemical functions of each system will be taught. Laboratory work will be incorporated into class time. Specimen dissections are required.

HONORS ANATOMY AND PHYSIOLOGY (Level I)

215

Second Semester

2.5 Credits

Prerequisite: A grade of 'B' or better in both Honors Chemistry and Honors Biology

Honors Anatomy and Physiology provides an in depth study of body systems. The structure and chemical functions of each system will be covered in detail. Specimen dissections and flagged laboratory exams are required. Laboratory work will be incorporated into class time.

CHEMISTRY (COLLEGE PREPARATORY - Level II)

207 Grades 11, 12

Full Year

7.5 Credits

Prerequisite: Completion of Algebra I, enrollment in Algebra II or higher math course.

Chemistry is a general introduction to chemistry with a focus on how chemistry plays a role in our everyday lives. Topics include atomic models, bonding, periodicity, chemical reactions, stoichiometry, acid and bases, equilibrium, ideal gases, thermochemistry, electrochemistry, and an introduction to organic chemistry. Laboratory experiments will support and enrich the curriculum with hands-on experiences. Students will also learn about various career options in the field of chemistry.

HONORS CHEMISTRY (Level I)

209 Grade 11, 12

Full Year

7.5 Credits

Prerequisite: 'B' or better in Algebra I, enrollment in Algebra II or comparable higher math course.

Honors Chemistry covers similar topics studied in College Preparatory Chemistry in greater detail. A strong background in mathematics is essential for success.

HONORS BIOCHEMISTRY (Level I)

223

First Semester

2.5 Credits

Prerequisite: A grade of 'B' or better in both Honors Chemistry and Honors Biology

Honors Biochemistry will first explore the process of autocatalysis at the molecular level and propose probable formats of early self-replicating systems. The evolutionary process will be explored and researched using evolution simulation technology to collect computer data on the topic. The detailed chemistry of DNA controlled protein synthesis, enzymatic mechanisms, protein channels, and cellular respiration will follow.

APPLIED PHYSICAL SCIENCE (level II)

203 / 213

Year/Semester

5/2.5 Credits

Applied Physical Science is a course designed for the hands-on learner. Physical science topics such as power, torque, gear ratio, and electricity are explored in a way that minimizes mathematical rigor, and maximizes experiential learning. Students interested in how their world works will find success in this course.

CP PHYSICS (Level II)

214 Grades 11, 12

Full Year

7.5 Credits

Prerequisite: Completion of Algebra II and enrollment in Algebra III or higher. Completion of CP Chemistry with a 'C' or higher. Competence with word processing and spreadsheet software and knowledge of computer generated tables and graphs is critical for success.

This course is designed to prepare students for college-level study. Students will discover the nature of such things as motion, forces, energy, power, momentum, electricity, and magnetism. Physics concepts will be investigated through a variety of lab experiments and student-centered activities. Emphasis will be placed on problem solving, both conceptually and mathematically. Trigonometry and algebraic manipulations are used extensively throughout the course.

HONORS PHYSICS (Level I)

208 Grades 11, 12

Full Year

7.5 Credits

Prerequisite: Completion of Algebra III with 'B' or better and current enrollment in Pre Calculus, Calculus, or Probability and Statistics. Competence with word processing and spreadsheet software and knowledge of computer generated tables and graphs is critical for success

This course is a comprehensive study of classical physics. It is designed for students with strong interest and skills in science and mathematics and who expect to actively pursue a scientific course of study in college. Major topics include: Kinematics (the study of how things move), dynamics (the study of what causes things to move in the way they do), conservation of energy and momentum, thermodynamics (how energy transfers between objects), electricity, and magnetism. Students are given many opportunities to experience physical phenomena through hands-on activities and labs, and will be introduced to a variety of computer-aided analysis and learning tools. Trigonometry and algebraic manipulations are used extensively throughout the course.

ACADEMIC COMPUTER USE

637

Full Year

2.5 Credits

Grades 9, 10, 11, 12

Alternating Days

This course will provide students with the computing tools needed for academic success at Lenox High School. Students will have hands-on experience using and integrating word processing, spreadsheet, and presentation software in a networked environment. Students will learn the tools needed to complete term papers, reports, letters, spreadsheets, charts, presentations, and design web pages. Ethical and social issues concerning the appropriate use of technology will be examined. Topics covered will include computer hardware, software, internet use, ergonomics, and file management. This class meets the technology graduation requirement.

WORD PROCESSING I

617

First Semester

2.5 Credits

Grades 10, 11, and 12

This course is designed to develop the keyboarding skills needed to keep up with today's technology. Emphasis will be placed on the development of proper keyboarding techniques of the alphabetic and numerical keyboards using the "touch" method, improving accuracy, increasing speed, proofreading, and correcting errors. Student will master formatting techniques for letters, reports, memos, forms, and other documents. The standard goal is 40 words per minute with a maximum of three errors per minute on straight-copy. This class meets the technology graduation requirement.

WORD PROCESSING II

620

Second Semester

2.5 Credits

Prerequisite: Word Processing I

Grades 10, 11, and 12

This course will focus on advanced skills in word processing and desktop publishing. A major focus of the course is to increase keyboarding speed and accuracy. Students will learn document formatting, tabs, tables, macros, merging, templates, clip art, shading, watermarks, charts, columns, and file management. The standard goal is 53 words per minute with a maximum of three errors per minute on straight-copy. Word Processing I & II will prepare students for passing the Core-level certification exam for the Microsoft Office User Specialist (MOUS) program. This class meets the technology graduation requirement.

COMPUTER PROGRAMMING (Level II)

224

Second Semester

2.5 Credits

Prerequisite: Computer Programming is available to students in grades 11 & 12 who have earned a grade of 'B' or higher in Algebra I. Enrollment will be limited to 8 students.

Computer programming is designed to give the student basic programming skills such as the use of variables, loops, and decision making logic. The course will be taught via a series of increasingly challenging programming projects including individual and group work. The language of choice will be Visual Basic.

HONORS COMPUTER SCIENCE I (Level I)

NEED NUMBER

First Semester

2.5 Credits

Prerequisite: Honors Computer Science is available to students in grades 10, 11 & 12 who have earned a grade of 'B' or higher in Algebra I. Enrollment will be limited to 8 students.

Honors computer science I is designed to develop fundamental programming skills and the ability assemble large complex computer programs. The course will be taught via a series of increasingly challenging programming projects including individual and group work. Time will be given in class to work on these projects but after school work several times per week will be expected for success. An introduction to computer hardware will also be presented. The language of choice will be Visual Basic.

HONORS COMPUTER SCIENCE II (Level I)

NEED NUMBER

Second Semester

2.5 Credits

Prerequisite: Available for students in grades 10, 11 & 12 who have a B or better in Honors Computer Science. Enrollment will be limited to 8 students who are considering a career in computer science or related field. Permission of the instructor is required.

Honors computer science II will cover advanced programming concepts including artificial intelligence and fuzzy logic algorithms, language parsers, and data storage and manipulation. The course will be taught via a series of increasingly challenging programming projects including individual and group work. Time will be given in class to work on these projects but after school work several times per week will be expected for success. Detailed hardware concepts such as logic gates will also be presented. The language of choice will be Visual Basic however; advanced students may choose other programming languages to explore.

COMPUTER AIDED DESIGN / TECHNOLOGY I

605 / 613

Year/Semester

5/2.5 Credits

This course is designed to introduce students to basic mechanical drafting and computer-aided-design (CAD). Students will work alternately on the drawing board and the computer throughout the year, learning how to prepare and present technical design information in a way that mimics how today's design/drafters work in industry. Areas of concentration in mechanical drawing include: orthographic projections, section views, pictorial views, and dimensioning. Students doing CAD work will use Pro Engineer Wildfire 3.0, and will concentrate on solid modeling of parts and assemblies, and the creation of working drawings.

COMPUTER AIDED DESIGN / TECHNOLOGY II

606 / 614

Year/Semester

5/2.5 Credits

This course is designed to introduce students to architectural design and drafting. Students will use Chief Architect to design residential structures in 3D, and present their design information with a set of detailed drawings and graphics renderings. Students in this course must be capable of working independently within a structured environment in order to succeed in this course.

COMPUTER AIDED DESIGN / TECHNOLOGY III/IV

607 / 615

Year/Semester

5/2.5 Credits

Prerequisite: Engineering/Technical CAD/Graphics II

Students with an avid interest in furthering their education in a technical field may elect to take this course, and will have an array of options from which to choose, including, but not limited to: advanced mechanical CAD (using Pro Engineer Wildfire 3.0 or AutoCAD LT 2008), advanced architectural CAD, CNC machining, and digital electronics. This course is treated much like an Independent Study, in that it is incumbent upon the student to choose an area of interest, be self-motivated, and work independently.



Artwork by Tiana Birrell, class of 2007

SOCIAL STUDIES

Epic changes in the world and world affairs, changes of state and national institutions, in economics and environment, have underscored the necessity of an informed citizenry to insure the proper function of a democracy. Viewed in that light, a Social Studies program -- in any curriculum -- has a definitive responsibility and must be viewed as the keystone toward educating the individual. The Social Studies Department accepts that view and does seek to foster informed, involved citizens.

Thus, the four phases of the Social Studies program seek first to investigate world cultures; then to examine the modern European tradition and its American imprint; next to investigate and assess our own culture; and to conclude by either examining the great epochs of the west or the contemporary issues that influence our world.

The Massachusetts Curriculum Frameworks suggest a three-year sequence consisting of two years of world history with particular emphasis on the western experience, and U. S. History. While all program offerings with the exception of U.S. History are elective, it is *strongly encouraged that all students enroll in the full complement of courses*. In addition to the provided core information, increased reading and writing options encourage enriched skill development. These reading and writing options are being built in conjunction with English Department objectives; therefore, the student is better able to integrate not only various points of view but to better comprehend and articulate these points of view.

WORLD HISTORY 9 (Level II)

322 Grade 9 Full Year 5 Credits

World History investigates five world culture regions - China and Japan in Asia, the Middle East, basic aspects of Africa, and Old (Pre 1917) Russia. Geography and historical concepts are examined as well as themes of revolution, cultural diffusion, and international order. Students will read *Global Studies II* as the course text, which will be supplemented by additional readings. United Nations simulations and artwork from each studied period help students acquire a broader view of our world environment. Summer reading is required.

HONORS WORLD HISTORY 9 (Level I)

323 Grade 9 Full Year 5 Credits

Honors World History 9 also investigates five culture regions - China and Japan in Asia, the Middle East, basic aspects of Africa, and Old (Pre 1917) Russia. This course is similar in scope to World History9, but covers subjects in more depth and complexity. Students will also read literature of the studied cultural genre and have more sustained writing assignments. Summer reading required.

MODERN EUROPEAN HISTORY (Level II)

303 Grade 10 Full Year 5 Credits

Students who have taken World History in grade 9 are strongly advised to take Modern European History. It examines the political, social, and economic history of Europe from the rise of Greece to the fall of communism. Discussion forms the core of the course. Reading assignments provide facts and ideas and students must come to class ready to work out for themselves what happened, and why. Essays then give students a chance to sharpen and explain their understanding.

HONORS MODERN EUROPEAN HISTORY (Level I)

304

Full Year

5 Credits

Similar in design to Modern European History, the Honors elective delves deeper into the same topics. Discussion forms the core of the course. Reading assignments provide facts and ideas and students must come to class ready to work out for themselves what happened, and why. Essays then give students a chance to sharpen and explain their understanding. Although Honors European examines the same period and explores the same topics, the work is more demanding. The reading materials – books, essays, and plays – are more abstract and complex. The essays have to show greater mastery of fact, and students generally have to work more independently.

OUR WORLD (Level II)

309 Grade 10 & 11

Full Year

5 Credits

A Contemporary issues elective, Our World examines the global shifts and patterns that are influencing current events. In the past fifty years more change has occurred in the world than in the previous hundred years – DNA, space exploration, and the computer to cite just a few. In the coming fifty years, enormous questions and possibilities will abound – such as those surrounding global warming, religion & science, the extension and enhancement of life, surges in population, gender and race. Our World is targeted to students in grades 10 and 11 who seek an elective in addition to U.S. History.

UNITED STATES HISTORY (Level II - Required for Graduation)

301 Grade 11

Full Year

5 Credits

This course examines the political, economic, and social developments in American history from the colonial period to the present. Students learn what happened, when, where, and for what reasons. They improve their ability to map, graph, read, chart, analyze, and interpret. Students discuss important issues, past and present. They increase their understanding of their responsibilities and rights as Americans.

HONORS UNITED STATES HISTORY (Level I)

302 Grade 11

Full Year

5 Credits

Students are advised to select this course if they intend to take Humanities in grade 12. This course focuses on American history since the Civil War. It emphasizes the themes that have stayed constant in American society, politics, and economics throughout all the changes of the last century and a half. It seeks to teach students about the ideas that form our unique way of life, and their duties and rights as part of it. The course is based on classroom discussion, and students are expected to assume responsibility for independent work and thought. Reading assignments prepare them for discussion by giving them the facts and ideas they will need to form opinions and judgments. Roundtable discussions require them to listen and speak with care. Writing assignments require them to write with precision and persuasion

HUMANITIES (Level I)

007 Grade 12

Full Year

10 Credits

(5 Credits for English & 5 Credits for Social Studies)

Prerequisite: American Literature or Instructor's permission

What connection might there be between a World War II bomber pilot and that master mariner Odysseus who sailed a thousand years before Christ? How does the painting of a Botticelli, a Rubens, a Jacques David, reflect a society under intense change? What could an Albany bum of the 1930's possibly have in common with a Greek prince of the ancient world? What are the common denominators of a revolutionary period?

Such is the nature of questioning that characterizes Humanities, a two-period double elective that distributes credit from both the English and Social Studies departments. Humanities principally draw from four major epochs that have helped shape the western mind: the classical age; the Renaissance; the Enlightenment; and the twentieth century. The course uses studies in literature, art, history, philosophy, and the behavioral sciences to shape an image of what has been the dominant patterns and concerns of Western thought. This course is intended as a preparatory course for the student with serious academic interests and expectations. The course offers daily and long-term assignments. Summer reading is required.



Photograph by Mimi Kirby, Class of 2007

SPECIAL NEEDS

ACADEMIC REINFORCEMENT (level II)

Academic Reinforcement is offered in the high school Learning Lab for students who have been identified as having a diagnosed special education disability in accordance with federal and state regulations. The focus of this class is to provide specialized instruction through content area(s), concentrating on the student's specific disability. Students receive 2.5 credits for alternate day and 5 credits for daily scheduled classes. Grades are awarded on an 'A' through 'F' basis primarily through active participation in class.

Any student may seek assistance in the Learning Lab outside of the regulation requirements on an as-needed basis (without credit) as permitted by instructor availability