

Dear Parent/Guardians and Students,

The program of studies is provided to assist you in the selection of academic courses. Lenox Memorial Middle and High School offers a strong curriculum, which is diversified and challenging. Students should carefully select a schedule that not only satisfies their interests, but also prepares them for success after graduation. The demand has never been greater for students to be able to think critically, to solve problems, to clearly express their ideas and to be creative. Our nation needs well-educated, technically skilled young adults who have developed a love of learning.

Administrators, teachers, and counselors are available to answer any questions and to guide you in selecting the program which best suits your ability. Our staff will make recommendations as to the appropriate level of course assignments for each student, and parents are encouraged to discuss these placements with teachers. It should also be noted that course selection must be done with careful consideration. The building of a master schedule is a complex process requiring the proper utilization of our staff. Students should realize that classes are scheduled based on the number of requests for each course. As a result, once you receive your schedule, we will expect that you will attend your selected courses. Changes or drops would only be approved for appropriate educational reasons.

We hope that you find this handbook to be useful and informative. Lenox Memorial Middle and High School is proud of its teaching staff and their ability to intellectually challenge our children. Course offerings maximize the skill and expertise of our staff. In addition, the standard LMMHS curriculum is supplemented by opportunities like the Virtual High School, Dual-Enrollment and Vocational Programs with Pittsfield and Taconic High Schools. These options provide flexibility for students to pursue areas of personal interest and help to create a high school experience that maximizes educational and personal growth. Working together with parents, we are confident that our students will be prepared to compete with the very best in all future endeavors.

Sincerely,

Michael Knybel  
Principal

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**2015-2016**

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### **Duffin Theater Manager**

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### **Drama**

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Mr. Dale Armstrong  
Mr. Michael Bohin  
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Mr. Nicholas Saldarini  
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### **Kitchen Staff**

Ms. Lorraine Goodfellow, Director  
Ms. Frances Sorrentino  
Ms. Anna Van Lingen

### **School Adjustment Counselor**

Ms. Kristine Grimes

### **School Nurse**

Ms. MaryJane Pignatelli, RN, BS  
Ms. Daria Woodger, RN

### **School Resource Officer**

Officer William Colvin

### **Technology Specialist**

Mr. Michael Jackson, IT Director  
Mr. Gordon Hamm

### **Office Staff**

Ms. Julie Duffin  
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## **SCHOOL COMMITTEE**

Mr. Don Fitzgerald, Chair  
Ms. Veronica Fenton                      Ms. Jo Anne Magee  
Mr. Michael Moran                        Mr. Neal Maxymillian  
Ms. Frances Sorrentino                 Mr. Robert Vaughan

## **SUPERINTENDENT**

Timothy Lee, Interim

### **Director of Business Services**

Mr. Henry Maimin

### **Principal**

Mr. Michael Knybel

### **Assistant Principal**

Mr. Brian Cogswell

### **Director of Student Services**

Ms. Cynthia Dinan

### **Guidance Counselors**

Ms. Tara Romeo – Chair    Mr. David Hilfinger – Ms. Pamela Ritrosky

### **Department Chairs**

English – Dr. Benjamin Weaver  
Social Studies – Dr. Peter Starenko  
World Languages – Sam Harb  
Mathematics – Mr. David Pugh  
Science/Technology - Ms. Christyna Laubach  
Health & Wellness – Ms. Jeanne Teasdale  
Art/Music/Wood – Ms. Karen Romeo – Léger  
Special Needs – Ms. Anne Engelberger

### **Middle School Team Leaders**

Grade 6 – Ms. Julie Barros  
Grade 7 – Ms. Laurie Wetherbee  
Grade 8 – Ms. Kelley Khoury-Cady

### **Department Representatives**

Librarian - Ms. Alexis Brown-Kennedy

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## **LENOX MEMORIAL MIDDLE & HIGH SCHOOL MISSION & EXPECTATIONS FOR STUDENT LEARNING**

Lenox Memorial Middle and High School cultivates critical and creative thinking, literacy, and social responsibility within a nurturing environment; we value integrity and the pursuit of excellence.

### **Academic Expectation:**

- Demonstrate effective communication and reading skills
- Engage in critical and creative thinking
- Use technology appropriately
- Access, analyze, and critically apply information resources
- Examine issues from a global perspective
- Exhibit academic integrity

### **Social Expectations:**

- Demonstrate integrity by acting truthfully and honorably
- Show respect for themselves, others and property
- Strive to enrich themselves, the school and the greater community
- Except responsibility for their decision and actions

# CHOOSING A COURSE OF STUDY DURING HIGH SCHOOL

## A Message from the Guidance Department

The Program of Studies is designed to help you understand the graduation requirements; the various levels that courses are offered in and begin to help you chart a pathway for your post-secondary plans. Beginning with 9<sup>th</sup> grade, progress towards fulfilling graduation requirements depends upon the accumulation of credits. Students' schedules are reviewed to assure that students have adequate credits to progress toward graduation with their class. The responsibility of meeting graduation credits is The Responsibility of Each Student and his/her Parent(s).

You will note that some courses have prerequisites that must be met before you are able to enroll in the course. Sometimes there is an achievement of a grade that is associated with taking a particular course. For example, enrolling in Honor's English 9 requires that you achieved a B+ or higher in 8<sup>th</sup> grade English. In some of the math and science courses; however, there is an expectation that a student has achieved a certain grade or higher but also has either completed a particular course or is currently enrolled in a particular math course. For example, Chemistry requires that the student has successfully completed Algebra I and is enrollment in Algebra II or higher level math course. The rationale supporting these prerequisites has to do with preparedness for the class.

Each department has outlined for you the sequence in which you can proceed in any given subject area. Although you may not yet know exactly what field of study you wish to explore post-graduation, some of you may be intent on a particular concentration which may result in your needing to make choices about what courses will best improve your chances of pursuing post graduate opportunities in that field of study. Meeting with your guidance counselor to ascertain that you meet your post-graduate goal is essential to good planning.

Things to also consider:

- Time. How much time are you prepared to set aside for studying?
- Appropriate placement in courses often leads to stronger grade point average
- Challenging yourself without extending yourself
- Trust your teachers recommendation; they are the ones who have watched your performance and understand your strengths and weakness and are advising you based on what they understand is needed for the next level of mastery
- Colleges want to see you making strides each year and proving that you are ready for post-secondary education
- Set goals with your guidance counselor each year and review those goals as they may change as you change
- **Naviance**, a guidance software tool, will be used to document your goals, courses, grades, test scores, college visits and a place for you to create a resume to assist you in your career and college planning

# Academic Program Information

## Graduation Requirements

In light of the rotation schedule that has been implemented in the 2013-2014 school year, the amount of credits earned has changed based on courses meeting a maximum of four times per week versus the traditional five times per week. As a result a new graduation chart is listed for students entering 9<sup>th</sup> – 11<sup>th</sup> grade. As well as a conversion chart for students entering 12<sup>th</sup> grade.

Please note the appropriate graduation requirement chart for you based on the new credit status and requirements.

### Graduation Requirements for 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> Grade Students, 2015-2016

Subjects	Credits
English	16
Math	16
Science	12
Social Studies	12
Language	8
Arts	2
Technology	2
Health and Wellness	8
Non-Elective	76
Elective	28
Total Credits Required	104
Minimum Annual Course Load	26

### Graduation Requirements for 12<sup>th</sup> Grade Students, 2015-2016

Subjects	Credits
English	17
Math	16
Science	12
Social Studies	12
Language	4
Arts	2
Technology	2
Health and Wellness	8
Non-Elective	73
Elective	35
Total Credits Required	108
Minimum Annual Course Load	26

## Course Requirement Notes

- The Social Studies requirement must include 1 year of U.S. History
- The principal may waive up to a total of 4 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 requirements shall not reduce the total credits required for graduation.
- The English Department requires a writing course during the senior year.

### **MEETING THE GRADUATION REQUIREMENTS**

**The Technology requirement can be met by earning 2 credits in one of the following courses during the course of four years of high school. Some of these classes have prerequisites that must be met prior to enrollment.**

- Academic Computer Use
- Engineering/Technology
- Computer Programming
- Honors Computer Science
- Exploring Computer Science
- In-House Publishing
- Graphic Design
- Advanced Photography
- Advanced Placement Studio Art
- Virtual High School
- Other approved on-line courses
- Computer Meditated World Languages

**The Arts requirement can be met by earning 2 credits in one of the following courses during four years of high school. Some of these classes have prerequisites that must be met prior to enrollment.**

- All Art Classes
- All Woodshop Classes
- Engineering/Technology classes
- All Music Classes
- Drama

**The World Language requirement can be met by earning 8 credits in the following courses:**

- Completion of French 7 and French 8 equals 4 credits
- Completion of Spanish 7 and Spanish 8 equals 4 credits
- Students must also complete one additional year of a foreign language in high school if they completed two full years in middle school
- Two years of a high school foreign language, i.e., Spanish I & II, French I & II or Latin I & II



## **COURSE RECOMMENDATION AND SELECTION PROCESS**

Course recommendations and selection process begins in February. Students performance in their current core classes, i.e. English, math, social studies, science, and foreign language along with any additional prerequisites noted in the Program of Studies, determines the course that would sequentially be next for each student. Although the process begins in February, the final grade determines the next level earned. Courses are selected in a collaborative process that involves the teacher, the future teacher, the student, and the parent/guardian.

- Program of Studies and Course Selection sheets will be distributed to students in grades 8-11. The Program of Studies should be brought home so parents and students can review course offerings as well prerequisites that may be needed. The Program of Studies is also available on line. Course Selection sheets should also be brought home to be filled out and brought back school on Advising days.
- Advising days will take place to allow for teacher/student discussions and teacher recommendations for course placement.
- English, math, science, social studies, and foreign language course placement for students in grades 8-11 will be based on each students current performance. A final recommendation will be made by the teacher at the end of the school year.
- Elective courses should be chosen by students in grades 8-11 based on their interest and goals of meeting graduation requirements. The elective courses are reviewed with the guidance counselor. Attention should also be paid to prerequisites that may be needed for meeting graduation requirements in the Arts, Technology and Foreign Language.
- Course Selection sheets need to be returned to guidance by the student the week they are issued.

In the event there is a conflict, the parent needs to call their child's guidance counselor to schedule a meeting to discuss a specific concern.

### **Course Changes**

1. Student-initiated addition/deletion requires a valid reason and may be made within seven days of the start of the course with the permission of the guidance counselor and confirmation by the parent/guardian. Course changes made after seven days from the start of the course will require the completion of a "Request to Drop/Add Course" form and the final approval of the principal.
2. A student who wishes to withdraw from a course after deficiencies are issued must obtain the written approval of the principal on a completed "Request to Drop/Add Course form. The following conditions will apply:
  - a. If the student is passing no credit will be given and a WP (Withdraw Passing) grade for the course will be recorded on the transcript.
  - b. If the student is failing no credit will be given and a WF (Withdraw Failing) grade will be recorded on the transcript.

## **Teacher Course Recommendation and Course Overrides**

In courses that are leveled, a student must meet the pre-requisite noted in the course description. Advanced Placement (AP) level courses also require a teacher recommendation as noted in the course description. A student who is not recommended for an Honors or an AP level course may request for a course/level change by completing the **Parent Request for A Course/Level Change Form**, found in the guidance office. **The form must be requested and completed by the first week in July.** Completing the form does not guarantee placement in a higher level course.

## **Massachusetts College Admission Standards**

The Massachusetts Higher Education Coordinating Council has implemented minimum admissions standards for admissions 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
- Four years of Level I or II Mathematics (Algebra I & II and Geometry or Trigonometry) including math during senior year.
- Three years of Level I or II Science two with labs (three with labs beginning Fall 2017)
- Two years of Social Studies (including U.S. History)
- Two years of the same Foreign Language (3-4 years recommended)

Students for whom English is a second language may waive the foreign language requirement.

## **National Collegiate Athletic Association Eligibility**

Students who plan to participate in a college athletic program 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 and is 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: <http://eligibilitycenter.org>

## DISTANCE LEARNING

Distance learning is defined as a course that is taken outside of the course offerings in this Program of Studies. There are two types of distance learning: Online Courses and Dual Enrollment Courses.

### Online Courses

LMMHS subscribes to **Virtual High School** as our official online school. VHS offers a wealth of courses that students may select from that are not offered in our Program of Studies. Each semester there are 10 seats available for students in grades 10, 11, and 12. Courses are 1 or 2 semesters long and elective credit is granted when he/she successfully completes the course.

Students are required to complete a VHS contract. Generally, the VHS course is offered during a scheduled study period. A guidance counselor has the ability to check on the student's progress only. Grades are determined by the teacher instructing the course which is not an employee of Lenox Public School. The student's transcript will designate the course as a Virtual High School course along with the grade earned. A complete list of courses may be obtained in the guidance office.

**Other accredited** online institutions must also be approved by the Guidance Department for elective credit prior to taking the course. There is no communication between the institution and our school. An official transcript must be provided to LMMHS to receive elective credit. The student's grade and the institution name will be reflected on the LMMHS transcript.

### Dual-Enrollment

Dual enrollment occurs when a student takes high school and college courses concurrently while still a high school student. The college courses may be taken online or on campus. The courses must be offered by an accredited institution. The cost of the dual enrollment course is the responsibility of the family. In some cases, students may be eligible for free courses through the **Bridge to College Program** offered by **Berkshire Community College**. Students must get prior approval through the Guidance Office to receive credit for dual enrollment courses. Official college transcripts must be received by LMMHS before credit can be granted and posted to the student's high school transcript.

## INDEPENDENT STUDY

It is the student's responsibility to find an instructor for Independent Study. Teachers are not obligated to provide instruction for Independent Study requests. An Independent Study Contract must be obtained from the Guidance Office, completed, and submitted for approval by the principal. **Independent Study may not be used to meet the minimum course load requirement.**

Independent Study may be available to students who wish to undertake a course of study beyond existing course offerings or who have scheduling conflicts. Independent Study Courses occur 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, four credits are awarded to a class that meets four times a week for one period, has assigned homework, tests, and a final exam.

## VOCATIONAL PROGRAMS

While LMMHS does not offer vocational programs, options are available through a tuition agreement with the Pittsfield Public Schools for students entering either grade 9 or 10. Programs that are offered include:

### **Pittsfield High School**

- Cosmetology
- Culinary Arts Technology
- Electronics Technology
- Facilities Management
- Health Technology
- Horticulture & Landscaping
- Power Technology

### **Taconic High School**

- Auto Body Technology
- Auto Mechanics Technology
- Carpentry & House Construction Tech
- Culinary Arts Technology
- Graphic Arts Technology
- Health Technology
- Manufacturing Technology
- Metal Fabrication & Welding Technology

Students who opt to attend these programs must enroll at PHS or THS on a full-time basis. Students who are interested in exploring these options, should speak with a guidance counselor to arrange for a site visit. Site visits occur in January/February.

## REPORT CARDS AND PROGRESS REPORTS

Report cards are sent home four times per year. Progress reports called “Interims” are available on the parent portal and 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  
MED = Medical

### Honor Roll

The Honor Roll at LMMHS 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 (Pass) will not be averaged in with graded courses.

### Credit Requirements for Determining Grade Status:

To be a member of the senior class, students must have earned a minimum of 75 credits by the start of grade 12. To be a member of the junior class, students must have earned a minimum of 47 credits by the start of grade 11. To be a member of the sophomore class, students must have earned a minimum of 21 credits by the start of grade 10.

## Transfer Student Credit

LMMHS welcomes and encourages new or returning students and their parents/guardians to meet with a guidance counselor prior to enrolling at LMMHS. An initial credit transfer form will be completed during the pre-enrollment meeting in an effort to determine courses needed for graduation. An official credit transfer form will be completed by the counselor and signed by the parent or guardian when the student's official transcript is received in a timely manner by the school. The form specifically clarifies the courses and levels the student has taken and how the credits would be applied to meet the LMMHS graduation requirements.

Transfer students also may need to take a placement test and/or meet with the Department Chair(s) to determine the correct level of a course to place the student in. This is particularly true in foreign language and mathematics.

## 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.

## Grade Point Average

### 1. WEIGHTED GPA

The weighted GPA uses a system of quality points. Quality points earned for a course is 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 credit course equals 7.4 quality points ( $3.7 \times 2 = 7.4$ ).

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

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

Table 1

**QUALITY POINT CHART**

		Grades												
		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	.87	0
	III	3.4	3.1	2.8	2.5	2.2	2.0	1.7	1.4	1.1	.87	.58	.30	0

(When calculating the GPA, quality points are carried to 2 decimals)

Table 2

**NON-WEIGHTED GRADE CONVERSION CHART**

		Grades												
		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	.87	0

**LEVELS OF PROGRAMS**

The five main curriculum areas from which graduation requirements emanate—language arts, mathematics, science, social studies and foreign language —may be offered in three levels of difficulty. The appropriate level for a course is indicated with the course description. Courses that do not indicate a level are considered Level II courses.

**LEVEL I (Advanced Placement and Honors)**

Level I courses are the most advanced level and all Advanced Placement and 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.

**LEVEL II (College Prep)**

Level II courses are 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.

## SEQUENCING OF COURSES

**We do not recommend** that students take courses out of sequence. Our 8 period day schedule allows students to double up on classes if they so desire. However, there are occasions when this may be necessary for a variety of reasons.

Students who are interested in testing out of a course in its entirety must:

1. Notify guidance and the subject area teacher, in writing, their desire to test out of a course **by the first week in May**
2. Understand they will be responsible for **taking the Final Exam** during the make-up scheduled in June.
3. **Must achieve a 90% or higher** to qualify for testing out.
4. Understand that taking a course out of sequence could result in other scheduling conflicts which may prohibit them from taking the next level course.
5. Understand that no graduation credits are granted and it is not reflected on the transcript.

## GRADE POINT AVERAGE GUIDELINES

1. Courses taken at other schools by LMMHS students 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 LMMHS students including Dual Enrollment courses that are substantially similar in title and/or content to courses at LMMHS will not be awarded LMMHS credit unless approved in advance by the principal.
3. Courses taken by transfer students prior to enrollment at LMMHS 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. Students must be full time at LMMHS (carrying a minimum of 26 credits) for both the junior and senior year to be eligible for the academic distinctions of Valedictorian and Salutatorian.
6. Subjects repeated are counted both times (if credits are attempted/carried) and figured as separate courses.
7. The calculation of GPA includes only those credits earned in grades 9 through 12.
8. In cooperation with institutions of higher education, only those courses emanating from major subjects 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 a college application.
9. Courses awarding fewer than 2 credits will not be included in the calculation of GPA
10. The GPA includes only courses that are graded in the traditional method of A, B, C, etc.
11. 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
- 12.



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 the school year, the impact on the cumulative GPA will reflect the portion of the year completed at the time the calculation is made.

### **Class Rank**

LMMHS uses class rank for internal purposes such as in the determination of scholarships and awards and to determine Valedictorian and Salutatorian.

For the college application process, our school profile groups the senior class in a Grade Distribution Chart. The chart shows the order of the weighted cumulative grade point average over six semesters. This Grade Distribution Chart is shown on our school's profile that accompanies the student's transcript and it is calculated at the completion of the student's junior year.

### **Academic Leaders**

All seniors' GPAs will be updated at the end of the third marking period of the senior year. The result of that update will be used for internal purposes as well as the determining Valedictorian and Salutatorian. These students can be designated as speakers at the graduation exercises.

### **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 failing grade for all missing work. The final grade will represent all grades earned throughout the term.

### **Summer School Policy**

It is expected that all students will earn the credits indicated in the grade level graduation requirement chart that pertains to the student, through the courses offered at LMMHS or other approved courses in order to earn a diploma. Circumstances can occur, however, when a student may need to earn credits at another accredited institution or outside the academic year. To this end, LMMHS will allow for such an opportunity but limit its extent. The conditions are as follows:

## Failed Courses

Students are allowed to attend summer school for one or two failed course per year provided that they received two passing quarter grades in the subject they wish to make up. Students will receive the assigned credits provided they pass summer school.

## 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 four 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 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

# HIGH SCHOOL COURSE DESCRIPTIONS

PLEASE NOTE: There is always the possibility that courses listed in the Program of Studies may not run due to low enrollment or budget constraints

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.

## THE VISUAL ARTS

The LMMHS 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

6000, 6001 Grades 9, 10, 11, 12

Full Year

2-4 Credits

Students interested in the visual arts should consider enrolling in this course for the maximum of four offering per week.

Foundation 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.

The completion of Foundations of Art is required to enroll in several other Art courses. The exception to this requirement would need the approval from the Art teacher who would determine if the student had strong understanding of the process of art.

## **DRAWING AND PAINTING I**

6002, 6003 Grades 10, 11, 12  
Prerequisite: Foundation of Art

Full Year

2-4 Credits

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.

Students who would like to continue with Drawing & Painting for the second year, however, are not interested in pursuing the rigor of Advanced Drawing & Painting, will continue to follow the curriculum of the Drawing & Painting I, but would be able to determine what aspect of art to pursue in more depth.

## **DRAWING AND PAINTING II**

6004, 6005 Grades 11, 12

Full Year

2-4 Credits

Prerequisite: Foundation of Art and successful completion of Drawing & Painting I

This course continues with more in-depth concepts acquired in Drawing and Painting I

## **ADVANCED DRAWING AND PAINTING**

6006, 6007 Grades 10, 11, 12

Full Year

2-4 Credits

Prerequisite: Foundation of Art with an A- or higher

Honors Advanced Drawing and Painting is for students who are highly motivated and have a desire to do college level work. Course work is designed around those students who are planning to continue in the visual arts in some capacity. Students will concentrate their efforts on the process and developing of an art portfolio. This class is designed as a continuation of Art Foundations and in preparation for AP Art.

Successful work of art requires the integration of the elements and principles of design; students must be actively engaged with these concepts while developing their art. Students will work in investigative sketchbook and the final studio products should demonstrate evidence of conceptual, perceptual, expressive, and technical range.

The principles of design (unity, variety, balance, emphasis, contrast, rhythm, repetition, proportion/scale, figure/ground relationships), articulated through the visual *elements* (line, shape, color, value, texture, space), will direct artists in making decisions in organizing of the elements on a picture plane in order to communicate content. Effective design is possible whether one uses representational or abstract approaches to art.

This advanced course focuses primarily on further understanding one's own artistic abilities through progressing technical skills and finding what it means to effectively communicate

ideas using visual images. We will explore ideas, mediums, composition, art history, and technical components through student determination and instructor motivated activities.

### **FASHION DESIGN I**

6008 Grades 10, 11, 12

Full Year

4 Credits

Prerequisite: Drawing and Painting I

Limited class size

Students will learn the rules of drawing; focusing on drawing the human body combined with creative expression. Students will learn the process of fashion design from sketching, developing, to editing and balancing a fashion collection. Students work through selected projects for the purpose of developing visual research skills. Students gain a basic understanding of cutting and sewing techniques in preparation for the apparel industry. Hand finishing techniques, and machine sewing techniques will be learned as well as how they are used in various occupations. Students will create a sketchbook documenting their and skills in design elements.

### **FASHION DESIGN II**

6009 Grades 11, 12

Full Year

4 Credits

Prerequisite: Fashion Design I

Limited class size

Fashion Design II continues drawing the fashion figure from fashion illustrations. Students will learn more about attention to the element of surprise and begin to develop their own style. Students use a fashion figure to develop fashion design communication. Students will explore various drawing mediums from reference in the fashion world to enhance visual presentation. Students will work on basic principles of flat pattern drafting and draping on a form. Students are given an introduction on how garments are pattern cut and made up to commercial standards in the fashion industry today. Second-year students will develop and produce 24 pieces of clothing and produce a fashion show.

### **HONORS STUDIO ART**

6010, 6011 Grades 11, 12

Full Year

2-4 Credits

Prerequisite: Advanced Drawing and Painting

This course is designed for those students who wish to develop a portfolio and is the **prerequisite for taking AP Studio Art**. Students will explore the three areas of study noted below.

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, motion, value and color. Students will use two dimensional representation, traditional and digital photography, collage, and mark-making. 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 of 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.

## **AP STUDIO ART**

6012, 6013, 6014 Grade 12

Full Year

8 Credits

Prerequisite: Honors Studio Art

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 quality 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. Students choose one of the following areas of study for their AP Portfolio:

**6012 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.

**6013 Two Dimensional Portfolio** concentrates on the elements of design such as line, pattern, illusion of space, motion, value and color. Students will use two dimensional representation, traditional and digital photography, collage, and mark-making. Students will also focus on using computer technology in Photoshop programs along with other art tools and methods.

**6014 Three Dimensional Portfolio** concentrates on issues of 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.

## **INTRODUCTION TO PHOTOGRAPHY AND DARKROOM SKILLS: BLACK and WHITE**

6015, 6016 Grades 11, 12

Semester/Full Year

2 Credits

Students will acquire the basic skills necessary to use and understand 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. Students will be exposed to photographers of historical significance through presentations, research, and digital media. Students will be required to prepare and display their photographs for the school and greater community. Cameras will be lent to students on a contractual basis.

## **INTERMEDIATE PHOTOGRAPHY**

6017, 6018 Grades 11, 12

Semester/Full Year

2 Credits

Prerequisite: Grade of C+ or higher in Basic Photography and Dark Room Skills

Limited class size requires Permission of the Instructor

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. Students will be required to prepare and display their photographs for the school and greater community. Cameras will be lent to students on a contractual basis.

### **ADVANCED PHOTOGRAPHY**

6019, 6020 Grades 11, 12 Semester/Full Year 2-4 Credits  
Prerequisite: A grade of B or higher in Intermediate Photography  
\*Limited class size requires Permission of the Instructor

Students will continue with the skills and techniques previously learned in photography classes. They will explore photography through personal interpretation using literary devices and artistic styles as points of departure/inspiration. 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. Students will be required to prepare and display their photographs for the school and greater community. Cameras will be lent to students on a contractual basis.

### **GRAPHIC DESIGN**

6036 Grades 9, 10, 11, 12 Semester 2 Credits

Graphic Design will offer students an opportunity to create and design artwork using creative thinking and twenty-first century technology skills. Students will gain basic knowledge and skills for desktop publishing programs and photo manipulation using Mac computers and the software programs In-design and Photoshop. Students will create artwork that demonstrates the understanding of the elements and principles of design in establishing a point of view, a sense of space or a mood. Students will be drafting, revising, and exhibiting their work and critique their own work, the work of peers and the work of professional artists while demonstrating an understanding of the formal, cultural and historical contexts of the work.

### **ART HISTORY – Symbolism and Aesthetics**

6022 Grades 9, 10, 11, 12 Full Year 4 Credits

This course offers both the artistic students and the non-artistic students an opportunity to investigate art theory, concepts of truth, beauty, artistic expressions, form, unity, and representation through the visual arts. Students will study signs and symbols in art and their relationship through time. This course is designed to enhance students' sense of art appreciation.

# MUSIC

## CONCERT BAND

6040, 6041, 6042, 6043, 6044

Grades 9, 10, 11, 12

Full Year

2-4 Credits

The Concert Band studies and performs repertoire from a wide array of genres, from the Renaissance to the popular music of today. The ensemble will typically have at least two on-campus concerts and will also perform at various school and community functions, which will include Class Day, High School Graduation and the Memorial Day parades in both Lenox and Lenoxdale. Class activities emphasize the development of instrumental technique, tone production, intonation, music reading and listening skills.

## CHORUS

6045 Grades 9, 10, 11, 12

Full Year

2 Credits

Chorus is open to any student in grades 9 through 12 and to 8<sup>th</sup> grade members of the Middle School Chorus. The ensemble will perform a variety of music at a minimum of two concerts each year and may perform at other school and community functions. Chorus rehearsals are from 7:00 – 7:40 on Tuesday and Thursday mornings.

## A CAPPELLA CHORUS

6046 Grades 9, 10, 11, 12

Full Year

2 Credits

A Cappella Chorus is an auditioned chorus that studies and performs unaccompanied vocal music from the fifteenth century to the present. Students accepted into A Cappella Chorus are strongly encouraged to audition for the MMEA Western District Festival Chorus. A Cappella Chorus meets from 7:00 – 7:45 on Friday mornings. Members of A Cappella Chorus are required to be enrolled in Chorus.

## MUSIC THEORY and TECHNOLOGY

6050 Grades 9, 10, 11, 12

Full Year

2 Credits

Alternating Years with Music History

Music Theory and Technology is offered to any student who wishes to further his/her 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

6048 Grades 9, 10, 11, 12

Full Year

2 Credits

Alternating Years with Music Theory

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 and European and American History.



# WOOD WORKING

## WOODWORKING I

6060, 6061, 6062 Grades 9, 10, 11, 12 Semester/Full Year

2-4 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-butt, half lap, dado\*
- Read plans\*
- Apply various finishes\*
- Create a material list
- Learn measurement techniques
- Learn to make a construction drawing
- Make cabinets with drawers
- Design and execute a lathe project

## WOODWORKING II

6063, 6064 Grades 10, 11, 12

Semester/Full Year

2-4 Credits

Prerequisite: Woodworking I

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

- Learn how to sharpen tools
- Learn basic construction techniques
- Learn intermediate level wood joints – mortise and tenon, biscuit
- Learn to use the Internet for project designs
- Create projects without commercially prepared plans

## WOODWORKING III/IV

6065, 6066 Grades 10, 11, 12

Semester/Full Year

2-4 Credits

Prerequisite: Woodworking II or Permission of the Instructor

Woodworking III/IV is advanced level woodworking classes. These courses are for students who are interested in expanding their skill to a higher level.

Students will:

- learn complex wood joints-finger, spline
- learn to build various jigs
- learn to construct projects with hardwood

# DRAMA

## DRAMA I

6080, 6081, 6082, 6083, 6084

Grades, 9, 10, 11, 12

Semester/Full Year

1-4 Credits

Drama I is a motivational course designed to make the student aware of their individual creative talent. The basics of acting and stage directing provide the structure of the course. By assuming roles in a play, the student learns to analyze, create, and develop character. Portraying that character enables the student to acquire self-awareness and confidence in relating a "a story" to an audience. The artistic aspects of theater, such as set design, costumes, writing and direction, motivate the student to create and then bring the creation to life. Theatrical training provides the student with the skills of close analysis and imaginative problem solving that inform life-long learning.

## ENGLISH

The English Department seeks to develop reflective, articulate individuals who respect a diversity of ideas and modes of expression as they respect their own.

During freshman and sophomore years, the English Department's courses provide opportunities for students to engage in close reading in a variety of genres including classic and contemporary texts. Writing skills are developed through frequent assignments; many benefit from the writing process that incorporates feedback from teachers and peers and demands multiple drafts. A strong foundation is laid in vocabulary, grammar, mechanics, and usage to enable students to express themselves clearly, cogently, and confidently.

During junior year, all students will enroll in American Literature, a course designed to be an exploration of the American experience through literature. The emphasis is on ideas that have shaped our country and its several cultures. The course will be enriched and complemented by readings and discussion in US History. Juniors are also eligible to take a variety of electives as a supplement to American Literature. Available electives are outlined further along in the Program of Studies.

Seniors may select courses to meet the subject requirement. Students are encouraged to make meaningful selections that will satisfy their own interests, maximize their growth, and add to the learning climate of the program.

## ENGLISH 9 (Level II)

Required

1000 Grade 9

Full Year

4 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 books from a wide variety of genres, as well as selected short fiction, essays, and poetry. Major writing assignments will emphasize the importance of multiple drafts and peer and teacher feedback. Research techniques will be addressed, and students will apply newly honed skills to a research project on a self-selected topic. Summer reading is required.

## **HONORS ENGLISH 9 (Level I)**

Required

1001 Grade 9

Full Year

4 Credits

Prerequisite: Students must earn a B+ or higher in grade 8 English and the recommendation of the grade 8 English teacher. In addition, students are required to complete the Honors summer reading assignment. Failure to meet the summer reading requirement will jeopardize the student's standing in Honors English.

All areas of the English 9 program are presented in greater depth, at an accelerated pace, and with increased emphasis on student independence.

## **ENGLISH 10 (Level II)**

Required

1002 Grade 10

Full Year

4 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. Summer reading is required.

## **HONORS ENGLISH 10 (Level I)**

Required

1003 Grade 10

Full Year

4 Credits

Prerequisite: Students must earn a B+ or higher in grade 9 English. In addition, students are required to complete the Honors summer reading assignment. Failure to meet the summer reading requirement will jeopardize the student's standing in Honors English

English10 Honors 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. Our texts are drawn from many genres, including British literature, early American literature, the American Romantic period, and twentieth-century works. This course also offers an intensive focus on refining a sophisticated writing style, with an approach that emphasizes multiple drafts and revision.

Homework requirements include 30 pages of reading per night, essays and creative projects throughout the year, and a final research project. Summer reading is required.

## **AMERICAN LITERATURE/AMERICAN STUDIES (Level II)**

Required

1004 Grade 11

Full Year

4 Credits

Prerequisite: Completion of English 9 and 10

This course explores the literature of the United States with emphasis on American cultural diversity on the history of those ideas that have shaped the nation. Readings are closely integrated with United States History and place cultural developments and trends within a historical context. A major focus of the junior year is the development of students' writing ability. Expository prose is emphasized. Juniors will tackle formal research assignments and analytic essays, as well as engage in a variety of creative responses to the curriculum reading. Structural grammar is reviewed, and vocabulary is studied routinely as preparation for the college standardized tests. Summer reading is required. This course is taught in conjunction with United States History.

## **HONORS AMERICAN LITERATURE/AMERICAN STUDIES (Level I)**

Required

1005 Grade 11

Full Year

4 Credits

Prerequisite: Students must earn a B+ higher in grade 10 English. In addition, students are required to complete the honors summer reading assignment. Failure to meet the summer reading assignment will jeopardize the student's standing in Honors American Literature.

American Literature Honors explores the literature of the United States with emphasis on American cultural diversity and on the history of those ideas that have shaped the nation. This course is taught in tandem with Honors U.S. History as part of the American Studies program in the Humanities. Literary works from different eras of United States history and from different regions of the country are studied in order to trace the development of uniquely American literary styles and to see how the literature reflects, and impacts, the American experience. Core readings include the work of Melville, Douglass, Hawthorne, Whitman, Dickinson, Twain, Wharton, Fitzgerald, Faulkner, Ellison, Pynchon, Morrison, Alexie, and Diaz.

A major focus of the junior year is the development of students' writing ability. Expository prose is emphasized. Juniors sharpen their writing skills through formal research assignments, intensive analytic essays, and creative responses to the curriculum reading. Structural grammar is reviewed, and vocabulary is studied routinely as preparation for the college standardized tests. Summer reading is required. This course is taught in conjunction with Honors U.S. History.

## **ENGLISH ELECTIVE PROGRAM**

PLEASE NOTE: English elective courses do NOT fulfill English departmental credit requirements for students in grades 9-11

The elective program has been formulated to address the diverse interests and needs of the maturing student, to enrich those skills introduced in grades 6 - 11, and to provide a broad range of language experiences to stimulate life-long learning.

**Seniors** may choose their course of study in English. However, as a strong foundation in writing is essential to a student's academic success, **one semester of a writing-based course during senior year is required.** Courses meeting this requirement include: Humanities, AP English, Creative Writing, Expository Writing, and Writing from Film.

**HONORS HUMANITIES (Level I)**

1006 Grade 12

Full Year

8 Credits

(4 Credits for English and 4 Credits for Social Studies)

Prerequisite: Completion of American Literature

Humanities investigates the types of communities -- political, social, moral, and religious -- that human beings have constructed for themselves and studies the various ways in which subjects navigate such terrain, both as citizens and individuals. From Ancient Greece to the contemporary U.S., the course will consider the literary, historical philosophical, and art and architectural expressions of what has been defined as the "Western Tradition." Much more than an overview of these classic works, Humanities encourages students to think critically about this tradition, and even strives to appreciate and understand the current relevance of what can seem to be historically and culturally remote. Why did previous generations value these works so highly? How are these writers and artists in conversation with each other? How are these works relevant to our own lives and what can we gain from them? What does it mean to be virtuous? What is the purpose, if any, of beauty? What does it mean to acquire knowledge? What makes a person or a society just? Students will grapple with these and other questions in conversations and lengthy writing assignments, with a particular interest in preparing students for the rigorous literary and historical analysis expected of them beyond high school.

**AP ENGLISH LANGUAGE AND COMPOSITION (Level I)**

1007 Grades 11, 12

Full Year

4 Credits

Prerequisite: Honor students entering grade 11 are the primary audience for this course. Criteria for enrollment are a grade of A- in Honors English, the recommendation of the current English teacher, and a sample of student writing. This course will not substitute for the Honors American Literature course in grade 11. Provided there is room in the course, grade 12 students may apply for enrollment, meeting the same criteria as for the grade 11 students.

The purpose of this course is to help students "write effectively and confidently in their college courses across the curriculum and in their professional and personal lives. The course is organized according to the requirements and guidelines of the current *AP English Course Description*, and, therefore, students are expected to read critically, think analytically, and communicate clearly both in writing and speech. This course is organized by themes. Each unit requires students to acquire and use rich vocabulary, to use Standard English grammar and to understand the importance of diction and syntax in an author's style. **Students enrolled in AP English are required to take the AP English Language and Composition exam.**

**BEST SELLERS (Level II)**

Semester

2 Credits

1021 Grades 11, 12

Prerequisite: Completion of English 9 and English 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.

**CONTEMPORARY STORIES OF SURVIVAL (Level II)**

1010 Grades 10, 11, 12

Semester

2 Credits

Prerequisite: Completion of English 9

In his preface to the new translation of *Night*, Elie Wiesel agonizes over what made it impossible to not tell his tale of surviving the Holocaust. Finally, he settles on the simple truth, "I knew I must bear witness." Contemporary Stories of Survival will honor this need through our exploration of survival tales from the around the world. Testimonies, both non-fiction and fiction, from Africa, Asia, the Middle East, and the United States will anchor our investigation as we consider, through writing, discussion, and experiential education, what drives the human spirit to prevail in the face of unimaginable horrors.

**CREATIVE WRITING (Level II)**

1011 Grades 10, 11, 12

Semester

2 Credits

Prerequisite: Completion of English 9

As David Foster Wallace once reflected, "Good fiction's job was to comfort the disturbed and disturb the comfortable." In this Creative Writing class, students will be encouraged to travel outside their comfort zone, to dive into their imagination, and to surface with creative work in various forms. Students look specifically at models of the short story, plays, film scripts, and personal essays as sources of inspiration. Creatively, students will turn their focus inward to investigate themselves and their world. Students will write, revise, rewrite, and critique their work. At the end of this semester, students will have a portfolio of short stories, plays, and essays.

**EXPOSITORY WRITING (Level II)**

1008 Grade 10, 11, 12

Semester

2 Credits

Prerequisite: Completion of English 9

This course is designed to help students improve their expository writing skills through intensive writing practice and analysis of student and professional models. 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 formal logic, classical rhetoric, and modes of exposition. Vocabulary and grammar are reviewed. Additionally, for the purpose of analysis and modeling, the students read classical and contemporary essays.

**VOICES of PROTEST (Level II)**

1012 Grades 11, 12

Semester

2 Credits

Prerequisite: Completion of English 9 & 10 and American Literature or concurrent with American Literature

What does it mean to be a voice of protest—a dissenter—in America? One of the central paradoxes of 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?” History is filled with such activists, often censored, who became heroes. To learn about such individuals is to understand what people are capable of in the face of injustice and oppression. This course will explore some of the major landmarks in the 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. The course covers protests against war and champions such causes as civil rights, the environment, economic justice, and international political freedom.

**WRITING FROM FILM (Level II)**

1020 Grades 10, 11, 12

Semester

2 Credits

Prerequisite: Completion of English 9

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, including critical reviews, researched class presentations, and creative pieces.

## LANGUAGES

The Language Department offers French, Latin, and Spanish. In Latin, a student may take up to four levels. In Spanish and French, a student may take up to six levels, if started in Grade 7. 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. Mass-Core recommends two years of the same language. Many colleges require a minimum of three years of the same language.

**FRENCH I (Level II)**

5000 Grades 9, 10, 11, 12

Full Year

4 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)**

5001 Grades 9, 10, 11, 12

Full Year

4 Credits

Prerequisite: Grade C or higher in French I

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, and to understand and interpret written and spoken language on a variety of topics. The course includes practice with audio and videotapes for listening comprehension, as well as reading short plays such as "Intrigue a Quebec."

**FRENCH III (Level II)**

5002 Grades 9, 10, 11, 12

Full Year

4 Credits

Prerequisite: Grade C or higher in 8<sup>th</sup> grade French or French II

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. Students will read a novel such as Mathilde met son grain de sel and Le Petit Nicolas or series of short stories. A systematic grammar review is conducted to reinforce the knowledge acquired thus far.

**HONORS FRENCH IV (Level I)**

5003 Grades 9, 10, 11, 12

Full Year

4 Credits

Prerequisite: Grade C or higher in French III.

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 one full play or two major literary works. Grammar is reviewed in depth, and students are expected to speak and write on a daily basis.

**HONORS FRENCH V (Level I)**

5004 Grades 10, 11, 12

Full Year

4 Credits

Prerequisite: Grade C or higher French IV

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. Students learn about French literature with a focus on authors outside of France such as Quebec and Africa. They read a play and short stories, and a novel analyzing them in form and content. Culture and cultural differences are frequently discussed. Students are expected to write and speak daily. This curriculum provides preparation for the SAT II.

**HONORS FRENCH VI (Level I)**

5005 Grades 11, 12

Full Year

4 Credits

Prerequisite: Grade C or higher in French V

This course meets at the same time as AP French course. Classes are conducted exclusively in French and require active participation. Students are involved in reading articles, listening to news and interviews, and writing essays, as well as engaging in conversation and presentations that revolve around thematic units. Written and oral assignments are given daily. Students are provided alternate mid-term and final exams, as well as independent research projects.



**AP FRENCH LANGUAGE & LITERATURE (Level 1)**

5006 Grades 11, 12

Full Year

4 Credits

Prerequisite: Grade C or higher in French V

This course, which prepares students for the AP French Language and Culture Examination, is designed for advanced students who have a strong understanding of the language. It is the equivalent of a college course and demands a great deal of effort both in and out of class. Classes are conducted exclusively in French and require active participation. Students are involved in reading articles, listening to news and interviews, and writing essays, as well as engaging in conversation and presentations that revolve around thematic units. 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. **Students enrolled in AP French are required to take the AP French Exam.**

**LATIN I (Level II)**

5007 Grades 9, 10, 11, 12

Full Year

4 Credits

Latin I offers the students an introductory program which features a reading-based method that develops translation skills while integrating vocabulary and grammar through a continuous storyline. Students will learn noun forms in the three major declensions and verb forms in the six indicative tenses. Special emphasis will be placed on English cognates and the relationship of English to Latin. An introduction to the history, culture and mythology of the ancient world will be included in this course.

**LATIN II (Level II)**

5008 Grades 9, 10, 11, 12

Full Year

4 Credits

Prerequisite: Grade C or higher in Latin I and a passing grade on the final Latin I exam

Latin II continues the program begun in Latin I, to include the remaining verb forms and the syntax of subordinate clauses. Emphasis will be placed on developing critical thinking and deductive reasoning within the framework of grammatical analysis and accurate translation skills. The Roman and Greek foundations of Western literature, government and culture will be discussed.

**HONORS LATIN III (Level I)**

5009 Grades 9, 10, 11, 12

Full Year

4 Credits

Prerequisite: Grade C or higher in Latin II

This course emphasizes the reading and translation of an anthology of Latin prose and poetry, including, but not limited to selections from Caesar, Cicero, Vergil, Ovid, and Catullus. Readings and discussions of background materials are integrated into the course. Students will also develop an understanding of the historical, social and political context of the selections read. An introduction to the rhetoric of Latin literature and the use of rhetoric in English will be included. Grammar will be reviewed both in conjunction with and independent of the readings.

**HONORS LATIN IV (Level I)**

5010 Grades 10, 11, 12

Full Year

4 Credits

Prerequisite: Grade of C or higher in Latin III

The Latin IV course consists of reading the poetry of Vergil and prose of Caesar with historical and literary sensitivity. The course enables students to develop linguistic skills through such activities as translating poetry and prose precisely, reading passages of poetry and prose with comprehension, and analyzing literary texts in clear, coherent written arguments, supported by textual examples. This course is equivalent to AP syllabus without the requirement of the AP exam.

**AP LATIN (Level I)**

5011 Grades 10, 11, 12

Full Year

4 Credits

Prerequisite: Grade C or higher in Latin III or Latin IV

The AP Latin Course consists of reading the poetry of Vergil and prose of Caesar with historical and literary sensitivity. The course enables students to develop linguistic skills through such activities as translating poetry and prose from the required reading list precisely and literally; reading passages of poetry and prose with comprehension; and analyzing literary texts in clear, coherent written arguments, supported by textual examples. Assignments and assessments are modeled after actual AP questions to help the students prepare for the AP exam in May. AP Latin is roughly equivalent to an upper-intermediate college university level. **Students enrolled in AP Latin are required to take the AP Latin exam.**

**FUNDAMENTALS OF SPANISH (Level III)**

5019

Full Year

4 Credits

Prerequisite: *Permission of Instructor*

This course is designed for students with no foundation in a second language, and who are interested in learning Spanish. Emphasis will be placed on the rudiments of Spanish language and cultural awareness. Through a variety of learning activities with audio-visual and print tools, work on oral production, accent, decoding skills and cognate awareness will prepare students for subsequent Spanish I coursework.

**SPANISH I (Level II)**

5012 Grades 9, 10, 11, 12

Full Year

4 Credits

This course is an introduction to Spanish language study through the four basic language skills; speaking, listening, reading and writing. Vocabulary themes include describing self and world, home and family, school, food, sports, and health. Students will learn basic grammar, to give and receive information, express ideas, and explore the identities and cultures of Spanish-speaking communities. Authentic print and digital sources prepare learners for traditional and performance assessments.

**SPANISH II (Level II)**

5013 Grades 9, 10, 11, 12

Full Year

4 Credits

Prerequisite: Grade C or higher in Spanish I

Second year Spanish continues to build on the four build language skills around travel themes. Language structures include perfect and progressive verb tenses, irregular and reflexive verbs, and all basic grammar forms. The class uses immersive audio and visual materials to facilitate fluency. Focusing on oral production, students are expected to express

themselves with accuracy and ease. By the end of the course, students should be able to read authentic digital and print sources with the help of a dictionary.

**SPANISH III (Level II)**

5014 Grades 9, 10, 11, 12

Full Year

4 Credits

Prerequisite: Grade C or higher in Spanish II

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. Students are engaged in cultural and interdisciplinary learning in written assignments that deepen each students' understanding.

**HONORS SPANISH IV (Level I)**

5015 Grades 9, 10, 11, 12

Full Year

4 Credits

Prerequisite: Grade C or higher in Spanish III

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 meticulous notes, and prepare oral presentations. In addition, they will begin to read literary selections.

**HONORS SPANISH V (Level I)**

5016 Grades 10, 11, 12

Full Year

4 Credits

Prerequisite: Grade C or higher in Spanish IV

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. Students are expected to speak daily and write regularly. The curriculum provides preparation for the SAT II.

**HONORS SPANISH VI (Level I)**

5017 Grades 11, 12

Full Year

4 Credits

Prerequisite: Grade C or higher in Spanish V

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. This course meets at the same time as the AP Spanish course.

**AP SPANISH (Level I)**

5018 Grades 11, 12

Full Year

4 Credits

Prerequisite: Grade C or higher in Spanish V

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. **Students enrolled in AP Spanish are required to take the AP Spanish exam.**

## **ELECTIVE FOREIGN LANGUAGE**

### **COMPUTER MEDIATED WORLD LANGUAGES (Level II)**

5095, 5096, 5097, 5098

Grades 9, 10, 11, 12

Semester/Full Year

1-4 Credits

The purpose of this course is to provide LMMHS students with the unique educational experience to explore world languages while using technology. This hands-on course allows students to develop a degree of linguistic proficiency in one or more of the world's languages, such as: Arabic, Chinese (Mandarin), Filipino, German, Greek, Hindi, Italian, Japanese, Korean, Persian, Russian, Urdu, and other languages (25 total languages). Emphasis is placed on communicative language skills such as the development of listening and speaking skills.

This course is aimed at all students in grades 9-12, with or without world language backgrounds who have basic computer/internet ability. This course can be taken for 5 or 2.5 credits, with priorities given to those students planning to take it for 5 credits. For example, to earn five credits in this course, students must complete 180 (90 for 2.5 credits) class periods per year interacting with one language of their choice.

## **MATHEMATICS**

The high school mathematics program offers a variety of avenues for students to complete a minimum of four years of math study in order to be college and career ready. Mathematics courses are sequential in nature and are offered at varied levels of difficulty. Students are placed in specific courses based on the recommendation of their present mathematics teacher. Recommendations made 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 as the pace is faster, concepts are more complex and more study time is required. Students must maintain a minimum of a 'B-' average to remain in the honors sequence.

All high school mathematics courses follow the Massachusetts Common Core Standards for Mathematical Practice and Frameworks.

Occasionally, a student may wish to advance in mathematics. Our 8 period schedule allows students to double up in certain math courses. Please refer to the prerequisites noted in the course description and speak with your guidance counselor.

**BASIC ALGEBRA / GEOMETRY (Level III)**

2000 Grades 9, 10, 11, 12

Full Year

4 Credits

This course serves as a bridge course for students who leave middle school not quite ready for high school Algebra I. Topics from both Algebra I and Geometry are covered but at a much slower pace and with opportunity for remediation.

**ALGEBRA I (Level II)**

2001 Grades 9, 10, 11, 12

Full Year

4 Credits

Prerequisite: Successful completion of Mathematics 8. Alternatively, successful completion of Basic Algebra/Geometry and Teacher Recommendation

This course serves as the foundation of high school mathematical studies. Its focus is on the four critical areas: (1) deepen and extended understanding of linear and exponential relationships; (2) contrast linear and exponential relationships with each other and engage in methods for analyzing, solving, and using quadratic functions; (3) extend the laws of exponents to square and cube roots; and (4) apply linear models to data that exhibit a linear trend.

**HONORS ALGEBRA I (Level I)**

2181 Grade 8

Full Year

4 Credits

2002 Grades, 9, 10, 11, 12

Full Year

4 Credits

Prerequisite: Successful completion of Accelerated Math 7 with a B- or higher. Alternatively, successful completion of Math 8 with an A- or higher and Teacher Recommendation.

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.

**ALGEBRA AND GEOMETRY II (Level III)**

2003 Grades 10, 11, 12

Full Year

4 Credits

Prerequisite: Successful completion of Basic Algebra/Geometry

This course is specifically designed for students in their MCAS year and will serve as a continuation of content from Basic Algebra/Geometry. Emphasis will be placed on MCAS review and preparation. Students will progress to Algebra I upon completion of this course

**GEOMETRY (Level II)**

2004 Grades 9, 10, 11, 12

Full Year

4 Credits

Prerequisite: Successful completion of Algebra I or Hon Algebra I with a C- or higher

In this course students will explore more complex geometric situations and deepen their explanations of geometric relationships and presenting and hearing formal mathematical arguments. Its focus is on six critical areas: (1) establish criteria for congruence of triangles based on rigid motions; (2) establish criteria for similarity of triangles based on dilations and proportional reasoning; (3) informally develop explanations of circumferences, area and volume formulas; (4) apply the Pythagorean Theorem to the coordinate plane; (5) prove basic geometric theorems and (6) extend work with probability.

**HONORS GEOMETRY (Level I)** Full Year 4 Credits

2005 Grades 9, 10, 11, 12

Prerequisite: Successful completion of Algebra I Honors with a B- or higher. Alternatively, successful completion of Algebra I with an A- or higher and Teacher Recommendation

In this course students will cover the same topics as listed in Geometry but will deepen their understanding of the six critical areas by exploring higher-level mathematical standards.

**ALGEBRA II (Level II)**

2006 Grades 10, 11, 12

Full Year

4 Credits

Prerequisite: Successful completion of Algebra I with a C- or higher. Alternatively, successful completion of Algebra & Geometry II with an A- or higher and Teacher Recommendation

In this course students continue their study of functions to include logarithmic, polynomial, rational and radical functions. Instructional time focuses on four critical areas: (1) relating arithmetic of rational expressions to arithmetic of rational numbers; (2) expanding understandings of functions and graphing to include trigonometric functions; (3) synthesizing and generalizing functions and extending understanding of exponential functions to logarithmic functions; and (4) relating data display and summary statistics to probability and explore a variety of data collection methods. Emphasis is placed on PSAT/SAT preparation, real-world applications and the use of technology, especially the use of a graphing calculator.

**HONORS ALGEBRA II (Level I)**

2007 Grades 10, 11, 12

Full Year

4 Credits

Prerequisite: Successful completion of Honors Algebra I with a B- or higher. Alternatively, successful completion of both Algebra I and Honors Geometry with an A- or higher and Teacher Recommendation

This course offers an intensive and in-depth approach to Algebra II. It reviews all topics previously covered in Algebra I but with much more depth. In addition, this course covers complex numbers, radicals, conic sections, higher degree polynomials, rational expressions, exponential and logarithmic functions, circular and trigonometric functions with applications, sequences, series, and probability.

**PRE-CALCULUS (Level II)**

2008 Grade 11, 12

Full Year

4 Credits

Prerequisite: Successful completion of Algebra II with a grade of C- or higher

This course offers a continued and broadened study of advanced functions to expand the understanding of logarithmic, exponential, reciprocal, rational and trigonometric functions. Topics also include data analysis, sequences and series, and recursion. Emphasis is placed on SAT preparation, real-world applications and the use of technology, especially the use of a graphing calculator.

**HONORS PRE-CALCULUS (Level I)**

2009 Grades 11, 12

Full Year

4 Credits

Prerequisite: Successful completion of Honors Algebra II and Honors Geometry with a B- or higher or Algebra II with an A- or higher with a teacher recommendation

This course is designed to combine the trigonometric, geometric and algebraic techniques needed to prepare and strengthen students' conceptual understandings of problems and

mathematical reasoning in solving problems. Instructional time will be spent on four critical areas: (1) extended work with complex numbers and use of polar coordinates and parameter functions, (2) expand understanding of functions to include logarithms, exponential and trigonometric functions, (3) use characteristics of functions to sketch graphs of functions, and (4) perform operations with vectors.

**HONORS CALCULUS (Level I)**

2010 Grade 12 Full Year 4 Credits

Prerequisite: Successful completion of Honors Pre-Calculus with a C or higher

This course is an introduction to college level calculus. Topics to be covered include differential and integral calculus and their applications. During the first quarter, sometime will be devoted to SAT preparation.

**MATH 12 (Level III)**

2011 Grades \*11, 12 Full Year 4 Credits

Prerequisite: Successful completion of Algebra I and Geometry or successful completion of Algebra & Geometry II

This course will help students prepare for the mathematical demands of post high school life. Students will build skills needed to understand personal finances (savings and checking accounts, credit and loans and household budgeting) as well as those needed for improved performance on standardized exams such as SAT/ACT, ASVAB, Accuplacer and civil service exams.

**\*Seniors will be given priority for placement in this course.**

**AP STATISTICS (Level I)**

2012 Grade 12 Full Year 4 Credits

Prerequisites: Successful completion of Honors Pre-Calculus with a B- or higher or successful completion of Pre-Calculus with an A- or higher. Alternatively, Honors Algebra II & Honors Geometry with an A- or higher and Teacher Recommendation

This Advanced Placement course is designed for honor students with an expressed interest in the study of probability and statistics. This class exposes students to the rigors of a college level course.

Advanced use of technology is required including the use of a graphing calculator.

**Student enrolled in AP Probability and Statistics are required to take the AP Statistics Exam.**

**AP CALCULUS AB (Level I)**

2013 Grade 12 Full Year 4 Credits

Prerequisite: Successful completion of Honors Pre-Calculus with an B+ or higher and Teacher Recommendation

This course covers differential and integral calculus. It begins with an introduction to graph behavior with limits. It continues to cover such topics as curve plotting with derivatives, related rates, maxima and minima problems, and methods of integration. It finished with volumes of revolution. Application problems are central theme to this course. Algebra,, Geometry and Trigonometry are used extensively throughout. Graphing calculators are also used extensively. The Advanced Placement AB Syllabus is followed. **Student who are enrolled in AP Calculus AB are required to take the AP Calculus AB Exam.**

**AP CALCULUS BC (Level I)**

2014 Grade 12

Full Year

4 Credits

Prerequisite: Successful completion of Pre-Calculus with an A- or higher and Teacher Recommendation

This course covers differential and integral calculus. It begins with an introduction to graph behavior with limits. It continues to cover such topics as curve plotting with derivatives, related rates, maxima and minima problems, volumes of revolution and methods of integration. It finishes with polynomial approximation and series. Applications problems are central to this course. Algebra, Geometry and Trigonometry are used extensively throughout. Graphing calculators are also used extensively. The Advance Placement BC Syllabus is followed. **Students who are enrolled in AP Calculus BC are required to take the AP Calculus BC Exam.**

**MATH ELECTIVES****ACCOUNTING I (Level II)**

2015, 2016 Grades 10, 11, 12

Semester/Full Year

2-4 Credits

This course is an introduction to financial accounting. Students will learn the basic principles and concepts needed to prepare financial records kept for a sole proprietorship and partnership business. It covers the complete accounting cycle, banking, cash payments, purchases, sales and cash receipts, and preparing and analyzing financial statements. This course is directed toward the student interested in the accounting, business, administration or office administration fields. It also will provide them with the necessary background for obtaining an entry-level position upon graduation from high school. It will provide a foundation for those students who wish to pursue a two or three year college business degree. The most current software programs will be introduced to simulate small business applications.

**ACCOUNTING II (Level II)**

2017, 2018 Grades 11, 12

Semester/Full Year

2-4 Credits

Prerequisites: Completion of Accounting I with a grade of C or higher

This course will cover a more in depth understanding of the financial practices and procedures introduced in Accounting I. It will cover corporate financing which includes: notes payable and receivable, depreciation, bad debts, accruals, and deferrals, uncollectible, accounts receivable, depreciation inventory notes payable and interest, accrued expenses and revenues, stocks and bonds, financial statements for financing, and analyzing reports. Software programs will be utilized for analyzing transactions and financial reports.



## **INTERNSHIP and COMMUNITY SERVICE PROGRAMS**

**The Internship Program** provides high school students with the unique opportunity to explore a career while still in high school. The program is designed to:

- Encourage students to pursue careers of interests outside of the classroom.
- Offer career-based learning opportunities to help identify career pathways
- Equip students to enter the workforce with practical, marketable skills
- Offer volunteer opportunities for students to serve their communities

### **INTERNSHIP (Level II)**

9000 Grades 9-12

Semester/Full Year

2-8 Credits

This course is designed for students looking for professional opportunities to explore career options and build on marketable skills. Students may apply for an internship in order to gain practical knowledge and skills in a career area of interest. Students are mentored by professionals in particular areas of expertise. Internships may take place in school or off campus, during or after school hours. A few examples of internship opportunities include: art and design, veterinary work, banking, law enforcement, culinary, healthcare, elder services, education, information technology, architecture, public relations, and business. Many other job sites are available, and new opportunities can be designed specifically with each student in mind.

The program requires an internship application, a signed contract, and a learning plan which includes goals and objectives. Students work in collaboration with their mentors and the Internship and Guidance Counselor. A letter grade is awarded based on internship attendance, weekly journals, quarterly papers, written evaluations, and attendance in quarterly seminars. Credits are determined by the number of hours completed. Seminar topics may include: professional behavior, decision making, financial management, stress management, communication skills, and solving ethical dilemmas.

**For more information on any of these programs, see Ms. Romeo in the Guidance Office**

### **COMMUNITY SERVICE**

9050 Grades 9, 10, 11, 12

Semester/Full Year

1 Credit

Community Service gives students the opportunity to earn 1 credit for volunteering their time in a non-profit organization that interests them. To earn 1 credit, a student must submit documentation indicating 40 hours of completed volunteer work from the organization's supervisor. Students must also complete a brief reflection paper on their experience and submit it to Guidance. Students may complete their volunteer experience during the school year or during the summer. Guidance should be consulted if the student is unsure about placement possibilities. Community Service credits will be awarded at the end of the school year and will be recorded as a Pass.

## TEACHER ASSISTANT

Grades 9, 10, 11, 12

Semester/Full Year

1-4 Credits

Prerequisite: Teacher approval and completion of Teaching Assistant Understanding Form

Occasionally, a high school student may also wish to be an assistant to a teacher when his/her schedule permits. Students who assist teachers will be awarded Community Service credit. The amount of community service credits that could be earned would be 1 credit per year. A reflection paper is also due at the end of the school year to the sponsoring teacher. Students will receive a Pass/Fail grade on their transcript.

## HEALTH and WELLNESS

Participation in Health and Wellness is required of all students, including members of the interscholastic athletic teams. **Successful completion of 4 years of Health and Wellness 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 and Wellness count toward eligibility for honor roll, however, are not calculated in GPA.

**Students in grades 9 & 10 must successfully complete two years of Health and Wellness.** Students in grades 11 & 12 may select Health and Wellness electives listed below completing two additional years of Health and Wellness.

### HEALTH AND WELLNESS

Required: Grade 9, 10

8000 Grades 11, 12

Full Year

2 Credits

Health and 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 wellness program for Grades 9 and 10 students.

### OUTDOOR LEADERSHIP RECREATION

8002 Grades 11, 12

Full Year

2 Credits

\*Permission of Instructor: Grades 9, 10

This course will be an adventure based educational experience. This approach is experiential in nature and topics will include team building, communication, leadership, problem solving, and building self-confidence/self-esteem. Growth in this course will occur through a series of challenges that encourage each individual to establish new limits in a small group environment. Each quarter will culminate in an outdoor experience or trip that has been planned by the students based on knowledge gained in activity and classroom discussion. Students will become certified in CPR, First Aid, and AED training and will also receive water safety instruction. The students will receive information on how to guide and lead interpretive environmental trips or work as summer camp counselors. The classes in cooperative and competitive movement challenges will consist of activities referred to as "soft" skills such as

problem solving activities, initiative tasks, and adaptations to traditional games to emphasize fitness, equity, trust, and cooperation. The “hard” skills learned will include hiking safety and planning, snowshoeing, and outdoor survival skills such as building a snow shelter and cooking on an open fire.

### **WELLNESS FOR LIFE**

8003 Grades 11, 12

Full Year

2 Credits

\*Permission of the Instructor Grades 9, 10

This elective PE course is taught by a single instructor and class sizes are small allowing for goal setting to occur in each unit. All class members will be required to participate in the units decided by staff and students with option including, but not limited to: yoga, Pilates, golf, beach volleyball, Cross Fit, P90X, aerobics, martial arts, advanced conditioning and weight training, Tai Chi, Frisbee, snowshoeing, fencing, archery, racquet skills, and Plyometric training.

### **YOGA**

8004 Grades 11, 12

Full Year

2 Credits

\*Permission of Instructor: Grades 9, 10

The yoga education high school curriculum that combines the science-based exploration of the body, mind, and self with the exercise system of yoga in order to support and enhance students’ physical, mental, emotional and social development. The practice of yoga is integrated with the study of the body’s systems, the mind-body interface, the impact of one’s behavior choices, as well as an education in health, nutrition and life skills. In addition to yoga students will participate in hands-on-cooking classes.

### **FAMILY AND CONSUMER SCIENCE**

8007 Grades 11, 12

Full Year

2 Credits

\*Permission of Instructor: Grades 9, 10

Family and consumer science class deals with the relationship between individuals, families, and communities, and the environment in which they live. There are many disciplines covered including consumer science and nutrition, food preparation, parenting, early childhood education, family economics and resource management, human development, as well as other related subjects. Family and Consumer Science Education is viewed as the focus of individuals and families living in society throughout the life span. It focuses on families and their interrelationships with the communities. Other topics such as sexual education, food management, and fire prevention might be covered.

## **SCIENCE and TECHNOLOGY**

The Science and Technology Department at Lenox Memorial Middle and High School offers courses 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.

**BIOLOGY 9 (Level II)**

Required

3000 Grade 9

Full Year

5 Credits

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. One additional lab each week allows students to develop their observational and experimental skills as well as sharpen their laboratory report writing techniques. Upon completion of the course, students are required to pass the Biology MCAS exam as a graduation requirement.

**HONORS BIOLOGY 9 (Level I)**

Required

3001 Grade 9

Full Year

5 Credits

Prerequisite: .B+ or higher in Science 8 and successful completion of Honors Algebra I

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. One additional lab each week allows students to concentrate on independent work and some genetic theory, in addition to sharpening their laboratory report writing techniques. Students will complete a biology-based research paper on a topic of their choice. Upon completion of the course, students are required to pass the Biology MCAS exam as a graduation requirement.

**CONCEPTUAL PHYSICS (Level III)**

3002 Grade 10, 11, 12

Full Year

4 Credits

This course is designed for students curious about the “why and “how” of the natural world. Topics of student include forces and motion, conservation laws, heat, waves, electricity, and electromagnetism. Learning is inquiry-based, as students design and perform experiments to test their ideas.

**CHEMISTRY (Level II)**

3003 Grades 10, 11, 12

Full Year

5 Credits

Prerequisite: Successful completion of Algebra I, enrollment in Algebra II or higher level math course.

Chemistry is a general introductory course focusing on how chemistry plays a role in our everyday lives. Topics include atomic models, bonding, periodicity, chemical reactions, stoichiometry, acid and bases, equilibrium, gas laws, thermochemistry, electrochemistry, and an introduction to organic chemistry. One additional lab per week 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)**

3004 Grades 10, 11, 12

Full Year

5 Credits

Prerequisite: B or higher in Honors Algebra I and a B or higher in Biology

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

**ADVANCED CHEMISTRY (Level I)**

3020 Grades 11, 12

Full Year

5 Credits

Prerequisite: B+ or better in honors chemistry

Advanced Chemistry is a course designed specifically for students with an interest in research science. The first quarter will focus on advanced general chemistry topics including colligative properties, electrochemistry, and chemical equilibrium. The second quarter will explore modern total organic synthesis, providing students with an understanding of current research methodology. Quarters three and four will provide students with an overview of biochemistry. Recent advances in this exciting field put it on the forefront of many emerging technologies. The exploration of biochemistry will begin with an in-depth study of autocatalysis and a theoretical assessment of possible early self-replicating systems (origins of life). Students will discuss and analyze what it means for something to be "alive". Along these lines, students will conduct a research project (of their own design) on evolution using custom instructor-created software (EvolutionPro). The course will conclude with the study of proteins, DNA, and enzymes at the molecular level.

**APPLIED PHYSICS (Level III)**

3005 Grades 11, 12

Full Year

4 Credits

Applied Physics 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.

**PHYSICS (Level II)**

3006 Grades 11, 12

Full Year

5 Credits

Prerequisite: Concurrent with Algebra II or higher and successful completion of Level II Chemistry with a C or higher.

This course is designed to prepare students for college-level study. Students will study 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. Computer skills are necessary to master spread sheets and computer generated tables and graphs for this course. One additional lab per week allows students to concentrate on independent work and projects.

**HONORS PHYSICS (Level I)**

3007 Grades 11, 12

Full Year

5 Credits

Prerequisite: Algebra III with a final grade of an A or Concurrent with Pre-Calculus, AP Calculus, or AP Probability and Statistics.

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. One additional lab per week provides opportunities to experience physical phenomena through hands-on activities and will be introduced to a variety of computer-aided analysis and learning tools. Trigonometry, vectors, and algebraic manipulations are used extensively throughout the course.

### **HUMAN ANATOMY AND PHYSIOLOGY (Level II)**

3008 Grades 11, 12

Full Year

4 Credits

Prerequisite: Successful completion of CP Biology and/or Chemistry

Essential principles of human anatomy and physiology are presented in this course, including basic chemistry, cell and tissue studies, and an overview of all the body systems. This course is intended as a survey course for individuals considering entering various healthcare fields.

### **HONORS HUMAN ANATOMY AND PHYSIOLOGY (Level I)**

3009 Grades 11, 12

Full Year

4 Credits

Prerequisite: A grade of B or higher in both Honors Chemistry and Honors Biology 10

Honors Human Anatomy and Physiology explores the systems comprising the human body by emphasizing physiological mechanisms and a thorough understanding of human anatomy. An emphasis is placed on the interrelatedness for such systems as the skeletal, muscular, nervous and circulatory. This course is recommended for those pursuing a career in the health sciences field. Laboratory experiences are integrated into the regularly scheduled class time.

### **AP ENVIRONMENTAL SCIENCE (Level I)**

3011 Grade 12

Full Year

6 Credits

Prerequisite: Completion of Honors Biology, Honors Chemistry and Algebra II or concurrent enrollment in Pre-Calculus or AP Probability & Statistics

The AP Environmental Science course is designed to be the equivalent of a one semester, introductory college course in environmental sciences. This is a **rigorous** science course that stresses scientific principles and analysis that includes two double lab periods in rotation schedule. In addition, it considers sociological and political perspectives. The goal of the AP Environmental Sciences course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study. By the end of the course, students will be ready for the AP Environmental Science exam. **Student who are enrolled in AP Environmental Science are required to take the AP Environmental Science Exam.**

## **AP PHYSICS C MECHANICS (Level I)**

3012 Grades 11, 12

Full Year

6 Credits

Prerequisite: Concurrent enrollment in AP Calculus. Final grade of B or better in previous year's Honors level science.

Topics explored in previous physical science classes will be revisited and expanded upon, emphasizing analytical skills and recognizing symmetries within systems. This is a first-year mechanics course, equivalent to a one semester calculus-based college course. Since this is an intensive analytical college-level course, motivation and mathematical achievement are important prerequisites. The major themes of this course are kinematics, dynamics, circular motion and rotation, oscillations, and gravitation. Our approach to the analysis of systems is differential and integral calculus based. A minimum of 20% of class time will be spent on laboratory investigations, as mandated by the College Board. **Students who are enrolled in AP Physics C Mechanics are required to take the AP Physics C Mechanics Exam.**

## **SCIENCE TECHNOLOGY ELECTIVES**

### **ACADEMIC COMPUTER (Level II)**

7000 Grades 9, 10, 11, 12

Full Year

2 Credits

This course will provide students with the computing tools needed for academic success at LMMHS. 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, data base 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.

### **EXPLORING COMPUTER SCIENCE (ECS) (Level 1)**

7015 Grade: 9, 10, 11, 12

Full Year

4 Credits

ECS will parallel national curriculum guidelines designed to introduce students to the exciting field of computer science. Topics to be covered include human computer interaction, problem solving, web design, introductory programming, and data analysis. The course will be engaging and largely inquiry-based. No prior knowledge of computer science is required nor expected. Students that are considering STEM related careers are highly encouraged to take this course.

### **COMPUTER PROGRAMMING (Level II)**

7001 Grade 12

Semester

2 Credits

Prerequisite: Grade of B or higher in Algebra I. Enrollment will be limited to 12 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.

**HONORS COMPUTER SCIENCE I (Level I)**

7002 Grades 10, 11, 12

Semester I

2 Credits

Prerequisite: Available to students who have earned a grade of B or higher in Algebra I. Enrollment will be limited to 12 students who are considering a career in computer science or related field.

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.

**HONORS COMPUTER SCIENCE II (Level I)**

7003 Grades 10, 11, 12

Semester II

2 Credits

Prerequisite: Available for students who have a B or higher in Honors Computer Science. Enrollment will be limited to 12 students.

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. Advanced students may choose other programming languages to explore.

**ENGINEERING/ TECHNOLOGY I (Level II)**

7004, 7005, 7006 Grades 9, 10, 11, 12

Semester/Full Year

2-4 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 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 Creo Parametric 2.0 and will concentrate on solid modeling of parts and assemblies and the creation of working drawings.

**ENGINEERING/ TECHNOLOGY II (Level II)**

7007, 7008, 7009 Grades 10, 11, 12

Semester/Full Year

2-4 Credits

Prerequisite: Engineering/Technology I

This course is designed to expose students to the world of engineering design. Students will design, build and program robots capable of completing complex autonomous tasks. Design and drafting work will be done with Creo Parametric 2.0, an industry-standard 3D modeling tool. Students will work in teams and will conduct numerous presentations, thus simulating the real world as closely as possible.



**ENGINEERING / TECHNOLOGY III/IV (Level II)**

7010, 7011, 7012 Grades 11, 12

Semester/Full Year

2-4 Credits

Prerequisite: Engineering/Technology 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 Creo Parametric 2.0; 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.

## SOCIAL STUDIES

Epic changes in world affairs, nation states, economies, global and national institutions, and the environment, have underscored the necessity to educate an informed citizenry through a wide-ranging Social Studies curriculum.

The Social Studies Department offers students a sequence of history classes: World History Grade 9, European/World History (Grade 10), and U.S. History/American Studies (Grade 11). Additionally, the Department also offers a number of other electives.

The Massachusetts Curriculum Frameworks suggest a three-year sequence consisting of two years of world history 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 from Grade 9 through 12. In addition to the provided core information, increased reading and writing options—in conjunction with English Department objectives—encourage enriched skill and analytical developments in all Social Studies classes.

**WORLD HISTORY 9 (Level II)**

4000 Grade 9

Full Year

4 Credits

This course takes a bird's eye view of the web of human activity that evolved from the earliest civilizations to today. Specific topics will focus on historiography (how historians do their work), globalization, the development of advanced civilizations, humankind's major religions, the Silk Road, and the dominant individuals, societies and events of the Middle East, Asia, Africa, and Latin America. Individual skills will be concentrated on learning geography, reading, writing, presentation, cultural appreciation, and critical thinking.

Level II college preparatory courses include 2-3 pages of nightly reading, homework three nights per week average, regularly scheduled quizzes and unit tests, and as the creation of an expository writing portfolio. By the end of the year, the writing portfolio will include approximately ten 2 page essays.

**HONORS WORLD HISTORY 9 (Level I)**

4001 Grade 9

Full Year

4 Credits

Prerequisite: B+ or high in 8<sup>th</sup> grade Social Studies and recommendation of teacher

This course takes a bird's eye view of the web of human activity that evolved from the earliest civilizations to today. Specific topics will focus on historiography (how historians do their work), globalization, the development of various civilizations, humankind's major religions, the

Silk Road, and the dominant individuals, societies and events of the Middle East, Asia, Africa, and Latin America. Individual skills will be concentrated on learning geography, reading, writing, presentation, cultural appreciation, and critical thinking.

Level I honors courses include 4-5 pages of nightly reading, homework four nights per week average, regularly scheduled quizzes and unit tests and the creation of an expository writing portfolio. By the end of the year, the writing portfolio will include approximately ten 4 page essays. Three-to-four works of historical fiction and associated assignments provide additional context and depth for honors students. A longer, year-end term paper extends the honors experience.

**MODERN EUROPEAN HISTORY (Level II)**

4002 Grade 10

Full Year

4 Credits

Students who have taken World History in Grade 9 are strongly advised to take Modern European Histories. It examines the political, social, cultural, and economic histories of Europe and its relationship to the world from the early modern (1450-1815) through the modern (1815-1989) eras. 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)**

4003 Grade 10

Full Year

4 Credits

Pre-requisite: Students may enroll in honors level after receiving a B+ in a previous history class.

Similar in design to Modern European Histories, 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.

**UNITED STATES HISTORY/AMERICAN STUDIES (Level II)**

Required for Graduation

4004 Grade 11

Full Year

4 Credits

This course examines the political, economic, cultural, 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. This course is taught in conjunction with American Literature.

## **HONORS UNITED STATES HISTORY/AMERICAN STUDIES (Level I)**

Required for Graduation

4005 Grade 11

Full Year

4 Credits

Students are advised to select this course if they intend to take Humanities in Grade 12. This course focuses on American history from 1600-1980s. It emphasizes the themes that have stayed constant in American society, politics, cultures, and economics in the past two centuries. 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, including a college-level research paper, require them to write with precision and persuasion. This course is taught in conjunction with American Literature.

## **SOCIAL STUDIES ELECTIVES**

### **HONORS HUMANITIES (Level I)**

1006 Grade 12

Full Year

8 Credits

(4 Credits for English and 4 Credits for Social Studies)

Prerequisite: Completion of American Literature

Humanities investigates the types of communities -- political, social, moral, and religious -- that human beings have constructed for themselves and studies the various ways in which subjects navigate such terrain, both as citizens and individuals. From Ancient Greece to the contemporary U.S., the course will consider the literary, historical philosophical, and art and architectural expressions of what has been defined as the "Western Tradition." Much more than an overview of these classic works, Humanities encourages students to think critically about this tradition, and even strives to appreciate and understand the current relevance of what can seem to be historically and culturally remote. Why did previous generations value these works so highly? How are these writers and artists in conversation with each other? How are these works relevant to our own lives and what can we gain from them? What does it mean to be virtuous? What is the purpose, if any, of beauty? What does it mean to acquire knowledge? What makes a person or a society just? Students will grapple with these and other questions in conversations and lengthy writing assignments, with a particular interest in preparing students for the rigorous literary and historical analysis expected of them beyond high school.

### **PSYCHOLOGY (Level II)**

4008 Grade 11, 12

Semester

2 Credits

Prerequisite: Completion of Modern European History and Successful completion of U.S. History or currently enrolled in U.S. History

Why do we do the things we do? What defines who we are and determines how we act? Is it nature or nurture that governs our actions, thoughts, and behavior? And how do researchers go about investigating the answers to these questions? Through the study of psychology, students gain an understanding of human thought and behavior, as well as the factors that determine the differences between people. The theories of Freud, Jung, Hall, Piaget, Skinner, and many others are investigated, as are such topics as the mind, brain, and the body, memory, social cognition, human development, and abnormal psychology.

Summer reading is mandatory. During the school year, assignments include chapter readings and tests, experiments, or projects that focus on weekly topics. Daily discussion, in-class readings, and self-reflection writing assignments are also emphasized. Fictional and documentary films and other media are utilized throughout the course.

**HONORS PSYCHOLOGY (Level I)**

4009 Grade 11, 12

Semester

2 Credits

Prerequisite: Completion of Modern European History and U.S. History or currently enrolled in U.S. History

Why do we do the things we do? What defines who we are and determines how we act? Is it nature or nurture that governs our actions, thoughts, and behavior? And how do researchers go about investigating the answers to these questions? Through the study of psychology, students gain an understanding of human thought and behavior, as well as the factors that determine the differences between people. The theories of Freud, Jung, Hall, Piaget, Skinner, and many others are investigated, as are such topics as the mind, brain, and the body, memory, social cognition, human development, and abnormal psychology.

Summer reading is mandatory. During the school year, assignments include chapter readings and tests, experiments, or projects that focus on weekly topics. The honors section also requires two additional reading books and related assignments. Daily discussion, in-class readings, and self-reflection writing assignments are also emphasized. Fictional and documentary films and other media are utilized throughout the course.

**CONTEMPORARY ISSUES (Level II)**

4012 Grade 9, 10, 11, 12

Full Year

2 Credits

Contemporary Issues will focus on current divisive topics through the lens of sociology, political science, and economics. Students will be assigned positions on different topics throughout the course and be responsible for researching and debating the issues with their peers. Another focus of this course will be how we consume our news. Students will analyze a variety of news sources for reliability and integrity throughout the course.

**HONORS CONTEMPORARY ISSUES (Level I)**

4013 Grade 9, 10, 11, 12

Full Year

2 Credits

Contemporary Issues will focus on current divisive topics through the lens of sociology, political science, and economics. Students will be assigned positions on different topics throughout the course and be responsible for researching and debating the issues with their peers. Another focus of this course will be how we consume our news. Students will analyze a variety of news sources for reliability and integrity throughout the course.

**THE ADAMS FAMILY CONFRONTS AMERICA (Level II)**

4014 Grade 11, 12

Semester

2 Credits

The course examines four generations of the Adams family of New England: President John Adams and his wife Abigail, their son President John Quincy Adams and his wife Louisa, their son, the Ambassador Charles Frances Adams, and two of his sons, Brooks and Henry Adams. The family, which has provided the longest service of any family to the government of the United States, was motivated by the paradox of a strong commitment to the ideals of democracy and unquestioning acceptance of the Calvinist doctrine that all men are naturally

evil. This paradox permeated both the political and the domestic lives of each generation. The students read and report on the political and domestic essays and letters of the two presidents and their wives, and read their poetry and portions of Charles Francis Adams' history of the family. The major materials of the course are the political theories developed by the brothers, Brooks and Henry Adams. Major readings are Henry Adams' short novel, *Democracy*; his study of power, *Mont-Saint-Michel and Chartres*, and his evaluation of American culture, *The Education of Henry Adams*. There is a research term paper.

**HONORS THE ADAMS FAMILY CONFRONTS AMERICA (Level I)**

4015 Grade 11, 12

Semester

2 Credits

The course examines four generations of the Adams family of New England: President John Adams and his wife Abigail, their son President John Quincy Adams and his wife Louisa, their son, the Ambassador Charles Frances Adams, and two of his sons, Brooks and Henry Adams. The family, which has provided the longest service of any family to the government of the United States, was motivated by the paradox of a strong commitment to the ideals of democracy and unquestioning acceptance of the Calvinist doctrine that all men are naturally evil. This paradox permeated both the political and the domestic lives of each generation. The students read and report on the political and domestic essays and letters of the two presidents and their wives, and read their poetry and portions of Charles Francis Adams' history of the family. The major materials of the course are the political theories developed by the brothers, Brooks and Henry Adams. Major readings are Henry Adams' short novel, *Democracy*; his study of power, *Mont-Saint-Michel and Chartres*, and his evaluation of American culture, *The Education of Henry Adams*. There is a research term paper.

## **SPECIAL EDUCATION**

**ACADEMIC REINFORCEMENT (Level III)**

0004, 0005, 0006 Grades 9, 10, 11, 12

Full Year

2-4 Credits

Academic Reinforcement is offered in the high school Learning Lab for students who have been identified as having a diagnosed disability, in accordance with federal and state regulations. Specialized, direct instruction in the area(s) of disability is provided through content and supplemental materials. In some cases, students are scheduled for direct, remedial classes in addition to content classes. Emphasis of instruction is on continued skill development and remediation relative to identified disability(ies), including, but not limited to, progress monitoring, transition/postsecondary planning, strategies for study skills, and test taking. Students receive 2 credits for twice a week or 4 credits for four times per week, which count as elective credits.

Any high school student may seek assistance in the Learning Lab outside of the regulation requirements on an as-needed basis (without credit), based on instructor availability.

## Co-Curricular and Extra Curricular Activities

As School Match Wits  
ASAP  
Cacophony & Murmurs  
Chess Club  
Computer Programing Club  
Cooking Class  
Destination Imagination  
Evergreen Club  
French Film  
Glee Club  
Going Places  
Art Club  
French Club  
Spanish Club

.Student Newspaper  
Yearbook  
. Student Council  
Latin Club  
Math Club  
Mock Trial

Mountain Bike Club  
National Art Honor Society  
National Honor Society  
Peer Education  
Photography Club  
Quiz Team  
SADD  
SAVE  
Sequence  
Spanish Guitar Club  
Spring Crew Club  
Student Relief Club

## Sports

### FALL

Boys' and Girls' Soccer  
Cross Country Running  
Volleyball  
Golf  
Crew  
Football (Co-op)

### WINTER

Girls' and Boys' Basketball  
Alpine Skiing  
Nordic Skiing  
Wrestling (Co-op)  
Swimming (Co-op)  
Hockey (Co-op)

### SPRING

Boys' and Girls' Tennis  
Softball  
Baseball  
Track  
Boys' and Girls' Lacrosse (Co-op)

## Academic Eligibility

A student must secure during the last marking period preceding the contest (e.g. second quarter marks and not semester grades determine third quarter eligibility) a passing grade, and full credit, in the equivalent of four traditional year long major English courses. A transfer student may not gain academic eligibility if he/she was not, or would not be, eligible at the sending school, unless transfer was necessitated by a move of parents and then eligibility would be determined by receiving schools eligibility standards.

In addition:

- A student who repeats a course in which s/he has already received credit cannot count that subject a second time for eligibility
- Courses taken during the summer vacation, unless that course was previously taken and failed, do not count toward eligibility
- Students receiving services under Chapter 766 whose Individualized Education Plan is a 502.4 or more restrictive prototype may be declared academically eligible by the principal provided that all other eligibility requirements are met.

# SCHOOL REQUIREMENTS

## **Attendance**

Students are expected to be in school on time (no later than 8:40 a.m.) and to remain in school for the entire day. Students with an excused tardy must be in attendance prior to the start of second period in order to participate in an athletic activity. Any student who must leave school before the completion of the school day must have permission from his/her parent/guardian and from the principal or athletic director in order to practice or play on that day.

## **Field trips**

Students attending a field trip are considered to be in school for the day and are eligible to play or practice that day. However, if the field trip will extend beyond the school day, athletes are expected to fulfill their academic obligations before their athletic activity. If conflicts arise, athletic contests will be rescheduled when possible. If a student is unable to avoid a conflict and a special circumstance exists, he/she may appeal the rule with the principal and the athletic director.

## **Behavior**

Because athletics is a privilege and student-athletes need to have good standing within the school, any student-athlete who has repeated behavioral referrals within one sports season will meet with the Dean of Students, the Coach and the Athletic Director and any other personnel needed to discuss the behavioral concerns and develop an appropriate plan. This meeting may result in suspension from practices or games or expulsion for the season.