

2005-2006

Program of
Studies

LEXINGTON
HIGH SCHOOL

Lexington, Massachusetts

Lexington High School
Program of Studies
2005 – 2006

Accreditation Statement

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

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

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

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Principal's Message to Lexington High School Students

Between the covers of this volume is represented a high school program that is among the finest in the United States. For many years Lexington High School has distinguished itself for the quality of its curriculum and instruction, the achievements of its students, and the rich and varied opportunities available to the young people of this community.

Lexington is a “mission-driven” school; that is, its Statement of Purpose, which follows this letter, is the impetus for schoolwide expectations, course offerings, educational goals and objectives, graduation requirements, and the policies and procedures informing everyday life on this campus. All together, the Statement of Purpose is linked to the core values of the district: individuality and diversity, shared responsibility and continuous improvement.

Lexington High School is perhaps unique in the way it links curricular offerings with cocurricular and extracurricular activities, and the way it extends learning time to off-campus projects, summer study and required community service. The community of Lexington High School and the larger civic community are partners in learning.

Your scheduling of courses for the 2005-2006 academic year will begin in February and will conclude with the end of the school year. My deepest hope for you is that you take advantage of the opportunities this school presents to you. Be ambitious, for only in your ambition do you create an image of the life you want to make for yourself. But be kind to yourself at the same time. Seek the advice of parents, teachers, administrators and counselors in selecting the schedule of classes that is right for you. Give yourself time—time to learn thoroughly



rather than superficially; time to enjoy your learning rather than to make an ordeal of it; time to participate in the multi-faceted life of this high school, such that your experience here will be altogether full and memorable.

Much is required of you at Lexington High School. Make a good effort, and you will be rewarded for a lifetime.

My thanks to the many people who have contributed to this *Program of Studies*: to the faculty, the department heads and curriculum coordinators, to Associate Principal George Mechem, to our printer Jim Morello, and to our volunteer par excellence Jean Cole, who formats and edits virtually all of the publications produced by Lexington High School.

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

Michael P. Jones

Michael P. Jones

January 3, 2005



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Lexington High School Statement of Purpose and School and Student Expectations

Lexington High School provides and supports a curriculum in which all students can develop the competencies needed for life in the modern world. Its programs, policies and procedures are intended to create a supportive environment of high expectation. This environment encourages students to acquire the necessary intellectual, aesthetic, social, civic, and physical skills, as well as the knowledge base and habits of mind that can serve as a foundation for lifelong learning. LHS believes that every student, guided by his or her special talents and aspirations, can acquire this foundation and grow toward the fulfillment of his or her potential and toward the achievement of excellence.

To augment varied student academic choices and to respond to the expectations of the community, Lexington High School enriches its formal curriculum through student activities and organizations, including, but not limited to athletics, the fine and performing arts, and interscholastic academic exchanges and competitions. Lexington High School considers these programs to be an essential part of the educational experience it offers.

Recognizing that formal learning occurs within a social context, Lexington High School seeks to maintain a setting for learning that not only honors high achievement and ethical behavior, but also values individual differences. Lexington High School encourages mutual respect and cooperation, preparing students for life in a pluralistic society.



School Expectations

The school will . . .

- Continue to develop new curricula that will challenge all students. In concert with the school system's core value of continuous improvement, students who are already achieving at very high academic levels must continue to be challenged.
- Define and publish required levels of proficiency for basic academic competencies to be achieved by all students.
- Broaden the curriculum in all subject areas by including materials and activities that pertain to diverse populations.
- Encourage and support academic risk taking and experimentation on the part of students and teachers.
- Integrate related library skills into the academic objectives across departments when possible.
- Integrate technology into all curriculum areas.
- Increase the use of alternative assessment activities to accommodate multiple learning styles and levels of achievement.
- Continue to seek ways to support those students who feel disenfranchised or disconnected.
- Encourage activities and programs that promote gender equity.
- Develop and communicate clear schoolwide procedures for dealing with issues of vandalism, theft, and property damage.
- Create an environment of trust and safety which enables students to access all available resources.
- Explore new ways to educate and support students in making responsible decisions.
- Continue the development of appropriate assemblies, class meetings, and publications as a means of enhancing the learning process, discussing school issues, and celebrating successes.



Student Academic and Social Expectations

Students will . . .

- Develop objective and subjective reasoning skills.
- Write expository essays and multi-paragraph compositions that are mechanically and grammatically correct.
- Communicate effectively using oral expression.
- Demonstrate comprehension of orally presented information through accurate recording and/or summarization.
- Initiate an investigation of a topic demonstrating effective research techniques.
- Analyze the implications of data gathered in an investigation and summarize the results.
- Present the summation of an investigation and its findings.
- Develop ethical standards that include mutual respect and value of individual differences.
- Improve the understanding of and the appreciation for diverse populations.
- Promote responsibility and respectful behavior toward one another.
- Apply movement concepts and principles to enhance the development of motor skills.
- Demonstrate an understanding of a culture other than the student's own.
- Explore and use multiple strategies to solve problems.
- Develop an ability for and an appreciation of artistic expression.

Note:

A comprehensive School Improvement Plan which includes school goals and expectations is developed by the Lexington High School Council and approved annually by the School Committee.

Graduation Requirements

1. Students must earn 104 total credits and fulfill minimum course distribution requirements. Students should check the *Program of Studies* regarding the number of credits being earned in each course. In addition, students must perform 40 hours of approved community service.

2. Required Courses

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

Grade Nine students must take

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

Sophomore students must take

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

Junior students must take

Chemistry; Adolescent Health Issues II; American Studies -or- American Literature and U.S. History; Mathematics

3. Course Distribution Requirements

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

English	16	credits
Fine & Performing Arts	8	credits
Foreign Languages	8	credits
Mathematics	16	credits
Science	18	credits
Social Sciences	16	credits
Physical Education	6	credits
& Health Education	2	credits

4. Please note that partial credit will be allowed for full-year courses only with the advanced written approval of the Department Head.



5. Summer school credit: All summer school credits must be approved in advance by the Department Head and the Associate Principal. Forms are available for this. Summer school courses may appear on the student's LHS transcript but may not replace existing LHS course offerings.
6. Independent studies must adhere to the following guidelines:
 - a. Students may not use independent study in place of regular departmental course offerings.
 - b. All independent studies are Pass-Fail.
 - c. Independent studies are generally 1 semester-2 credits (potentially three credits in science). In special cases, year-long (4 credit) and quarter (1 credit) independent studies will be considered. Department Head approval is required.
 - d. Participants in any independent study program must generate and sign a contract, to be kept on file in the Department Head's office, that, among other things, specifies location of, frequency of, and length of formal meetings.
7. All students are required to carry 28 credits (seniors 27) on their schedules regardless of their credit status. Credit will not be given when a course is repeated.
8. Students may qualify for graduation in less than four full years if they have fully satisfied graduation requirements and have submitted a note from a parent to the Principal authorizing early completion. Students leaving in January must complete a checkout form before leaving certifying that all obligations have been met. No credit may be allowed for a full-year course not completed unless provisions in number 4 above have been met.
9. Any semester or full-year course dropped after the mid-point grade has been assigned will be permanently recorded as 'W' (withdrawn). The transcript will include no reference to courses dropped before their midpoint.



Procedures and Policies for Implementing Student Choice

Policy

In senior year, students may opt out of one of the following three disciplines (science, mathematics, social studies) while continuing to take a full year of courses in the other two.

Procedures

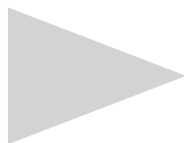
Students must still maintain a full schedule and will achieve the required minimum number of 27 credits by adding courses/electives of their choosing.

Decisions on course selection should be based on the student's academic/personal interests and the requirements of colleges to which he/she is applying.

In the first phase of course selection, all juniors must be recommended for a science, math and social studies course as in previous years. No one may opt out during this part of the process.

In the next phase, when students receive their course selections sheets, they will also receive a timeline and protocol for exercising the "student choice" option.

As part of the process, students wishing to participate in the student choice option *will be required* to attend a team meeting (student, counselor, dean) to discuss the possible implications of such a decision. Parental permission must also be obtained.





Individual College Requirements — Beware!

It is incumbent upon each junior to review carefully the consequences (positive and negative) in exercising the student choice option. Most colleges and universities expect that students will take the most rigorous academic courses available to them. Students who avail themselves of four years in all major disciplines will meet and in many cases exceed the requirements for these colleges and universities.

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





The Importance of Community Service

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

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

Each student at Lexington High School is required to perform a minimum of 40 hours of community service between the last day of eighth grade and the last day of class as a senior. The community service requirement may be satisfied by participation in a single activity or a combination of approved activities.

Definition of Community Service

A recognized community service activity by an LHS student is one which:

- Is performed without compensation to the student.
- Has some institutional or organizational affiliation (all government, charitable and non-religious IRS-ruled non-profit organizations automatically qualify as community service providers.)
- Is not associated with the practice or promotion of any religion.
- Results in a service to at least one person other than the student or the student's relative and is generally of benefit to the "community."
- Is separate from a service activity for which the student is already receiving school or organizational credit.
- Is not performed during scheduled class time.
- Is not performed during scheduled study hall time.
- Is not service mandated by a court.



Guidelines for Earning Community Service Credit

To earn credit for community service:

- the service must meet the prior definition.
- The service must be performed for an approved service organization, or be approved by the Social Action Committee of the LHS Senate prior to or immediately upon commencement of the service.
- The service must be verifiable from information provided on the community service form completed by the service supervisor.
- The service must be reported to the student's guidance counselor within 90 days of completion of the service.
- The service may be performed in the community at large or at LHS. At least 20 of the required hours of community service must be performed outside of LHS.
- Any service exceeding the required 40 hours may be served at any location a student chooses. However, for service during scheduled study halls, prior approval by the student's guidance counselor is required.

NB:

To be eligible for open campus, juniors entering the year in September must have 20 hours of community service documented. Seniors entering the year in September must have 30 hours of documented community service.



The Course Selection Process

1. Since the scheduling process operates on a strict timetable, it is very important that you meet the deadlines listed below for submitting your course requests.
2. To familiarize yourself with the courses that might be appropriate, first read the Course Level explanation and the graduation requirements at the beginning of this booklet; then read the more specific course descriptions listed within each departmental section.
3. For any course that represents continued study within a department, the current teacher will confer with the student and then record the placement on the computer's Course Request File. This student-teacher conferencing will begin in February. **Note: Parents should speak directly to the teacher if there is any question about course or level placement.** If the issue is still unresolved after the conferring with the teacher, the parent may request a placement review. A placement review request form must be obtained from the teacher or the department, and must be submitted to the Department Head no later than Tuesday, March 22.
4. Students must have all course selection sheets to their counselors by Tuesday, March 22. **Note: Students in grades 9 to 11 must select a minimum of 28 credits. Seniors must select a minimum of 27 credits.**
5. Our intention is to complete the scheduling process by early June so that any schedule conflicts can be resolved before the end of the school year. **Opportunities for schedule changes during the summer and fall are very limited.**
6. Do not hesitate to call for further information. A list of telephone extensions are included for your information on page xvi.



Course Levels at Lexington High School

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

Grade Point Averages: A weighted Grade Point Average appears on student transcripts just below an “unweighted” Grade Point Average. Both numbers are available for reference. The unweighted GPA does not include the numerical enhancements described below. Both the weighted and unweighted averages are listed as general summative statements and are not used in any formal calculation. Lexington High School does not establish class rank for any student.

Many of our courses are unleveled.

This indicates that course objectives and activities are appropriate for all students. As described above there are some unleveled courses in which students may choose to study at an Honors Level. At all levels, individual teachers, in coordination with Department Heads, define their course expectations, outcomes and grading standards.

Honors (Hon) courses study at advanced levels and require well-developed scholarship and study skills for success.

Honors Level courses are conducted at a level which is comparable to college work and may prepare students for the AP exam. Courses which specifically follow the AP curriculum are so designated in their titles. Teacher recommendations and/or departmental approval may be required prior to enrollment. In some multi-level courses, students



may elect to study at an honors level by working toward additional course objectives and responding to special expectations established by the teacher. Grades in Honors Level courses are assigned an additional 1.0 in the Weighted Grade Point Average formula; i.e., A=5.0, B=4.0.

Level 1 (Lv 1) courses require sound scholarship and study skills for success.

Many Level 1 courses provide the background necessary for success on CEEB Achievement Examinations. Grades from Level 1 courses are assigned an additional .5 in the Weighted GPA formula; i.e., A=4.5, B=3.5.

Level 2 (Lv 2) courses provide a foundation in the subject and prepare students for more advanced academic work.

Level 2 courses are designed to emphasize the development of the study skills necessary for continued progress in the discipline.



Telephone for Information

7:30 am to 3:30 pm

Dial 781-861-2320 and the extension listed below

Department Coordinators	Extension
Ms. Jacalyn Crowe (Science)	3050
Ms. Nancy DeFeudis (Special Education).....	2181
Ms. Susan Lum (Library-Media).....	2176
Mr. Tony Porter (Physical Education)	1022
Mr. John Papadonis (Social Studies)	2173
Dr. Walter Pavasaris (Fine and Performing Arts)	2175
Ms. Deborah Perry (English).....	2170
Ms. Cheryl Prescott-Walden (METCO)	1450
Mr. Robert M. Quist (Student Services).....	1562
Ms. Mary Alice Samii (Foreign Languages)	5111
Mr. Gary Simon (Mathematics).....	5021
Ms. Jennifer Wolfrum (Health Education)	2180

High School Counselors

Ms. Nikki Amara	7052
Ms. Melissa Buttaro.....	1567
Ms. Suzanne Cervo.....	1564
Mr. Lester Eggleston	3073
Ms. Alison Faucher.....	3074
Mr. James Girard	5052
Mr. Jamie Kelly	3075
Ms. Beth Kress	5051
Mr. Stuart Silverman	7051
Mr. Joél Villegas	1572

General Information

Dr. Michael P. Jones (Principal)	1000
Mr. George Mechem (Associate Principal)	1580
Mr. William E. Cole, Dean	1560
Ms. Laura Lasa, Dean.....	5020
Mr. David Lautman, Dean	3070
Mr. Aaron Sanders, Jr., Dean.....	7020

English

All English courses include instruction in the parts of the sentence and paragraph, vocabulary, grammar and usage. Teachers use those terms to comment on students' oral and written expression. Courses open to juniors and seniors emphasize instruction and practice in these skills which prepare students for the verbal SAT as well as the Advanced Placement Examination in English. All English courses have final examinations of which a minimum of 80% is common to students in all sections of the course; these exams will count as one term's grade (20% of course grade). All courses require summer reading and/or related projects.

Grade 9 – Requirement

010 – Literature and Composition I

4 credits

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

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

The new summer reading list will be available in the Main Office and online after June 1.



Courses Open to Sophomores

018 – Hon – Literature and Composition II

4 credits

This accelerated course continues the skill development begun in Literature and Composition I for students who have excelled in expository writing, reading, comprehension, grammar study and vocabulary acquisition. Challenging works from the four major genres provide springboards for frequent and varied writing assignments, primarily independent inquiry and exposition, vocabulary study and grammar instruction. Analytical compositions focus on developing insightful student-generated thesis statements as well as incorporating textual references within unified and coherent supporting paragraphs. All students read *Macbeth*, *Frankenstein*, and *Narrative of the Life of Frederick Douglas*. Additionally, teachers may choose texts which include *Things Fall Apart*, *Nectar in A Sieve*, *Great Expectations* and *A Tale of Two Cities*. Featured throughout the year is an extensive selection of poetry, short stories and expository writing reflecting differences in style and viewpoint. Students who elect this course assume the responsibility for making the study of English a priority in their academic commitments.

Summer reading: *1984* by George Orwell; *The Secret life of Bees* by Sue Monk Kidd

019 – Lv 1 – Literature and Composition II

4 credits

This college preparatory course continues the skill development begun in Literature and Composition I. Works from the four major genres generate frequent and varied writing assignments, vocabulary study and grammar instruction. Writing instruction focuses on developing unified, coherent and text-supported paragraphs in essays that respond to teacher-guided thesis statements. Creative writing assignments are also given. Students read *Macbeth* and *Things Fall Apart*. Other possible readings include: *Frankenstein*, *Fahrenheit 451*, *Tale of Two Cities*, *Great Expectations*, the *Narrative of the Life of Frederick Douglass*, *Sound of Waves*, poetry, essays and other selections at the teacher's discretion.



The new summer reading list will be available in the Main Office and online after June 1.

021 – Lv 1– Exploration of Literature and Composition (paired with Social Studies 108)

4 credits

Building on the foundation established in the Freshman Literature and Composition 1 course, Explorations in Literature and Composition takes a more skills-based perspective, helping students to galvanize their understanding of the structure of language, in sentences, paragraphs, and essays. The development of skills will focus on grammar instruction and MCAS preparation. While skill development will play a prominent role, analysis of literature, orally and in writing, will also be important in the class. While students will express themselves through formal essays, they will also have the opportunity to write poetry, journal entries, and other creative pieces.

The summer reading list will be available in the Main Office and online after June 1.

Courses Open to Juniors

030 – Hon – American Studies

130 – Social Studies

See Interdisciplinary Studies – page 54

031 – Lv 1 – American Studies

131 – Social Studies

See Interdisciplinary Studies – page 54



020 – Hon – American Literature

4 credits

The emphasis in this course is on training in analytical writing and on a thorough understanding of the various genres: short story, novel, essay, poetry and drama. Creative work is included, but emphasis is placed on the precise, well-documented analytical essay and thorough knowledge of usage errors demanded on the SAT and AP exam. This course will demand constant attention to revision for clarity, conciseness and textual evidence. Assignments require at least four hours of homework per week, not including time spent on regular long-term reading assignments.

Students will read works from many American authors including Twain, Fitzgerald, Hawthorne, Dickinson, Whitman, the Transcendentalists, Miller, Hemingway, Hurston, Morrison, Wharton and Poe. All students will study *The Great Gatsby*, *Ethan Frome*, *Their Eyes Were Watching God*, *Death of A Salesman*, *The Scarlet Letter* and several other texts.

Summer reading: Previously, students have read Krakauer's *Into the Wild*, Morrison's *Song of Solomon* and Salinger's *Catcher in the Rye*. The new summer reading list will be available in the Main Office and online after June 1.

023 – Lv 1 – American Literature

4 credits

Students examine the breadth and ethnic diversity of American literature through extensive readings of poems, novels, essays, short stories, and plays by a wide variety of writers. In both class discussions and compositions, students will apply critical terminology such as tone, mood, theme, and irony, and articulate the distinguishing features of each genre. Reading assignments cover approximately 20 pages per night. Students will work on writing assignments both at home and in school. These assignments vary in length. Assessments derive from students' reading, writing, grammar exercises and class discussion.

Readings will be selected from Miller: *Death of A Salesman*; Wharton: *Ethan Frome*; Hemingway: *A Farewell to Arms*; Fitzgerald: *The Great Gatsby*; Rolvaag: *Giants in the Earth*; Twain: *Huckleberry Finn*; Wilder: *Our Town*; Morrison: *Song of Solomon*. Poetry and short



stories vary from year to year.

Summer reading: Previously, students have read *The Catcher in the Rye* by Salinger as summer reading for this course. The new summer reading list will be available in the Main Office and online after June 1.

025 – Lv 1 – American Literature and Society

4 credits

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

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

The summer reading list will be available in the Main Office and online after June 1.

Courses Open to Seniors

REMINDER: These courses carry Level 1 credit; their descriptions depict the range of challenge they offer. Please read the course descriptions carefully and select the course that both appeals to you most and provides you with the academic skills you will need in the future.

040 – Art of the Film

4 credits

In this course students learn to read films and write about them. The content is divided into six areas: shooting and editing, the chronological development of technology and film techniques, categories of films, styles of great directors, film literacy, and artistic criteria. Most



of the writing done for this course is rigorous, formal academic essay writing, although students may be asked to write film reviews and scripts. Typically, students are required to do research on directors and films. Homework assignments requiring three to four hours work may be stretched over the period of study of particular films. Each quarter students do a visual assignment applying a film technique in an original way. These applications culminate during the fourth quarter in the creation of storyboards for a sequence from students' own films. Books used in the course include *Exploring the Film and Kiss, Kiss, Bang, Bang*. Films studied are *The Battleship Potemkin*, *East of Eden*, *Seven Samurai*, *Citizen Kane* and *Chinatown*.

Summer reading: Previously, students have read *Dancehall of the Dead* by Hillerman as summer reading for this course. The new summer reading list will be available in the Main Office and online after June 1.

Summer assignment: To be announced by June.

041 – Beginning Semiotics

4 credits

Semiotics is a study of the signs people use to look at what they experience, make sense of that experience, reconstruct it and represent it for others. The course asks students to look for the gaps in their own understandings to uncover the connection between what is and what seems to be. Further, it investigates the relationship among thought, language and communication to address the links between humans and other animals. Semiotics is a highly interactive, discussion-based course. It requires students' daily participation and demands students tie together all of the readings and discussions to see their connection as well as their place in the student's growing understanding of how what people experience translates into meaningful activity. Further, the course requires that students routinely connect what they study in class with what they experience in the world. Unlike other English courses, Semiotics uses literature to unlock ideas about what we perceive as meaningful and how we create systems of shared meaning to organize our lives.

Course readings are short but challenging and abstract, often requiring multiple readings. The course emphasizes critical thinking and the



asking of probing questions. Writing includes expository, narrative and creative essays, which often draw from interdisciplinary subjects. Sources of study include: *Semiotics 1: Signs, Language, and Reality*; *Semiotics 2: Communication in Man and Beast*; *The Silent Language*; *The Hidden Dimension, Encountering Cultures, The Language Instinct and Word Play*.

Summer reading: Previously, students have read *The Miracle Worker* by Gibson and *Dancehall of the Dead* by Hillerman as summer reading for this course. The new summer reading list will be available in the Main Office and online after June 1.

042 – Senior Literature and Composition

4 credits

Students in this course work on acquiring effective strategies for reading and writing. The course stresses the skills necessary to increase students' inferential comprehension (the process of reading between the lines) and those skills necessary in writing narrative pieces as well as analytical ones. Students read such modern texts as *A Dry, White Season*, *Snow Country*, *The Blessing Way* and *Grendel* as well as such traditional texts as *Hamlet* and *The Bridge of San Luis Rey*. Students can expect to read ten to 20 pages each night, depending on the text. Class discussions of these texts and their issues are based on, but not limited to, students' understanding and insights. Writing is an ongoing and essential part of the program, with the writing grade being determined by the teacher and student in a review of the student's portfolio.

Summer reading: Previously, students have read *Dancehall of the Dead* by Hillerman as summer reading for this course. The new summer reading list will be available in the Main Office and online after June 1.

043 – Contemporary Literature

4 credits

The literature in this course reflects literary responses to contemporary society. The bulk of the selections are novels, complemented by plays, poems and short fiction. Discussion focuses on a number of issues including the extent to which fiction reflects and shapes society and the role of the



individual in a complex society. Regular essay assignments focus intensely on literary analysis. Readings include: *One Flew Over the Cuckoo's Nest*, *A Clockwork Orange*, and selections from Stephen King.

Summer reading: *The Natural* by Bernard Malamud.

044 – Modern Literature

4 credits

This course examines the literary and artistic movements of the twentieth century. Class discussions focus not only on poetry and fiction, but also music and art. Authors include but are not limited to, Oscar Wilde, James Joyce, Joseph Conrad, William Faulkner, Tennessee Williams, Flannery O'Connor, Robert Frost, Elizabeth Bishop and Toni Morrison. Students will write analytic essays, personal essays, poetry and short stories. Students should expect frequent, long-range reading assignments and an emphasis on artistic craft and style in discussion and writing.

Summer reading: *The Metamorphosis* by Franz Kafka

045 – Theology in Literature

4 credits

This course examines literature through an array of theological perspectives. Students read traditional religious texts such as *Bhagavad Gita* and selections from *The Bible* and *The Koran*. These texts provide the lens through which students study seminal literary works such as Dante's *Divine Comedy*, Milton's *Paradise Lost*, Dostoevsky's *The Grand Inquisitor*, Faulkner's *The Sound and the Fury*, O'Connor's *Wise Blood*, and Kafka's *Metamorphosis*. A selection of poetry, essays and short stories accompany these core pieces.

The summer reading list will be available in the Main Office and online after June 1.

Summer Assignment: Write a journal entry of approximately 250 words in which you explain your own theological position.



046 – British Literature

4 credits

Although British Literature is not a thorough survey course, students read and discuss works in all genres by major British authors, including Chaucer, Shakespeare, Blake, Austen, Wordsworth, Dickens, Wilde, Conrad and various modern writers. Students write expository, narrative and creative papers on both assigned topics and those of their own focus. Daily and long-range reading and frequent journal writing, sometimes assigned and at other times chosen by students, encourage rigorous preparation and understanding.

Summer reading: Previously, students have read *The Mayor of Casterbridge* by Hardy and *Winnie the Pooh* by Milne as summer reading for this course. The new summer reading list will be available in the Main Office and online after June 1.

047 – Western Traditions

4 credits

This course examines, in chronological order, four critical periods in Western thought—Ancient Greece, Anglo-Saxon England, the Middle Ages and the Renaissance. In addition to reading major works representative of each period, students read such relevant outside reading as *Mourning Becomes Electra*, *The Last Wine*, and *Sir Gawaine and the Green Knight* each quarter. Three of the required essays each quarter concentrate on rigorous, formal academic essay style. The remaining composition is creative in nature and relevant stylistically or in content to the literature being studied.

Summer reading: Previously, students have read *The Once and Future King* by White and *Dancehall of the Dead* by Hillerman as summer reading for this course. The new summer reading list will be available in the Main Office and online after June 1.

051 – Writing: Memoir, Fiction, Poetry

4 credits

This senior elective will involve reading and writing, with students concentrating on both long and short pieces of creative writing throughout the year. A writing workshop model will necessitate stu-



dents' sharing their writing with class members on a regular basis in order to receive feedback; students in the class will need to be willing both to give and receive criticism. Students will read literature as examples of specific forms as well as works by writers about writing.

The summer reading title(s) will be available in the Main Office and online after June 1.

Reading

097 – Reading, Research and Study Skills

Credits variable

Prerequisite:

Permission of Counselor

This course is designed to give students individualized academic support for completing classroom assignments. The class revolves around determining a student's learning style and forming a study plan based on this. Note taking, test taking and writing are among the skills which may be covered. Credit depends on the number of blocks elected.

095 – Speed Reading

1.5 credits; meets three times per week second semester

Prerequisite:

Permission of Counselor

The focus of this course is development of reading efficiency (speed and comprehension). Students develop flexible reading speeds, adjusting to the material and their purposes for reading. Reading and study techniques are applied to textbooks and novels as well as to less formal reading.



098 – College-Level Reading

1.5 credits; meets three times per week first semester

The goals of this course are to develop vocabulary, comprehension, writing and standardized test-taking skills. Vocabulary will be developed by learning a core of Latin and Greek roots and by using contextual clues and dictionary skills to determine meaning. Comprehension development will rely on tying vocabulary to common thinking patterns (cause-effect, comparison-contrast, sequence, list and narrative) and then to text on literal and inferential levels. Test-taking skills (scoring systems, guessing strategies) will be developed for such tests as the PSAT, SAT and ACT. Frequent, multisensory reinforcement will not only ready students for tests, but will strengthen upper-level high school and college reading ability as well.

Study Skills Seminars for Ninth-Graders

Effective study skills are the key to a successful academic life. Learn techniques that will help you study “smarter not harder” all through high school, college and beyond. The topics are: Note Taking, Managing Textbooks, Answering Questions/Test Taking, and Getting Ready for Finals. Students may attend any or all of the seminars, depending on what is relevant. Dates and times are announced in English, social studies and science classes. Students take seminars during studies.



Fine & Performing Arts: Dance

674 – Modern/Ballet I

See Interdisciplinary Studies – page 54

675 – Modern/Ballet II

See Interdisciplinary Studies – page 54

670 – Modern/Jazz I

See Interdisciplinary Studies – page 54

678 – Modern/Jazz II

See Interdisciplinary Studies – page 54

671 – Dance for Musical Theater

See Interdisciplinary Studies – page 54

676 – Choreography & Performance I

See Interdisciplinary Studies – page 54

679 – Choreography & Performance II

See Interdisciplinary Studies – page 54



677 – Partner Dance, Swing, Latin

See Interdisciplinary Studies – page 54

672 – Dance for Stress Reduction/Relaxation

See Interdisciplinary Studies – page 54

673 – Stretch and Strength for Dancers

See Interdisciplinary Studies – page 54





Fine & Performing Arts: Drama

501 – Art of the Theater

2 credits – semester

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

502 – Improvisational Theater

2 credits – semester

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

503 – Public Speaking

2 credits – semester

This is a course designed to give students practice in organizing and delivering informative, persuasive and demonstrative speeches. The introduction of other speakers is also practiced. Speech topics are chosen by students who must make weekly speeches. In-class critiques offered by students supplement teacher evaluation. This class may not be repeated for credit.



504 – Drama of Social Issues Performance Workshop

2 credits – semester

Prerequisite:

Art of the Theater and Improvisational Theater, or permission of the instructor

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

505 - Playwriting / Directing

4 credits

Prerequisite:

One drama class (not Public Speaking) at LHS. It is suggested that students take both semesters of this class, but students may elect to take either first or second semester.

This class may not be repeated for credit.

First Semester: Playwriting

Areas to be covered may include: analysis of dramatic and literary conventions used to create a successful script including theme, structure, character, setting, and language. Students will engage in a variety of writing exercises to develop their skills in playwriting, while also reading and discussing the work of several playwrights including Shakespeare, Shephard, Beckett, Norman, Parks, and more. Students will also be expected to write a short play between 10 and 30 minutes in length by the end of the semester. There will be weekly class critiques of the playwriting exercises. Students will be given plenty of time to work on writing exercises.

Second Semester: Directing

Areas to be covered may include: the role of the director in modern



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

506 – Genre and Text Through Improvisation

2 credits

Prerequisites:

Art of the Theater and Improvisational Theater. The prerequisite may be waived for seniors with the permission of the instructor.

This course will explore advanced dramatic structures, characterizations, themes and styles. The work will be student generated through research, rehearsal and group cooperation. Students will be held to a high standard within these areas, including presentation and performance, and may have to work outside of the classroom. Projects may include Docudrama- type narratives such as Anna Devere Smith's, "Twilight Los Angeles," and other exploratory dramas. Student work may be showcased to invited audiences.

This class may be repeated for credit.

Please Note:

Both the Art of the Theater and Improvisation class are prerequisites for Genre and Text Through Improvisation. You may not take either Art of the Theater or Improvisation while you are enrolled in GTI.

509 – Directed Study in Drama



Fine & Performing Arts: Music

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

1. Theory, Composition and History
2. Choral performance courses
3. Instrumental performance courses

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

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

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



Theory, Composition and History

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

510 – Music Theory

4 credits

A course intended to develop an understanding of the fundamentals of music. A beginning experience which is excellent for those interested in developing basic musical skills. Sight reading, rhythmic and melodic dictation, and composition are included. The construction and use of scales, keys, intervals, and elementary harmony is emphasized. This course may be a prerequisite for the Jazz Improvisation course.

511 – Harmony

(Not offered in 2005-2006)

4 credits

Prerequisite:

Theory 510 or permission of the instructor

This course is an advanced course in which the principles of harmony are examined with emphasis on choral structure, inversions, harmonic progressions, non-harmonic tones and creative melodies using representative works of the 17th, 18th and 19th centuries. Written assignments will include creative composition utilizing forms and chordal structures studied in class. Instructional time will be divided between discussion and analysis of representative examples of student assignments. Students will also have the opportunity to explore contemporary music software in the areas of harmonic and rhythmic dictation.

513 – Elements of Jazz

(Not offered in 2005-2006)

4 credits

May be used as a prerequisite for Beginning Jazz Improvisation 525 with permission of instructor. A non-performance course designed to explore the musical, stylistic and cultural elements of jazz music from



Ragtime through the avant garde. Music theory, history and biographical information will be covered. There will be written and listening assignments.

Choral Performance

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

514 – Mixed Chorus

4 credits

Prerequisite:

Student must demonstrate the ability to match pitch.

Open to all students. Mixed Chorus will prepare and perform a wide range of challenging choral music representative of all styles and periods, including at least one major work, each year. Study of vocal techniques and sight singing is approached through the music prepared for performances. Mixed Chorus will perform at three evening concerts during the school year. Students must pass an assessment prior to each performance. Attendance is required at all performances. Membership in Mixed Chorus is mandatory for those wishing to audition for Madrigal Choir and strongly recommended for the student-directed ensembles. Mixed Chorus is excellent preparation for the annual Music Drama Production.

Select Vocal Ensembles

515 – Hon – Concert Choir

4 credits – one year

Prerequisite:

Audition

This advanced vocal ensemble will perform primarily unaccompanied compositions. Auditions will be held in the spring. The ensemble will perform at least three major concerts per year.



516 – Hon – Madrigal Singers

4 credits – one year

Prerequisite:

Concurrent enrollment in Honors Concert Choir and audition

This is the premier vocal ensemble at LHS. Auditions are held in the spring after course sign-up. This is an advanced vocal ensemble limited to 16–20 singers, four on a part (soprano, alto, tenor, bass) which performs music especially suited to a small chamber group. Students should be able to read and memorize music quickly and carry their own part in a small ensemble. Madrigal Singers perform 10-20 programs a year in school, community, and regional concerts and competitions.

517 – Voice Class

(Not offered in 2005-2006)

2 credits – one year

Small group instruction in the techniques of vocal production. Students will work on the basic tenets of good singing through the use of vocal warm-ups and literature that develop tone quality, breathing, intonation, diction and the other areas of the voice. Students learn roughly ten solo songs during the year, are expected to sing individually and will be orally tested for progress each term. Evaluation often involves audio and video cassette taping of students for in-class critiquing.

518 – Student-Directed A Cappella Ensembles

credits variable – year

Prerequisite:

Concurrent enrollment in Mixed Chorus and audition

Students are selected for the ensembles by competitive auditions in late spring or early fall. Rehearsals are for two hours one evening per week. Students may elect to audition for: “Pitchpipes” (male pop group), “Euphoria” (female group), “Mixed Nuts” (mixed group), “Shaken, Not Stirred” (mixed, jazz group), “Guacamole” (female group), and “Kaleidoscope” (female, freshman group). All ensembles, which are limited to 12-16 singers each, perform throughout the school year on a regular basis.



Instrumental Music

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

519 – Wind Ensemble

4 credits – year

Prerequisite:

By audition only

521 – Symphonic Band

4 credits – year

Students will study and perform appropriate musical literature written for the symphonic band and wind ensemble. Music will represent a variety of styles and periods of the traditional repertoire. Students will be assigned to either the Symphonic Band or Wind Ensemble based on assessments and/or auditions. Students selected for Wind Ensemble will also receive Honors level credit. Auditions will take place in the spring to determine placement in the appropriate group for the upcoming year.

Students from both ensembles will also participate in the Veterans Day, Patriots Day and Memorial Day parades for which they will receive community service credit. Throughout the year, students in both ensembles will also perform four or five concerts in addition to the state music festival. Students from both ensembles may elect to participate in the Pep Band, which includes performances at home football games, the Thanksgiving Day game and Saturday rehearsals.

LHS Collegium

credits variable – year

A volunteer ensemble for students interested in exploring instruments and music of medieval and Renaissance Europe. Collegium meets once a week after school from 2:45-3:30 on a mutually agreed upon day. The ensemble performs two to three times a year at LHS and in the community. Students should be able to read music and perform on recorder, guitar, keyboard, percussion or strings. Training is available. Membership is unlimited.



523 – Repertoire Orchestra/Strings

4 credits

This ensemble reads and performs musical works written for full and string orchestra. Music selections reflect a variety of musical styles and periods from the standard repertoire. The ensemble performs four to five times per year including performances at festivals and competitions. Attendance at all programs is required. All students participate in small ensembles for one quarter. This course is a prerequisite for 524- Honors Orchestra/Strings.

524 – Honors Orchestra/Strings

4 credits

Prerequisite:

Successful completion of 523 and audition

This ensemble is open by audition only to any string player who has successfully participated in 523-Orchestra/Strings for one or more years. The orchestra performs music of a wide variety of musical styles, accompanies soloists, and participates in concerts and festivals throughout the year. Members of this ensemble are chosen to perform with the chorus and community groups. Each member will work for one quarter in a small ensemble. Attendance at all performances is required.

525 – Beginning Jazz Improvisation

4 credits

Prerequisite:

510 or 513 or equivalent with permission of the instructor

A practical course for students who want to learn to improvise in the jazz idiom. Students are taught chords, scales, patterns and stylistic considerations for improvisation over chord changes on standard jazz pieces.

Attendance at all four Jazz Night performances is required. Students must have their own instruments and equipment in good repair, in class every day.

The classes are limited to 15 students for initial sign up, additional students may be added, with instructor's permission, instrumental balance permitting. Students should be able to read and notate music and have an established proficiency on their instruments. All students



(including percussionists) should be able to play, notate and name all the notes of all twelve major scales prior to entering the class.

526 – Seminar in Jazz Improvisation

4 credits – year

Prerequisite:

525 or audition

Continuation of work begun in 525. All above criteria apply. May be elected repeatedly for credit.

527 – Hon – LHS Jazz Combo

4 credits – year

Prerequisite:

Permission of instructor and audition in the fall

Performance class to continue the study of jazz improvisation at a higher level. Generally open only to upperclassmen that have participated in 526 or have comparable background. The class is limited to one player on a part. Students must have experience in the jazz idiom, be able to read chord symbols, improvise, and be technically proficient on their instruments. Many concert performances are required of all members in this class.

528 – Jazz Ensembles

4 credits – year

Prerequisite:

Audition in the fall

As many as three groups may be formed by auditions in the fall, depending on enrollment. Jazz Ensemble, Jazz Lab and Jazz Workshop will study level-appropriate ensemble literature in the jazz idiom. Rehearsals are scheduled after school and during the evening. Members are expected to participate in all concerts, festivals and events as determined by the directors.

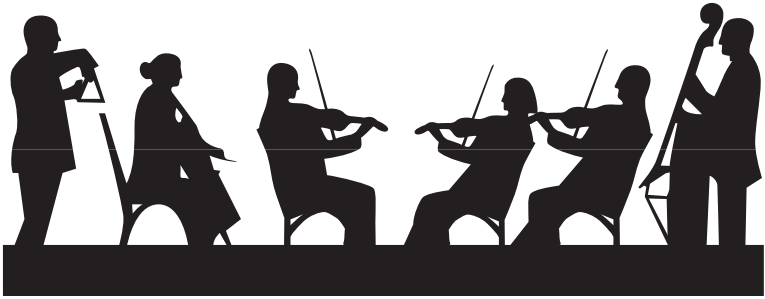


549 – Independent Study

2 to 4 credits

Prerequisite:

Students must have taken harmony and analysis or the equivalent academic music course work at LHS; students must be enrolled in one or more performing groups listed in the Program of Studies.





Fine & Performing Arts: Visual Arts

The visual arts curriculum at Lexington High School is a body of knowledge which is reflective of the National Standards for the Arts and The Massachusetts Curriculum Frameworks. Students are challenged to develop their skills in critical and creative thinking as well as in problem solving, authentic assessment and using the computer as a learning tool. Course offerings provide students with a sequential pattern of innovative and authentic learning experiences. Outcomes for each course will be based on the concepts of :

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

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



550 – Foundations of Art

2 credits – semester

An introductory course which is a prerequisite for all other visual arts courses. Students will be introduced to the elements, principles and vocabulary of design. Students will be introduced to a range of media and will explore image-making and personal interpretation through both observation and imagination. Students will develop appropriate studio habits and will be responsible for sketchbook assignments which complement classroom projects.

287 – Computer Animation

2 credits – semester

Prerequisite:

Foundations of Art

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

551 – Drawing I

2 credits – semester

Prerequisite:

Foundations of Art

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



552 – Drawing II

2 credits – semester

Prerequisite:

Drawing I

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

562 – Painting I

2 credits – semester

Prerequisite:

Foundations of Art and Drawing I

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

563 – Painting II

2 credits – semester

Prerequisite:

Painting I

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



553 – Ceramics

2 credits – semester

Prerequisite:

Foundations of Art

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

554 – Advanced Ceramics

2 credits – semester

Prerequisite:

Ceramics

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

555 – Photography I

2 credits – semester

Prerequisite:

Foundations of Art

Open to students in grades 11 or 12 or permission of the instructor. The basic problems of the camera and darkroom will be covered. This course is black-and-white oriented with stress on 35mm photography. Field trips are mandatory.



556 – Photography II

2 credits – semester

Prerequisite:

Photography I

Open to students in grades 11 or 12. A more advanced course in the study of black and white photography. Students will be introduced to exciting techniques such as infrared, hand coloring, toning and night photography. Students may repeat this course for credit with permission of the instructor.

557 – Portfolio

2 credits – semester

Prerequisites:

Foundations of Art and two other Visual Arts courses

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

558 – Watercolor I

2 credits – semester

Prerequisite:

Foundations of Art

This is an introductory level course that will focus on a variety of watercolor techniques. The development of each student's personal style will be nurtured through sequential assignments. Field trips for observational research may occur.



559 – Watercolor II

2 credits – semester

Prerequisite:

Watercolor I

This course continues the painting process on a more advanced level. Students will paint more self-motivated pieces with a greater emphasis on personal expression, color and composition. Individual projects will be developed in consultation with the instructor. Students may repeat this course for credit with permission of the instructor.

564 – The Art of Book Design

2 credits – semester

Prerequisite:

Foundations of Art

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

566 – Traditions of Textile Expression

2 credits – semester

Prerequisite:

Foundations of Art

A study of design explored through the textile patterns and designs of significant cultures. Students will study the traditions, rituals and patterns represented in the textiles produced by and representative of India, Indonesia, Africa, Japan and Europe. In studio projects, students will then explore pattern design, positive and negative imagery, repetition, color implication and application as expressed through batik, block printing and stamping, rope-resist and tie dye, and stencil printing. Projects will allow students to bring a cultural and ethnographic insight to the design and application of indigenous techniques.



560 – Sculpture

(Not offered in 2005-2006)

2 credits – semester

Prerequisite:

Foundations of Art

Sculpture is a one-semester introductory course dealing with form and space. Conceptually, it will build on the Foundations course, concentrating on 3-D design principles. Students will be introduced to a variety of materials. Students' self-expression will be encouraged through the exploration of traditional and non-traditional approaches to sculpture.

599 – Directed Study

2 credits – semester

Prerequisite:

Permission of the instructor

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





Foreign Languages

The Foreign Languages Department offers courses in American Sign Language, Chinese, English as a Second Language (ESL), French, German, Italian, Latin and Spanish. The department recommends that students pursue the study of at least one world language throughout their high school experience. Mastering a language is a difficult task: the longer one works at it, the more competent one will become.

In nearly all cases, it is extremely important that students follow the recommendations of their teachers when selecting courses and levels. Once a year has begun, it is often very difficult to move students from one level of instruction to another without a major schedule disruption. Final examinations comprise 20% of the year grade. The content of final examinations is the same for all sections of a given course. The study of a world language is sequential and requires continuity. Trying to resume a world language after a period of not taking any generally requires the repetition of a level previously taken and for which one cannot again receive credit.

NOTE:

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



ASL

490 – Lv 1 – American Sign Language I

4 credits

This course provides an introduction to American Sign Language. Areas studied include the structure, usage and history of ASL. Classwork and homework assignments focus on ASL expressive and receptive skill development, utilizing interactive reinforcement drills, role plays, dialogues and ASL storytelling.

491 – Lv 1 – American Sign Language II

4 credits

This course is a continuation of ASL I and it allows further opportunity for students to develop their basic ASL language skills. The course will reinforce and expand the vocabulary and grammar skills that were introduced in ASL I. Students will also learn to develop a personal “signing style” through increased emphasis on ASL conversational skills.

ELL

463/465 – Lv 1 –

Teaching English Language Learners

463 - 2 credits – semester 1

465 - 2 credits – semester 2

Prerequisite:

Interview with instructor.

Open to students in grades 10, 11 and 12. In this course, student tutors work closely with students of limited English proficiency in developing the academic and other skills necessary for success at the high school. Students work in pairs or small groups. Materials are provided, but student tutors also develop appropriate curriculum materials for their ELL students under the supervision of the ELL teacher. Time is devoted to learning teaching methods.



464/466 – Lv 1 – English Language Learners – Interdisciplinary

464 - 2 credits – semester 1

466 - 2 credits – semester 2

Prerequisite:

Placement test

Open to students grades 9-12. This course is for students with limited English proficiency. The ELL student is paired with a student tutor who has enrolled in 463/465. The student pursues an individualized program of study emphasizing listening, speaking, reading, and writing skills, while receiving tutoring support for other classes.

Courses 463/465; 464/466 meet during the same block.

467 – Lv 1 – English Language Learners I

4 credits

Prerequisite:

Placement test

Open to students grades 9-12. This course is open to all students with limited English proficiency. It provides formal instruction in listening, speaking, reading, writing, and pronunciation skills. The goal of this course is to prepare English language learners for full participation in the academic and cultural life of the school, while recognizing and celebrating the diversity they bring to the community. This course is designed for beginning/low-intermediate students.

468 – Lv 1 – English Language Learners II

4 credits

Prerequisite:

Placement Test

Open to students grades 9-12. This course is open to all students with limited English proficiency. It provides formal instruction in listening, speaking, reading, writing, and pronunciation skills. The goal of this course is to prepare English language learners for full participation in the academic and cultural life of the school, while recognizing



and celebrating the diversity they bring to the community. This course is designed for high-intermediate/advanced students.

French

NOTE:

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

410 – Lv 1 – French I

(Proficiency Stage 1)

4 credits

Prerequisite:

None

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

411 – Lv I – French II

(Proficiency Stage 2)

4 credits

Prerequisite:

Teacher recommendation or satisfactory completion of French I.

This course will reinforce basic language skills in action. Students will learn to express themselves in a more sophisticated way, creating



complex sentences in the present, past and future tenses. Students are encouraged to speak spontaneously in a variety of skits, games and conversations. Written and oral precision will be emphasized. Using songs, poems, comic strips and humorous stories, students will develop strategies to help them interpret authentic French materials. Francophone culture will come alive via films, web sites, articles and discussions with native speakers in class. This course is taught primarily in French.

415 – Hon – French II

(Proficiency Stage 2)

4 credits

Prerequisite:

A- or better in Advanced French and teacher recommendation, or passing grade on Honors French entrance exam.

This course is for students of proven linguistic ability who are able to continue the rapid acquisition of new vocabulary and structures. Written and oral precision will be emphasized. Using a wide variety of verb tenses and the subjunctive, students will learn to communicate more confidently and spontaneously. Students will read and discuss authentic French texts, including *les Aventures de Tintin*, *Petit Nicolas*, and *la Belle et la Bête*. Films and cultural topics will also be explored. This course is taught exclusively in French.

412 – Lv I – French III

(Proficiency Stage 3)

4 credits

Prerequisite:

C or better in 411 or satisfactory completion of French II.

This course is for students who are ready to appreciate the subtleties of real French speech and culture. Through the in-depth study of amusing stories, poems, songs and a popular French film, students will acquire vocabulary and speech patterns that go beyond the average textbook. Students will significantly improve their ability to understand authentic spoken French while using the language to learn about and discuss francophone cultures, history and other topics of interest. On a struc-



tural level, students will use compound tenses and the subjunctive mood to articulate emotions and reactions in real-life situations, both orally and in writing. This course is taught exclusively in French.

416 – Hon – French III

(Proficiency Stage 3)

4 credits

Prerequisite:

B or higher in 415 and teacher recommendation.

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

413 – Lv 1 – French IV

(Proficiency Stage 3-4)

4 credits

Prerequisite:

C or better in 412 or satisfactory completion of French III

In this course, students will apply their linguistic skills to increasingly diverse and culturally rich materials. New vocabulary and grammatical structures will be drilled using visuals, enabling students to pursue more open-ended and creative communication. Personal presentations, poetry and Guignol skits provide variety. Technical accuracy will be a priority. Reading comprehension will be developed through a variety of excerpts from French literature, including *L'Evasion* and the mystery stories of Arsène Lupin. In-depth study of films will include *La Rue Cases-Nègres* and *Jean de Florette*. This course is taught exclusively in French.



417 – Hon – French IV

(Proficiency Stage 4)

4 credits

Prerequisite:

B- or better in 416 and teacher recommendation.

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

414 – Lv 1 – French V Literature, Film and Conversation

(Proficiency Stage 4)

4 credits

Prerequisite:

C or better in 413 or satisfactory completion of French IV.

In this year-long course, students will improve their fluency in French through the study of subtitled films, stories, poetry, songs, theater and novels. Students will be given maximum opportunity for self-expression in French through discussion and oral projects. The course is structured around the themes of childhood, innocence, love and death. The course is taught exclusively in French.

418 – Advanced Placement French Language

(Proficiency Stage 4)

4 credits

Prerequisite:

B- or better in 417 and teacher recommendation.

The overall goal of this course, as set forth by the College Board, is to prepare students to perform at a high level of proficiency in the four basic language skills: listening, speaking, reading and writing. Upon



completing the course, students are expected to be able to comprehend formal and informal French, to speak, read and write with a high level of proficiency. The course thus challenges able students while providing them a means of obtaining college credit and/or placement. Students will be prepared to take the Advanced Placement French Language Examination in the spring. This course is taught exclusively in French.

419 – Advanced Placement French Literature (Proficiency Stage 4)

4 credits

Prerequisite:

B- or better in 417 and teacher recommendation.

This course offers an in-depth study of French literature from different periods in the original language. Students will learn to formulate and express critical opinions and judgments in correct oral and written French, as well as acquire the basic concepts and terminology of textual analysis. The works read will be discussed thoroughly in class, thus developing oral communication skills as well as reading comprehension and vocabulary. This course challenges able students while providing them a means of obtaining college credit and/or placement. Students will be prepared to take the Advanced Placement Examination in French Literature in the spring. The current AP reading list is available at: <http://lhs.lexingtonma.org/Teachers/Girondel/aplit.html>. This course is taught exclusively in French.

492 – French Exchange Seminar

Prerequisite:

Selection to participate in the exchange program with France

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



German

401 – Lv 1 – German I

4 credits

Prerequisite:

Successful completion of English or a foreign language

For beginning German students. All four language skills will be taught: listening, speaking, reading and writing. Stress will be on the development of practical language skills. Weekly language laboratory sessions are required. The class will be conducted progressively in German.

402 – Lv 1 – German II

4 credits

Prerequisite:

C in 401

For students who, having developed elementary skills in German, are ready to increase proficiency in oral comprehension and in speaking, reading and writing skills. Basic structures and vocabulary are studied with a view to practical communication. Language laboratory recordings are part of this course.

403 – Lv 1 – German III

4 credits

404 – Hon – German IV

4 credits

Prerequisite:

C in 403

For students who, having successfully completed German II, are ready to improve substantially their proficiency in listening, speaking, reading and writing. Increased opportunity for idiomatic usage and self-expression, both oral and written. A variety of reading selections are introduced. Language laboratory listening and taping are an integral part of this course. These classes are conducted largely in German. The expectations for German IV will be appropriately leveled.



Italian

420 – Lv 1 – Italian I

4 credits

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

421 – Lv 1 – Italian II

4 credits

Prerequisite:

C in 420

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

422– Lv 1 – Italian III

4 credits

Prerequisite:

C in 421

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



423 – Hon – Italian IV

4 credits

Prerequisite:

C in Lv. 1 Italian III (422)

This course builds on previously learned grammar and vocabulary. Students will be able to express themselves in more abstract situations as the subjunctive mood will continue to be presented. Students will learn more about Italian literature as there will be various readings from Italian novels, plays and short stories. There will be quarterly projects that will expand the students' speaking, writing, reading and listening skills. The course will be conducted in Italian.

Latin

NOTE:

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

440 – Lv 1 – Latin I

(Proficiency Stage 1)

4 credits

Prerequisite:

Success in English or a previous foreign language

Latin I is a fast-paced introduction to inflected language, requiring academic rigor and attention to detail. Coursework will consist of the basic grammatical structures of the Latin language (exclusive of the subjunctive), with emphasis throughout on the language as a reflection of the values and attitudes of its speakers. Readings in Roman culture and some study of English vocabulary through its Latin origins will be included.



441 – Lv 1 – Latin II

(Proficiency Stage 2)

4 credits

Prerequisite:

C in 440

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

442 – Lv 1 – Latin III

(Proficiency Stage 3)

4 credits

Prerequisite:

C in 441

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

443 – Lv 1 – Latin IV

(Proficiency Stage 4)

4 credits

Prerequisite:

C in 442 or with consent of instructor

Readings in Latin literature; preparation for Advanced Placement Exam in Classics (Vergil).

444 – Lv 1 – Mythology

This course will focus on myth as a system of thought, one which enables human beings to ask the important questions about themselves and their world and to answer them through the medium of symbols. The mythologies of three ‘cultures’—Greek, Babylonian and American Indian—will be examined in some detail. Topics will include creation myths, trickster stories, hero tales, the journey to the other world and oral poetry. Open only to seniors.



Mandarin

NOTE:

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

477 – Lv 1 – Mandarin I

(Novice Mid)

4 credits

This course is for students who wish to begin the study of Mandarin Chinese. All four language skills will be taught: listening, speaking, reading and writing. The focus will be on the development of practical language skills. Language laboratory listening and taping are an integral part of this course. Calligraphy writing will be introduced. This class will be conducted progressively in Chinese. Students will master the Pinyin system and begin the acquisition of simplified characters as well as develop recognition of traditional characters.

479 – Lv I – Mandarin II

(Proficiency Stage 2)

4 credits

Prerequisite:

Completion of 477 or teacher recommendation

This course is for students who, having successfully developed strong basic skills, are ready to increase proficiency in oral comprehension, and, in speaking, reading and writing skills of Mandarin Chinese. Stress will be on the development of practical language skills. Readings are real-life episodes emphasizing practical use of Mandarin Chinese with the goal of developing vocabulary and fluency. Language laboratory listening and taping are an integral part of this course. Cultural points will be introduced throughout the lessons. This class will be conducted in Mandarin much of the time. Students will continue



the acquisition of simplified characters as well as develop recognition of traditional characters.

480 – Hon – Mandarin II

(Proficiency Stage 2)

4 credits

Prerequisite:

Completion of 478 or teacher recommendation

This course is for students of proven linguistic ability who are able to continue the rapid acquisition of new characters and structures. Written and oral precision will be emphasized. Readings are real-life episodes emphasizing practical use of Mandarin Chinese with the goal of developing vocabulary and fluency. Cultural points will be introduced throughout the lessons. Language laboratory listening and taping are an integral part of this course. This class will be conducted in Mandarin much of the time. Students will continue the acquisition of the simplified characters as well as develop recognition of traditional characters.

481 – Lv 1 – Mandarin III

(Proficiency Stage 3)

4 credits

Prerequisite:

Completion of 479 or teacher recommendation

This course builds on previously learned skills of understanding, speaking, reading and writing Mandarin Chinese. Increased opportunity for idiomatic usage and self-expression, both oral and written will be emphasized. A variety of authentic reading selections as well as films will be introduced. Cultural text and topics will be read and discussed. Language laboratory listening and taping are an integral part of this course. This class will be conducted in Mandarin most of the time. Students will continue the acquisition of the simplified characters as well as recognition of traditional characters.



482 – Hon – Mandarin III

(Proficiency Stage 3)

4 credits

Prerequisite:

Completion of 480 or teacher recommendation

This course is for students of proven linguistic ability who are able to continue the rapid acquisition of new characters and structures. Written and oral precision will be emphasized. Students will learn to use language independently to question, inform, narrate, describe as well as express themselves. A variety of authentic reading selections as well as films will be introduced. Cultural text and topics will be read and discussed. Language laboratory listening and taping are an integral part of this course. This class will be conducted in Mandarin most of the time. Students will continue the acquisition of the simplified characters as well as recognition of traditional characters.

483 – Lv 1 – Mandarin IV

(Proficiency Stage 3-4)

Prerequisite:

Completion of 481 or teacher recommendation

This course builds on previously learned skills of understanding, speaking, reading and writing Mandarin Chinese. A higher level of oral and written work will be expected. A variety of authentic reading selections as well as films will be introduced. Cultural text and topics will be read and discussed. Language laboratory listening and taping will also be an integral part of this course. Students can choose to write in either traditional characters or simplified characters. This class will be conducted in Mandarin most of the time.

484 –Hon – Mandarin IV

(Proficiency Stage 4)

Prerequisite:

Completion of 482 or teacher recommendation

This course is for students who can speak and write in Chinese with good control of basic word order and sentence constructions. Written and oral precision will be emphasized. Classes are conducted mostly

with task based curriculum. Students are expected to be independent learners. Students will read and discuss a variety of literary genres: essays, short stories, plays and poetry. Oral reports and presentations will be used in the classroom. This course is a prerequisite for the Mandarin Advanced Placement Language course which will be offered in the future. Students can choose to write in either traditional characters or simplified characters. This class will be conducted almost completely in Mandarin.

Spanish

NOTE:

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

455 – Hon – Spanish I (Proficiency Stage 1)

4 credits

Prerequisite:

Approval of Coordinator or middle school chairperson

This course is designed for students who have been very successful in another foreign language. The course moves quickly through the basic structures of Spanish and emphasizes the development of practical language skills. Students must demonstrate linguistic talent and serious commitment. Spanish will be used nearly exclusively.



450 – Lv 1 – Spanish I

(Proficiency Stage 1)

4 credits

Prerequisite:

Success in another foreign language

This course is for students who wish to begin the study of Spanish. All four language skills will be taught: listening, speaking, reading, writing. Stress will be on the development of practical language. The class will be conducted in Spanish much of the time.

456 – Hon – Spanish II

(Proficiency Stage 2)

4 credits

Prerequisite:

*A- or better in 455 or Spanish 8 Honors and
teacher recommendation*

This course is conducted solely in Spanish and is for students of proven linguistic ability. It continues the development of listening, speaking, reading and writing skills. Most verb tenses and basic structures are covered. There are weekly language laboratory sessions including student recording. Readings are short episodes emphasizing practical use of Spanish with the goal of developing vocabulary and fluency.

451 – Lv 1 – Spanish II

(Proficiency Stage 2)

4 credits

Prerequisite:

*C in 450 or 8th-grade Spanish and
teacher recommendation*

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

431 – Lv 2 – Spanish I I

(Proficiency Stage 1)

4 credits

Prerequisite:

C- in 430

Open only to sophomores, juniors and seniors. This course offers students the opportunity to refine their basic Spanish skills by providing a new format for their careful and thorough review before further developing those skills. Oral work and reading are emphasized. Organizational skills and work attitudes are also stressed. Students participate in structured writing assignments, and classes are supplemented with cultural materials. The language lab is used on a weekly basis. This course is not recommended for students who plan to take the SAT II (Achievement) Exams in Spanish. It does, however, satisfy the foreign language admission requirements for most colleges and universities.

457 – Hon – Spanish III

(Proficiency Stage 3)

4 credits

Prerequisite:

B in 456

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

452 – Lv 1 – Spanish III

(Proficiency Stage 3)

4 credits

Prerequisite:

C in 451

This course builds on previously learned skills of understanding, speaking, reading and writing Spanish. The grammar which is re-



viewed and introduced derives from Spanish and Latin American reading selections. All grammar points are reviewed and applied in the writing of structured, individual compositions and oral reports. Spanish will be used nearly exclusively.

432 – Lv 2 – Spanish III

(Proficiency Stage 2)

4 credits

Prerequisite:

C- in 431

Basic skills developed in previous years are reviewed and stressed. This course develops the necessary grammatical points needed for conversation. Supplementary workbook materials are used. The language lab is also an integral part of the curriculum. This course is not recommended for students who plan to take the SAT II (Achievement) Exams in Spanish, however, it does satisfy the foreign language admission requirement for most colleges and universities.

458 – Hon – Spanish IV

(Proficiency Stage 4)

4 credits

Prerequisite:

B in 457

This course is for students of proven linguistic ability who can speak and write in Spanish with good control of basic constructions and tenses. A variety of methods will be used such as weekly use of the language laboratory, compositions, readings from text and literary sources and student presentations. This course helps prepare students for the SAT II exam and is taught exclusively in Spanish.

453 – Lv 1 – Spanish IV

(Proficiency Stage 3-4)

4 credits

Prerequisite:

C in 452

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

433 – Lv 2 – Spanish IV

(Proficiency Stage 2)

4 credits

Prerequisite:

C- in 432

This is essentially a conversation class in which students apply the skills learned in previous courses. Texts focus on everyday events, the language laboratory is used and grammar is developed to increase self-expression. This course is not recommended for students who plan to take the SAT II (Achievement) Exams in Spanish. It does, however, satisfy foreign language admission requirements for most colleges and universities.

460 – Hon – Spanish V – AP Language

(Proficiency Stage 4)

4 credits

Prerequisite:

B or better in 458

Recommended for seniors only

The overall goals of this course, as set forth by the College Board, is to prepare students to perform at a high level of proficiency in the four basic language skills: listening, speaking, reading and writing. The guidelines meet the ACTFL proficiency standards for advanced students. Upon completing the course, students are expected to be



able to comprehend formal and informal Spanish, to speak, read and write with a high level of proficiency. The course thus challenges able students while providing them a means of obtaining college credit/or placement. Students will be prepared to take the Spanish Language Advanced Placement Examination in the spring.

459 – Hon – Spanish V, Literature, Culture & Civilization

(Proficiency Stage 4)

4 credits

Prerequisite:

B or better in 458. Recommended for seniors only

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

454 – Lv 1 – Spanish V

(Proficiency Stage 4)

4 credits

Prerequisite:

C in 453

A culminating course for Spanish IV students. Grammatical structures are refined and the language laboratory will be used regularly. Students will be given the maximum opportunity for self-expression in Spanish. Proficiency skills will focus on Spanish literature and culture.

493 – Spanish Exchange Seminar

1 credit

Prerequisite:

Selection to participate in the exchange program with Spain.

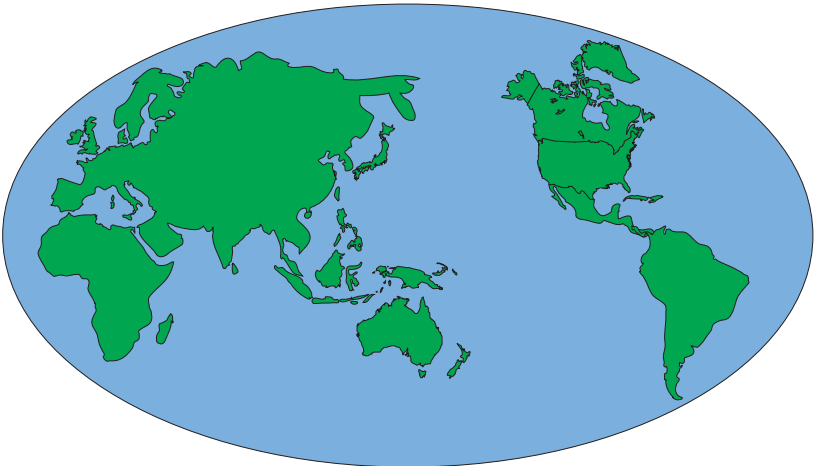
This seminar is intended solely for exchange program participants. The course will further enhance the students' linguistic skills in listening, speaking, reading and writing. It provides students with Spanish culture and history. Students are helped in developing oral presentations and projects to be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

499 – Independent Study

Prerequisite:

*Program approval by the language teacher
and Department Head*

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





Interdisciplinary Studies

American Studies

8 credits

4 in English

4 in Social Studies

American Studies is an eight credit interdisciplinary course that fulfills both the American History and American Literature requirement for the junior year at Lexington High School. The course exists in two formats: Honors and Level 1.

030 – Hon – English

(paired with Social Studies 130)

The honors course (030) is interdisciplinary in focus and team taught. Students participate in a transhistorical investigation of themes in American culture and society. Students investigate how the lives of Americans continue to be defined, expressed, and shaped in literature, history, politics and the arts. Moreover, an essential focus of the course is how the past shapes and informs the present.

Students' work will involve conceptual and critical thinking in examining primary and secondary sources to present conflicting viewpoints to stimulate discussion and debate. Students learn to explain the ways in which literature both reflects and illuminates our history and culture. They identify some of the distinguishing features that have been traditionally considered traits of the American character, explore the pervasive theme of the American Dream with an eye for separating myth from reality, and investigate the ways in which literature has both affirmed and challenged the assumptions and values of American society. Additionally students recognize examples of propaganda and ideology and explain the uses and subsequent effects of both in shaping ideas. Disparate voices representing racial, class, gender and ethnic diversity that orchestrate American literature are discussed in order to broaden and deepen our study.

Previously, students have read *The Catcher in the Rye* by Salinger,



Ragged Dick by Alger, *The Scarlet Letter* by Hawthorne, *Their Eyes Were Watching God* by Hurston, *Babbitt* by Lewis as summer reading for this course. The new summer reading list will be available in the Main Office and online by June 1.

130 – Hon – Social Studies

(paired with English 030)

Prerequisite:

Successful completion of courses 109, 110 or 111 or permission of the Social Studies Coordinator

Summer reading: To Be Announced

American Studies

8 credits

4 in English

4 in Social Studies

031 – Lv 1 – English

(paired with Social Studies 131)

This course is interdisciplinary in focus and team taught. Students explore the recurring themes and issues that pervade American thought and language through both fiction and nonfiction readings. Units are thematically focused. While studying the factual history of America's Puritans, students will read *The Crucible* by Arthur Miller and examine the relationship between the witch hunts in Salem and the witch hunts of the 1950s.

Students will examine the institutions and beliefs which mold American identity. They will apply critical thinking and close reading skills to many different sources. Over the course of the year, students will examine the diverse voices in American literature and further their understanding of how the pluralism of American society is expressed or muffled depending on the place and time and point of view generating a literary work. Class, race, gender and ethnic diversity are important focal points in our reading and discussion.



Previously, students have read from among the following: *Ragged Dick* by Alger, *The Bread Givers* by Yeziarska, *The Crucible* by Miller, *Huckleberry Finn* by Twain, *The Autobiography of an Excoloured Man* by Johnson, *Their Eyes Were Watching God* by Hurston, *The Great Gatsby* by Fitzgerald, *Death of a Salesman* by Miller, *Catcher in the Rye* by Salinger, *Caucasia* by Senna.

131 – Lv 1 – American Studies

(paired with English 031)

American Studies is not a survey course in United States History. Instead, it is a course in which students will study several significant issues or time periods in U.S. History in great depth and detail. Students are expected to engage in a number of individual and small group research projects. There will be a number of essay assignments and several major writing assignments each quarter rather than shorter daily assignments. Students who elect this course should be prepared to engage in research on their own and be able to budget their time according to the requirements of longer range assignments. The same group of students will be enrolled in both courses.

Summer reading: *There Are No Children Here* by Alex Kotlowitz

674 – Modern/Ballet I

Dance courses may be taken for Physical Education or Fine and Performing Arts credit. Students must inform teacher by the end of each quarter how to assign the credit.

1/2 credit – quarter

Prerequisite:

No previous dance experience necessary

Ballet is a rigorous dance style. Modern/Ballet I will build on a combination of techniques from both styles. Students will learn the distinct language of Balletic movement—the positions, stretches, balances and combinations—using the expression of Modern Dance. Ballet technique can be easily incorporated into workouts for a variety of sports. Classes will focus on dance/movement principles for Modern/Ballet through Dance History, Stretch/Strength, Choreography, Injury Prevention and Stress Reduction.



675 – Modern/Ballet II

Dance courses may be taken for Physical Education or Fine and Performing Arts credit. Students must inform teacher by the end of each quarter how to assign the credit.

1/2 credit – quarter

Prerequisite:

Previous dance experience necessary and/or Permission of the teacher.

(See above for description.)

670 – Modern/Jazz I

Dance courses may be taken for Physical Education or Fine and Performing Arts credit. Students must inform teacher by the end of each quarter how to assign the credit.

1/2 credit – quarter

Prerequisite:

No previous dance experience necessary

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

678 – Modern/Jazz II

Dance courses may be taken for Physical Education or Fine and Performing Arts credit. Students must inform teacher by the end of each quarter how to assign the credit.

1/2 credit – quarter

Prerequisite:

Successful completion of Ballet I or Jazz I or the permission of the teacher.

This Intermediate level dance class will build upon the dance experience of its students. The students will increase knowledge and practice of syncopated rhythms, isolated movement and Jazz technique. The class will continue to look at Jazz in a historical context as well as one



of fitness. Modern/Jazz 2 will be a rigorous class paying attention to Stretch/Strength, Injury Prevention, and Stress reduction.

671 – Dance for Musical Theater

Dance courses may be taken for Physical Education or Fine and Performing Arts credit. Students must inform teacher by the end of each quarter how to assign the credit.

1/2 credit – quarter

Prerequisite:

Interest in Dance and Theater needed

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

676 – Dance Choreography and Performance I

Dance courses may be taken for Physical Education or Fine and Performing Arts credit. Students must inform teacher by the end of each quarter how to assign the credit.

1/2 credit – quarter

679 – Dance Choreography and Performance II

Dance courses may be taken for Physical Education or Fine and Performing Arts credit. Students must inform teacher by the end of each quarter how to assign the credit.

1/2 credit – quarter

Prerequisite:

Permission of the teacher

These courses will provide an opportunity for students interested dance technique to experiment with movement. Students will create and evaluate dances in a positive, open forum. The courses will expose students to choreography through various musical forms, spoken



word, kinesthetic elements such as shape, space, force, flow and sheer imagination. These courses will be highly focused and require previous dance experience and/or the willingness to experiment. Course I will introduce, II will expand choreographic ideas.

677 – Partner Dance, Swing Latin

Dance courses may be taken for Physical Education or Fine and Performing Arts credit. Students must inform teacher by the end of each quarter how to assign the credit.

1/2 credit – quarter

Prerequisite:

No previous experience necessary

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

The goal of these classes is the use of dance/movement as a connection to History. Through kinesthetic means, students can become familiar with dance as an international means of expression and communication. In addition, the strenuous demands of partner work is an excellent way to experiment with the physics of dance: balance, weight, motion. The course will incorporate strength and stretching dance techniques, along with combinations, to practice working together and enjoying the movement and music of different times and places.

672 – Dance for Stress Reduction/Relaxation

Dance courses may be taken for Physical Education or Fine and Performing Arts credit. Students must inform teacher by the end of each quarter how to assign the credit.

1/2 credit – quarter

Prerequisite:

No previous experience necessary.

Human beings need to re-learn and practice how to relax! Lack of oxygen, build-up muscular stress, repetitive injuries, and the ever-popular “back pack syndrome” are wearing humans down. The goals of



Relaxation through Dance would seek to focus energy from inside the body, through stress points, and out. Use of Yoga techniques, Pilates principles, Visual Imagery and modern dance will help students move more efficiently, safely and productively. We forget our brain is part of the body and that dance can help balance the body.

673 – Stretch and Strength for Dancers

Dance courses may be taken for Physical Education or Fine and Performing Arts credit. Students must inform teacher by the end of each quarter how to assign the credit.

1/2 credit – quarter

Prerequisite:

No previous experience necessary.

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

180/280 – Web Ventures

180 – (Social Studies)

280 – (Math)

4 credits

2 in math

2 in social studies

Year-long course

Open to sophomores, juniors and seniors. This course is for students interested in developing Web-design and leadership skills. Students develop their organizational and presentation skills through a series of Web-design projects ranging from the creation of a personal Web page to the redesign of a Web site to make the site more accessible to people with disabilities. Through project-based learning, students develop academic skills in problem solving, public speaking, writing, research, and critical thinking.

Students learn basic HTML skills, Web page design, and how to incorporate multimedia into a Web site. Students work in teams throughout the second semester to develop a Web Venture Project. Students design interactive Web sites for school and community clients. Students



take their clients through the entire Web-development process, including project plan, design mock-up, development, test and launch.

Integrated Math and Physics

290 – (Math)

390 – (Science)

10 credits

4 in Math

6 in Science

Prerequisite:

Algebra 2 or Department Head approval

This unlevleled course, intended for seniors, is multidisciplinary in content and approach, integrating mathematics, physics and technology. The course is designed to allow students to investigate and understand physical and mathematical concepts using computers, calculators, and other technology. It will focus on essential topics of physics including mechanics, waves, and electricity and the focus in mathematics will include the algebra of functions and relations with an emphasis on trigonometric and circular functions. Critical thinking, problem-solving, data analysis and organization will be stressed in context. The integration of mathematics and physics will provide motivation for enhanced skill development and conceptual understanding in both disciplines. This course is taught collaboratively with mathematics and physics teachers. This course satisfies the mathematics and physics requirements for seniors.



Mathematics

Goals of Mathematics

Teaching and Learning

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

Graphing Calculators and Computer Technology

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

The Mathematics Department *strongly recommends* that all students purchase a graphing calculator which will be used in their mathematics courses for classwork, homework, and assessment throughout their high school education. In order for all of our students to have access to graphing calculators, we are asking for your continued support with our graphing calculator policy. We have arranged with a distributor



of graphing calculators for students to be able to purchase the *Texas Instruments TI-83/84 Plus® Graphing Calculator* at a discounted price as part of a volume purchase plan. **Ordering information will be available from the classroom teacher on the first day of school in September.**

Course and Level Selection

We strongly encourage students to maintain a reasonable balance among academic course load, extracurricular activities, and personal time to contribute to their social and emotional well-being. It is extremely important for students and parents to make an informed decision during the scheduling process regarding which course and level is most appropriate for the student. Due to a variety of factors, the selection of a course and level should be considered a year-long commitment. In order to maintain class sizes that are equitable for all students, it has become very difficult to switch levels once the schedule has been completed. As a result there can be no guarantee that a space will be available in another course or level during a preferred block. Only extraordinary circumstances will be considered for a course change request as outlined in the *LHS Student/Parent Handbook*.

Course Level Descriptions

The Mathematics Department offers courses at three instructional levels: Level 2, Level 1, and Honors. It is important to note that all three levels are college preparatory and share an essential common core curriculum which is aligned with both the Massachusetts Mathematics Curriculum Frameworks (2000) and the NCTM Principles and Standards for School Mathematics (2000). The level descriptions which follow are not intended to be exclusive but rather are intended to help students and parents identify a learning profile that comes closest to that of the student and to determine which level will most likely meet the student's specific learning needs.

Level 2 courses progress at a pace that allows for skill development and reinforcement of concepts. The course is designed to support the learning of students who may not have fully retained the skills and concepts covered in prior courses which will be reviewed when needed in the course. Mathematical concepts tend to be introduced



at a concrete level and developed with an increasing level of abstraction. New ideas are often developed through student investigation with significant guidance from the teacher. Students will usually learn to solve problems through repetition of routine problems. Students will receive support from the teacher in developing study skills and using the textbook as a resource. Classes typically include substantial review of homework and previously covered content. Students are expected to take responsibility for their own learning with guidance from the teacher, and seek help when needed. The course is designed to meet the needs of a student who thrives in a directed learning environment.

Level 1 courses progress at a fast pace. Students are expected to have developed most of the skills and understood most of the concepts covered in prior courses, but the course will include some review of difficult topics that may not have been fully retained. Mathematical concepts are introduced using a balance of abstract and concrete approaches. New ideas are often developed through student investigation with moderate guidance from the teacher. Students will be expected to solve routine problems independently and solve open-ended and non-routine problems with teacher support. Students will be expected to use the textbook as a resource and occasionally to learn new material independently. Typical classes include some review of homework and previously covered content before new material is introduced. Students are expected to be self-motivated, taking responsibility for their own learning and seeking help when needed. The course is designed to meet the needs of a student who thrives in a guided learning environment.

Honors courses progress at a very fast pace covering the greatest breadth and depth of topics. Students are expected to have mastered the skills and thoroughly understood the concepts covered in prior courses. They are expected to have retained this past knowledge, which will generally not be reviewed in the course. Mathematical concepts are often introduced at an abstract and theoretical level. New ideas are often developed through student investigation with minimal guidance from the teacher. Students will be expected to apply their knowledge to open-ended and non-routine problems. Students will sometimes be expected to learn material by reading the textbook and/or solving problems on their own. Typical classes include minimal review of homework and previously covered material. Students are expected to be highly self-motivated, taking the fullest responsibility for their own learning and seeking help when needed. The course is



designed to meet the needs of a student who thrives in a more independent learning environment.

Placement Review and Outside Coursework

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

Please note that a separate form, Pre-Approval for Outside Coursework, is required if you anticipate any outside course of study might impact the appropriate placement of a student in the mathematics program. **No schedule change requests resulting from any outside course of study will be honored without this prior approval which must be submitted by May 1.**

Course Expectations and Final Examinations

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

All sections of the same course are administered a departmental final examination with **at least 80 percent common questions** consisting of multiple choice, short answer, and open-response. The intent is to insure that all students have learned the essential common core



curriculum for each course and are adequately prepared for subsequent courses. It also gives flexibility to cover optional topics based on student and teacher interest. Departmental final exams will become public on a rotating basis by course. Course syllabi for each course will be available on the Mathematics Department website (<http://lhs.lexingtonma.org/Dept/Math/>).

Course Options by Grade

NOTE: An asterisk (*) indicates a semester-long course instead of a year-long course.

Computer Courses (See Prerequisites)

- 280 Web Ventures
- 281 Lv 1 - Introduction to Programming I*
- 282 Lv 1 - Introduction to Programming II*
- 283 Hon - AP - Computer Science
- 284 Lv 1 - Advanced Computer Programming*
- 285 Computer Applications*
- 286 Spreadsheet Applications*

Options for Ninth Graders

- 220 Integrated Math With Applications I
- 221 Algebra 1
- 222 Algebra 1B
- 242 Lv 1 - Algebra 2
- 243 Hon - Algebra 2
- 258 The Mathematics of Project Mgmt.* *Not offered in 2005-06.*
- 275 Accounting I

Options for Tenth Graders

- 230 Integrated Math with Applications II
- 231 Lv 2 - Geometry
- 232 Lv 1 - Geometry
- 233 Hon - Geometry
- 258 The Mathematics of Project Mgmt.* *Not offered in 2005-06.*
- 275 Accounting I
- 276 Lv 1 Accounting II



Options for Eleventh Graders

- 241 Lv 2 - Algebra 2
- 242 Lv 1 - Algebra 2
- 252 Lv 1 - Advanced Mathematics
- 253 Hon - Advanced Mathematics
- 255 History of Mathematics* *Not offered in 2005-06.*
- 256 Mathematical Language and Logic* *Not offered in 2005-06.*
- 257 Geometry II* *Not offered in 2005-06.*
- 258 The Mathematics of Project Mgmt.* *Not offered in 2005-06.*
- 272 Lv 1 - Statistics
- 273 Hon - AP - Statistics
- 275 Accounting I
- 276 Lv 1 Accounting II

Options for Twelfth Graders

- 242 Lv 1 - Algebra 2
- 251 Lv 2 - Advanced Mathematics
- 252 Lv 1 - Advanced Mathematics
- 255 History of Mathematics* *Not offered in 2005-06.*
- 256 Mathematical Language and Logic* *Not offered in 2005-06.*
- 257 Geometry II* *Not offered in 2005-06.*
- 258 The Mathematics of Project Mgmt.* *Not offered in 2005-06.*
- 290 Integrated Math and Physics [See Interdisciplinary Studies]
- 262 Lv 1 - Introduction to Calculus
- 263 Hon - AP - Calculus-AB
- 264 Hon - AP - Calculus-BC
- 272 Lv 1 - Statistics
- 273 Hon - AP - Statistics
- 275 Accounting I
- 276 Lv 1 Accounting II



220 – Integrated Math With Applications I

4 credits

Prerequisite:

Successful completion of Grade 8 Mathematics

A non-traditional course in which students learn mathematics in the context of practical applications organized in five strands: Number Sense and Operations; Patterns, Relations, and Algebra; Geometry; Measurement; and Data Analysis, Statistics, and Probability. The course is intended for students who have difficulty with the abstract nature of the traditional approach. Preparation for the MCAS exam will be included in the curriculum. It is expected that this course is part of a two-year sequence.

221 – Algebra 1

4 credits

Prerequisite:

Final grade of B in Grade 8 Mathematics

222 – Algebra 1B

4 credits

Prerequisite:

Final grade of C in Grade 8 Advanced Mathematics and teacher recommendation

These courses emphasize algebraic language, structure, concepts and skills. Major topics include algebraic properties and the real number system, functions and their graphs, linear equations and inequalities, linear regression and modeling, systems of linear equations and inequalities, polynomials and factoring, algebraic fractions, and real-world applications.



230 – Integrated Math with Applications II

4 credits

Prerequisite:

Successful completion of Integrated Math with Applications I

A non-traditional course which builds on the mathematics learned in Integrated Math with Applications I with more advanced topics from the five strands: Number Sense and Operations; Patterns, Relations, and Algebra; Geometry; Measurement; and Data Analysis, Statistics, and Probability. Preparation for the MCAS exam with an emphasis on solving open response questions will be included in the curriculum. It is expected that this course is part of a two-year sequence.

231 – Lv 2 – Geometry

4 credits

Prerequisite:

Algebra 1

232 – Lv 1 – Geometry

4 credits

Prerequisite:

Final grade of B in Algebra 1B or C in Lv 1 Algebra 2 in grade 9

233 – Hon – Geometry

4 credits

Prerequisite:

Final grade of B in Honors Algebra 2

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



241 – Lv 2 – Algebra 2

4 credits

Prerequisite:

Lv 2 Geometry

242 – Lv 1 – Algebra 2

4 credits

Prerequisite:

Final grade of C in Algebra 1 taken in the eighth grade and teacher recommendation or final grade of C in Algebra 1B and Lv 1 Geometry

243 – Hon – Algebra 2

4 credits

Prerequisite:

Final grade of A in Algebra 1 taken in the eighth grade and teacher recommendation

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

290 – Integrated Math and Physics

390 – Science

See Interdisciplinary Studies – page 54



251 – Lv 2 – Advanced Mathematics

4 credits

Prerequisite:

Lv 2 Algebra 2

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

252 – Lv 1 – Advanced Mathematics

4 credits

Prerequisite:

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

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

253 – Hon – Advanced Mathematics

4 credits

Prerequisite:

Final grades of B in Honors Algebra 2 and Honors Geometry

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

This intensive course prepares students to take college-level courses in calculus and statistics. General ideas about functions are developed and used throughout the course, such as: multiple representations (graphical, numerical, algebraic, and verbal), function operations, composition and inverses, transformations, and modeling and regression. Specific topics include polynomial and rational functions, expo-



nential and logarithmic functions, trigonometric functions, complex numbers and vectors, polar and parametric equations, matrices and linear systems, analytic geometry, combinations and probability, sequences and series, and limits. Students must adopt a theoretical approach to mathematics, reason carefully to solve problems, and communicate their ideas effectively. The course demands a substantial commitment of time and effort, and strong mathematical abilities and interests are essential for success.

255 – History of Mathematics

(Not offered in 2005-2006)

2 credits – semester

Prerequisites:

Successful completion of Algebra 2

Open to Juniors and Seniors. This course introduces students to the history of the development of mathematics. Topics such as the evolution of geometry and algebra, the spread of mathematical ideas through necessity and trade routes, the mathematical contributions of various cultures, the fame and influence of certain mathematicians and the origin of numbers such as zero, π and e will be explored. Students will learn to appreciate mathematics from a humanistic perspective and in a historical context. Course grades will be based primarily on a combination of in-class assessments, papers, projects, and student presentations. This course provides an alternative to the traditional sequence of mathematics courses and is viewed as an alternative to Advanced Mathematics or Intro to Calculus when paired with another semester-long mathematics elective. [Unleveled but receiving Lv 1 weighted grade]

256 – Mathematical Language and Logic

(Not offered in 2005-2006)

2 credits – semester

Prerequisites:

A final grade of C in Lv 1 Geometry and Lv 1 Algebra 2, or teacher recommendation.



Open to juniors and seniors. An introductory course in which students will learn to analyze the validity of a logical argument through the study of symbolic logic, inductive and deductive reasoning, logic puzzles, and forensics. Emphasis will be on developing communication skills to describe simple mathematical objects, conditions, and actions. Students will research current mathematical issues via the Internet and discuss their analyses of the arguments with the class. It provides an alternative to Advanced Mathematics or Introduction to Calculus when paired with another semester-long mathematics elective. [Unleveled but receiving Lv 1 weighted grade]

257 – Geometry II

(Not offered in 2005-2006)

2 credits – semester

Prerequisites:

A final grade of C in Lv 1 Geometry and Lv 1 Algebra 2, or teacher recommendation.

Open to juniors and seniors. An exploration of topics in geometry not covered extensively in a traditional introductory geometry course. Students will explore the differences between Euclidean and non-Euclidean geometry through exploration of higher dimensional objects, spherical and hyperbolic geometries, and various systems of measurement in different topologies. This course will emphasize conceptual understanding through use of physical models, visualization, construction tools, manipulatives, and computer animation. It provides an alternative to Advanced Mathematics or Introduction to Calculus when paired with another semester-long mathematics elective. [Unleveled but receiving Lv 1 weighted grade.]

258 – The Mathematics of Project Management

(Not offered in 2005-2006)

2 credits – semester

Open to all students. The life of a high school student consists of many academic and extracurricular goals. Project Management is a critical skill, valued in industry, that has many tools and techniques applicable in managing and achieving those goals. By combining technology (through computer applications), probability, algebra and logical rea-



soning, students will be taught the necessary tools and analysis to help them set goals, prioritize, manage change, assess risk and successfully achieve their objectives.

Examples of techniques and analysis that will be taught:

- Setting up a critical path: analyzing the resources required and the dependencies that exist.
- Creating decision trees and evaluating options based on a system of weighted averages
- Risk Analysis using probability and quadrant analysis
- Resource/Requirements/Schedule Triangle – understanding these 3 dimensions and managing changes that occur as a project progresses.
- Change management

Course grades will be based on applying these tools and techniques in the management of long-term projects, college applications, major school productions, competitions or events that the students need to be successful with in their high school career. This class is for anyone with basic algebra skills that wish to learn how to use probability, statistics, algebra and mathematical thinking on real world management and decision-making. It provides an alternative to Advanced Mathematics or Introduction to Calculus when paired with another semester-long mathematics elective.

262 – Lv 1 – Introduction to Calculus

4 credits

Prerequisite:

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

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



263 – Hon – AP Calculus-AB

4 credits

Prerequisite:

Final grade of B in Honors Advanced Mathematics

This is a college-level course in differential and integral calculus, equivalent to one semester of calculus at most universities. Topics include a review of functions, an introduction to limits and continuity, derivatives and their applications, integrals and their applications, anti-derivatives and the Fundamental Theorem of Calculus, and an introduction to differential equations using slope fields. There is an emphasis on conceptual understanding and working with functions represented graphically, numerically, analytically, and verbally. The TI-83/84 graphing calculator is used extensively. The Advanced Placement Calculus AB exam is expected of all students in this course. More information can be found at <http://www.collegeboard.com/ap/students/calculus/>.

264 – Hon – AP Calculus-BC

4 credits

Prerequisite:

Final grade of B in Honors Advanced Mathematics

This is a college-level course in differential and integral calculus, equivalent to the first two semesters of calculus at most universities. Topics include an introduction to limits and continuity, derivatives and their applications, integrals and their applications, anti-derivatives and the Fundamental Theorem of Calculus, an introduction to differential equations using slope fields and Euler's Method, Taylor polynomials and series, and calculus using parametric, vector and polar equations. There is an emphasis on conceptual understanding and working with functions represented graphically, numerically, analytically, and verbally. The TI-83/84 graphing calculator is used extensively. The Advanced Placement Calculus BC exam is expected of all students in this course. More information can be found at <http://www.collegeboard.com/ap/students/calculus/>.



272 – Lv 1 – Statistics

4 credits

Prerequisite:

Final grade of C in Lv 1 Algebra 2

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

273 – Hon AP Statistics

4 credits

Prerequisite:

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

The purpose of this course is to introduce students to the major concepts and tools for exploring data, planning a study, analyzing patterns, and drawing conclusions from data. The course will rely heavily on graphing calculator-based processes and the analysis of data produced by graphing calculator and some data produced by computer software packages. The Advanced Placement Statistics exam is expected of all students in this course.

275 – Accounting I

4 credits

Prerequisite:

None

Open to all students. Accounting is the language of business! This is a beginning course for those students preparing for college work in



business management or business administration or for those students interested in a business career in the field of accounting. It is also a useful course for those who are considering operating their own businesses. Emphasis is placed upon the reasons and the purpose, use, and understanding of accounting rather than on mechanical procedure alone. At the end of the course, students are expected to be able to journalize, post, prepare a trial balance and financial statements, and manage customer and/or vendor accounts. In addition, the computer lab will be available so that students will be able to apply their accounting skills using a computer.

276 – Lv 1 – Accounting II

4 credits

Prerequisite:

Successful completion of Accounting I

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

280 – Web Ventures

See Interdisciplinary Studies – page 54

281 – Lv 1 – Introduction to Programming I

2 credits – semester

Prerequisite:

None

This is an introductory course in computer programming using the language C++. The course will emphasize the analysis of problems,



the careful selection of an appropriate algorithm, and the implementation of the algorithm in C++. Topics covered include variables and structures, functions, looping, conditional statements, strings, and arrays. Course grades will be based primarily on success in completing programming projects.

282 – Lv 1 – Introduction to Programming II

2 credits – semester

Prerequisite:

Lv 1 Introduction to Programming I or permission of the Department Head for students having past programming experience

This is a continuation of the introductory course in computer programming which will explore some of the more intricate aspects of computer programming. Using C++ students will study string manipulation, matrices, sorting, and be introduced to object oriented programming. As preparation for continued studies in computer science, Java will be introduced in the second half of the course. Course grades will be based primarily on success in completing programming projects.

283 – Hon – AP Computer Science

4 credits

Prerequisite:

Lv 1 Introduction to Programming II or permission of the Department Head

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



284 – Advanced Computer Programming

2 credits – semester (can be repeated for credit)

Prerequisite:

Teacher recommendation

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

285 – Computer Applications

2 credits – semester

Prerequisite:

None

Open to all students. Computers are likely to play an important role in your future. This course will emphasize the application of computers to such activities as information processing (word processing and desktop publishing) and decision making (spreadsheets). The course will prepare students to create PowerPoint presentations. A PowerPoint presentation project will be required. The second half of the course will consist of web page construction projects. These will include an HTML tutorial, an individual web site project, and an introduction to web page construction software (Adobe PageMill or Netscape Composer). Classes will be activity- and project-based. Use of the internet will be an integral part of most projects. Previous computer experience is not a prerequisite, and students from all grades and all academic levels are encouraged to enroll.



286 – Spreadsheet Applications

2 credits – semester

Prerequisite:

None

Open to all students. Spreadsheets in general and Microsoft Excel in particular are among the most common programs used in the world of business and are powerful management and problem-solving tools. Spreadsheet, database and graphing capabilities are a must for those considering study in business or economics on the college level. They are useful in the presentation of data in every field. PowerPoint will be introduced during the course. Practical, personal, and business-related problems will bring realistic experience to the classroom. Topics in the course include: budgets, projections, analysis of data, payroll, graphing of data, amortizing loans, individual projects, and the internet. Students will also be exposed to PC based software and file structure for both the Mac and PC.



Physical Education & Health Education

Health Education

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

800 – Adolescent Health Issues I

1 credit – semester

Required of all freshmen, third or fourth quarter only.

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



such as decision making, evaluating risk-taking behaviors, analyzing actions and their consequences and addressing the realities of peer pressure.

Issues specific to Lexington High School are interwoven into the curriculum. Outside speakers and members of the school community such as the school social worker, the Peer Mediators and Peer Leaders enhance the curriculum with content-related presentations.

802 – Adolescent Health Issues II

1 credit – semester

Required of all juniors, first or second quarter only.

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

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

Grades and Credit

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



Criteria for Home Schooling for Health Education

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

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

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

The schools will review requests for home schooling and approval of credit based upon these criteria. For further information call the Coordinator of Health Education (781-861-2320, ext. 2180).

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

Coordinator of Health Education
Lexington Public Schools
251 Waltham Street
Lexington, Ma. 02421



Physical Education

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

It is recommended that all students successfully complete one quarter of a racket activity, one quarter of an individual activity, and one quarter each of two different team activities as part of their graduation requirements. Students will have the opportunity to complete their course selection sheets during a physical education class of the preceding year. Students in quarter courses will be offered a choice each quarter and the computer will schedule the sections accordingly. Activities taught will depend on the number of students interested and the availability of staff.

Racket Activities

Badminton
Eclipse Ball
Pickle Ball
Racketball
Tennis

Individual Activities

Athletic Training
Cardio Kick-Boxing
Cross Training
Dance
Fencing
Fitness Walking
Golf
Roller Hockey
Rollerblading
Self-Defense

Step Aerobics
Strength & Fitness Training
Total Body Conditioning

Team Activities

Basketball
Competitive Games
Cooperative Games
Field Hockey
Floor Hockey
Football
Nauset Ball
Olympic Sports
Soccer
Softball
Speedball
Team Handball
Volleyball

Physical Education

Grades and Credits

Grades and credits earned in Physical Education are very dependent on regular attendance and active participation. All unexcused absences will result in grade reduction. If more than two excused absences have not been made up at the end of a marking period, there will be a reduction in the grade for the quarter. Excused absences in excess of two must be made up by participating in another Physical Education class period (with the permission of the teacher of the makeup class) and the presentation of a make-up confirmation to the regular teacher. Students must initiate their own makeup arrangements and may participate in no more than two makeup sessions during one school day. A detailed two-page explanation of requirements and grading policy is available from any Physical Education teacher.

619 (1), 629 (2), 639 (3), 649 (4) – Athletic Training

1 credit – quarter

Students will learn the basics of athletic training including basic first aid and CPR as well as athletic training techniques such as taping, etc. Students will meet twice per week for one quarter and will also be expected to complete 15 hours of after-school or weekend time assisting the athletic trainer at sports practices and contests as well as in the athletic training room.

628 (2), 638 (3), 648 (4) – CPR/AED Certification

1/2 credit – quarter

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



674 – Modern/Ballet I

See Interdisciplinary Studies – page 54

675 – Modern/Ballet II

See Interdisciplinary Studies – page 54

670 – Modern/Jazz I

See Interdisciplinary Studies – page 54

678 – Modern/Jazz II

See Interdisciplinary Studies – page 54

671 – Dance for Musical Theater

See Interdisciplinary Studies – page 54

676 – Choreography & Performance I

See Interdisciplinary Studies – page 54

679 – Choreography & Performance II

See Interdisciplinary Studies – page 54

677 – Partner Dance, Swing, Latin

See Interdisciplinary Studies – page 54

672 – Dance for Stress Reduction/Relaxation

See Interdisciplinary Studies – page 54

673 – Stretch and Strength for Dancers

See Interdisciplinary Studies – page 54



638– Student Leader Preparation

1/2 credit – quarter

Open to sophomores and juniors. The Student Leader Preparation course helps students to learn practical skills that will be utilized in future Student Leader assignments, as well as in any position of leadership. These skills include: Public speaking, organizing groups, teaching skills, sports officiating, leading warm-up and cool-down activities, applying the basic concepts of a healthy personal fitness program. The course includes several sessions of practicum during which the students are utilized in other P.E. classes. Successful completion of the Student Leader Prep class and a Physical Education Department recommendation are prerequisites for enrollment in this class.

693 – Student Leader Field Experience

1/2 credit – quarter

Prerequisite:

Approval of the Physical Education Department

This is an opportunity for qualified students to assist in a regular Physical Education program and/or with exceptional students. Final selection will be made by the Physical Education Department.

685 – Pilates

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



Badminton

1/2 credit – quarter

The following skills will be taught: serve, forehand, backhand, clear, smash, drop shot. Knowledge of the rules and strategy of the game will be stressed. Tournament play will be introduced.



Basketball

1/2 credit – quarter

Consists of drills to review basic skills and techniques for the game situation. Emphasis is placed on knowledge of the rules as well as in game participation.

Cardio Kick-Boxing

1/2 credit – quarter

This activity is currently one of the most popular at health clubs throughout the country. It is a lifetime activity that promotes cardiovascular health through a total body workout. This class will develop the student's flexibility, upper body strength, coordination, timing, and cardiovascular strength. The combination of boxing routines put to music promotes overall strength while maintaining an element of fun. It is also a good lead-up activity to related areas such as muscle toning, general fitness and enhancing self-confidence.

Competitive Games

1/2 credit – quarter

Students selecting this activity will be expected to compete at an up-tempo pace developing cardiovascular endurance and neuromuscular control. High energy games such as speedball and Nauset ball will be offered in a spirited and fun-filled atmosphere.

Cooperative Games/Frisbee

1/2 credit – quarter

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

Cross-Training

1/2 credit – quarter

Students will be introduced to the benefits of cross-training as a means for lifelong fitness, through a variety of activities, such as: jogging,



slide boards, step aerobics, jump ropes, stability balls, hurdles and ladder. Proper application of the training principles will be reinforced. Emphasis will include monitoring heart rates during activity and introducing health and fitness concepts relevant to the activity.

Eclipse Ball

1/2 credit – quarter

This is a new alternative racket sport that includes the skills and rules of volleyball, racketball, badminton and tennis. Students will experience vigorous volleys with stress being placed on team building, camaraderie and overall fun! Students will be able to work on the various strokes required of each of the racket sports mentioned above.

Fencing

1/2 credit – quarter

The class will be instructional in nature. The skills to be covered include: salute, on guard, advance, retreat, beat, disengage, thrust, lunge and four parries. Once the skills are taught, students will bout against each other and learn how to direct and judge a bout.

Field Hockey

1/2 credit – quarter

Includes the following skills to be taught and practiced through drills and game situations: dribbling, push passes, drives, flicks, tackling and shooting. Strategies of the game such as: flat passes, triangular passes and through passes will also be included. Knowledge of the rules will be introduced and stressed during competition.

Fitness Walking

1/2 credit – quarter

Students selecting this activity will be expected to walk at an up-tempo pace, developing cardio-vascular endurance. Students will engage in this lifetime fitness activity while also learning how to calculate their resting, maximum and target heart rates.



Football (Theory/Skills)

1/2 credit – quarter

The aim of this course is to increase the knowledge and appreciation of football. Basic skills will be taught leading to game situations. Basic offensive and defensive techniques will be taught.

Golf

1/2 credit – quarter

The course will include basic instruction in the golf swing using woods and irons. Golf etiquette and scoring will be discussed and then put into practice while playing on our pitch and putt course. A field trip to driving range/golf courses will be planned near the end of the quarter.

Nauset Ball

1/2 credit – quarter

This game will continue to develop the skills associated with team handball. This up-tempo game continues to focus on hand-eye coordination, throwing, catching and dribbling skills. It is a combination of team handball and flag football. It requires off the ball movement and teamwork.

Olympic Sports

1/2 credit – quarter

This activity will incorporate traditional outdoor games that will provide a tournament-like atmosphere. All games will have introduction to skills followed by team strategy sessions and a round robin tournament.

Pickleball

1/2 credit – quarter

This new racket sport is an easy-to-learn, slowed-down version of tennis played indoors. The course commences with the introduction of rules and continues through the development of the skills and strategies necessary to enjoy the game



Racketball

1/2 credit – quarter

The course will begin with orientation to rules and game equipment for one-wall games. Body positioning and racket strokes will be taught and game play techniques will be stressed as the student progresses.

Roller Hockey

1/2 credit – quarter

This course will combine the skills learned in Rollerblading and the skills used in floor hockey. All students will be provided with safety equipment including helmets, pads, goggles, etc. This course can be taught in either an indoor setting (depending on space) or outdoors on the basketball courts. An approval by one or more of the Physical Education Teachers will be required to ensure competence in Rollerblading.

Rollerblading

1/2 credit – quarter

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

Self Defense

1/2 credit – quarter

Students will learn the nature of self-defense and preventative measures that can be taken in modern society. They will also practice physical techniques in real-life situations, with emphasis on building self-confidence.



Soccer

1/2 credit – quarter

This course is designed to give students an understanding of the fundamental principles of the game. Emphasis will be placed on rules and basic defensive and offensive strategies. Skills to be taught include passing, shooting, heading, trapping and goal keeping.

Softball

1/2 credit – quarter

Includes skill teaching in fielding grounders and fly balls, throwing, catching, batting and bunting. Also stressed will be team play, strategy and rules.

Speedball

1/2 credit – quarter

This activity combines the skills of soccer, basketball and football into a continuous team game. Various scoring options and team strategies are taught during skill development and game activities. Skills to be taught are: soccer dribbling, heading, passing (soccer and basketball), catching, trapping, and the speedball conversion.

Step Aerobics

1/2 credit – quarter

A comprehensive program combining Reebok Step and slide classes which will incorporate areas of health and nutrition. This course will serve as an overall approach to lifetime fitness as well as health and wellness.

Strength and Fitness Training

1/2 credit – quarter

Description: This course will introduce proper strength and fitness training principles. Students will be introduced to safety concepts, proper lifting technique, basic cardiovascular training, core training, and individualized exercise programming. Students will apply these



principles with use of selectorized, plate loaded, free weight and cardiovascular equipment.

Team Handball

1/2 credit – quarter

This course will consist of a fast moving game in which the ball must be passed off after three seconds or after three steps have been taken. It combines the skills of throwing, catching, dribbling (basketball), air-dribbling, and soccer goal-tending skills. Students selecting this activity will be expected to compete at an up-tempo pace.

Tennis

1/2 credit – quarter

Includes the following skills to be taught and practiced: serving the ball and returning the ball with forehand and backhand strokes, the drop shot, overhead smash, top and reverse spins, ball placement, scoring, game rules and strategies. Students will be divided by ability within each class.

Volleyball

1/2 credit – quarter

The class will be instructional in nature. The playing of games will also be included. Skills to be included include: serves, setting, blocking, spiking and forearm passing.

Total Body Conditioning

1/2 credit – quarter

This course will allow students to learn modern and alternative ways to improve overall fitness levels. Students will use stability balls, dynamic movements, core training, rubber tubing, slide boards, steps, and medicine balls for an educational and enjoyable experience. Students will gain valuable knowledge regarding these fitness concepts and their application to everyday life.



Science

The Science Department offers a comprehensive program designed to satisfy a variety of student interests and needs. Freshmen are all required to take earth science. Sophomores should take biology. Juniors normally take chemistry and seniors physics or astronomy. Science courses are offered at varied levels of study as described below. Special interest courses are not leveled. Students are urged to discuss course selection with staff members if they are not sure of appropriate placement. In those instances where a final exam is indicated, please note that this exam will count 10-20 per cent of the year's grade. All courses with final examinations will have a minimum of 80% of the exam common to all sections of the course. Students should observe any listed pre or co-requisites. Deviation from the stated pre- or co-requisite for any course requires the approval of the Science Department Head.

Earth Science

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

320 – Advanced Earth Systems Science

5 credits

Prerequisite:

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

This course and its laboratory component are designed to provide a comprehensive study of Earth Systems Science concepts for students who are interested in the subject and are highly motivated, independent learners. Reading skills well above grade level and an ability to deal with abstract concepts are required. Students will develop their investigatory skills through laboratory and project work that builds on middle school experiences. In addition to the regular class work,



students will conduct an original research investigation independent of class time. Readings and assignments in observational astronomy will be given over the summer preceding the course. A final exam will be given.

321 – Lv 1 – Earth Science

5 credits

This college preparatory course and its laboratory component are designed to provide an investigative survey of the scientific principles associated with the Earth Sciences. Laboratory work includes directed study that continues to build upon the skills developed in middle school. Grade-level reading skills are expected. In addition to the regular classwork, students will participate in either an original research investigation, an Environmental Stewardship Project, or an alternative project (TBA) independent of class time. A final exam will be given.

327 – Lv 1 – Explorations in Earth Science

5 credits

This course and its laboratory component are designed to provide an investigative survey of the scientific principles associated with the Earth Sciences. Laboratory work will continue to build on the inquiry skills developed in middle school. A strong emphasis will be placed on the continued development of organizational skills, previewing and other reading tactics, note taking, measurement, graphing and analysis of data. In addition to regular classwork, students will participate in an independent project (TBA). A final assessment will be administered.



Biology

All Biology courses are full-year introductory survey courses which cover characteristics of all living things. The units include, but are not limited to biochemistry, cell biology, genetics evolution, physiology, anatomy, reproduction, development, heredity and ecology.

330 – Hon – AP Biology

6 credits

Prerequisite:

Teacher recommendation

This course and laboratory component provide for study at the most advanced conceptual level. Because the introductory survey curriculum is so rich, students are required to complete an independent study of a curricular unit, following guidelines provided by the department, during the summer before sophomore year. In addition to the regular class work, students will design and execute an original research investigation independent of class time. A final exam will be given. Those who work successfully in this course are encouraged to take the Advanced Placement Examination in Biology.

331 – Lv 1 – Biology

6 credits

This course and laboratory component are designed to provide a survey of biological principles for students who are interested in the subject and have demonstrated high motivation. Reading skills above grade level and ability to deal with abstract concepts are expected. A final exam will be given. Students who work successfully in this course are encouraged to take the SAT II (Achievement) Test in Biology.

332 – Lv 2 – Biology

6 credits

This course and laboratory component are designed for students who want a working knowledge of biological principles. It can serve as an important component of college preparatory study. Grade-level reading skills are expected. A final exam will be given.



Chemistry

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

340 – Hon – AP Chemistry

6 credits

Co-requisite:

*Advanced Mathematics 252 or 253
and teacher recommendation*

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

341 – Lv 1 – Chemistry

6 credits

Co-requisites:

*Algebra 2 or Advanced Mathematics (252 or 253)
and teacher recommendation*

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



342 – Conceptual Chemistry

6 credits

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

Physics

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

350 – Hon – AP Analytical Physics

6 credits

Co-requisite:

Honors Calculus (263 or 264)

Analytical Physics is designed at a mathematically advanced level in selected topics of physics. The course emphasizes mechanics but also deals with aspects of electricity and magnetism. In addition to the regular class work, students will design and execute an original research investigation. A final exam will be given. Students who work successfully in this course are encouraged to take the Physics C Advanced Placement Examination.

351 – Hon – Physics

6 credits

Prerequisite:

Advanced Mathematics (252,253)

Honors physics is a course designed at an advanced level through a broad range of physics topics and laboratory experiences without using calculus. Most of the assignments, tests and class work deal with problem solving using mathematical relationships. In addition



to the regular class work, students will design and execute an original research investigation. A final exam will be given. Students who work successfully in this course may elect to take the Physics B Advanced Placement Exam.

352 – Lv 1 – Physics

6 credits

Prerequisite:

Algebra 2 (241,242,243 or 244)

This course and laboratory component are for students who are interested in science and have high motivation. An ability to deal with the abstract and reason mathematically is essential to success. A final exam will be given. Students who work successfully in this course are encouraged to take the SAT II (Achievement) Test in Physics.

353 – Conceptual Physics

6 credits

This course and laboratory component provide students with a working knowledge of the basic principles of physics. It can serve as an important component of college preparatory study. Students will be expected to apply algebraic relationships to problem solving and laboratory investigations. A final exam will be given.

361 – Lv 1 – Astronomy

4 credits

Prerequisite:

Algebra 2 (241, 242, 243 or 244)

An introduction to Astronomy, this class will focus on the application of physics to the study of the universe. Intended for highly-motivated students interested in science, this class expects students to think critically as well as to make use of mathematical reasoning in the solving and creation of problems related to astronomical phenomena. Topics covered: the history of observational astronomy; the night's sky; celestial naviga-



tion; physical laws of radiation and motion; stellar evolution and nucleosynthesis; supernovae; aspects of relativity; black-holes; the large-scale structure of the cosmos; inflation; space-based astronomy; precision cosmology; astronomy in the news. A final exam will be given.

390 – Integrated Math and Physics

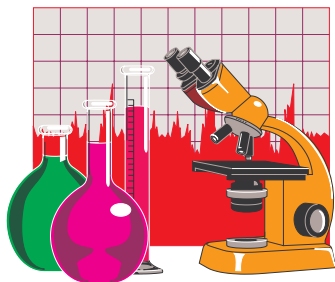
290 – Math

See Interdisciplinary Studies – page 54

398 – Research Projects

1 to 6 credits

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



Social Studies

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

Final Exams

Grade 9 through 11 courses that have multiple sections of the same course will have common final examinations amounting to approximately 60% of the entire final. The balance will be written by the individual instructor. Final examinations will account for 10-20% of the grade for any course which has a final as part of its program.

Grade 9 – Requirement

100 – World History I

4 credits

World History I is unlevelled and is taught within a Social Studies/English teamed structure. This course is required of ninth-grade students. All ninth-grade students will be part of a team that works together to build a foundation of knowledge, skills and learning dispositions that will lead to progress in succeeding years. While the course follows a chronological pattern from Ancient Rome to 1350 the focus will be on several major issues and themes. There will be a clear and consistent inclusion of non-western cultures so that the cultural pluralism of our present world can be better appreciated. Current issues will also serve to clarify and illustrate the themes that have continued throughout history. All students will be challenged and guided to the fullest individual achievement possible. The best students will spearhead this



cooperative learning program while students who need assistance will be provided with guidance, tutoring and individualized assignments. As part of the ninth-grade team, the students' program of studies will be coordinated with the English curriculum, allowing for the synthesis of skills and content.

Summer reading: TBA

Sophomores will select one of the following:

108 – Modern World Issues

(paired with English 021)

4 credits

Prerequisite:

Successful completion of course 100 (World History I) and recommendation of the World History I teacher.

This course emphasizes the study of the modern world from 1350 to the present. The course is global in nature examining history throughout the world including the regions of Sub-Saharan Africa, Latin America, the Middle East, and the Far East. It is a presentation of fundamental concepts and principles inherent in the study of history including economic, social, and political forces. There is a strong emphasis placed on the continued development of organization skills, previewing and other reading tactics, note taking, geography, and map reading. Students will be expected to complete regularly assigned reading and writing assignments. Materials employed in this course include primary source documents, selected literature, and a high school level text.

Summer Reading: *Iron & Silk* by Mark Salzman

110 – Hon – World History II

4 credits

Prerequisite:

Successful completion of World History I and recommendation of World History I teacher or permission of Social Studies Department Head

Study of historical themes and analysis of conflicting viewpoints constitute the main thrust of this course in modern world history (1350 to the present). Among western and non-western topics to be studied are the Renaissance, Reformation, exploration and exchange, industrial and scientific revolutions, political revolutions, nationalism, totalitarianism, imperialism, world wars, cold war, political philosophy and life in the post-war nuclear age. The course is global in focus examining the aforementioned topics throughout the world including such regions as Sub-Saharan Africa, Latin America, the Middle East and Far East. Students will be expected to complete regularly assigned major reading and writing assignments. Materials employed in this course include primary source documents, selected world literature and a college-level text. Both interpretive and research papers are required. Excellent writing skills are essential for success in this course and extensive reading is required. Beyond daily class assignments, students will complete a year-long research assessment project on a topic of their choosing. As a culminating activity, all students present an oral defense of their theses to outside panels.

Summer reading: *Year of Wonders* by Geraldine Brooks

111 – Lv 1 – World History II

4 credits

Prerequisite:

Successful completion of World History I and recommendation of World History I teacher

The study of modern world historical events (1350 to the present) constitute the main thrust of this course. The course is global in nature examining history throughout the world including such regions as Sub-Saharan Africa, Latin America, the Middle East and Far East. There will also be an emphasis on analysis of global issues relevant to the present. Good writing skills are essential for success in this course.



Students will be expected to complete regularly assigned major reading and writing assignments including short research papers, projects and presentations. Materials employed in this course include primary source documents, selected world literature and a high school-level text.

Summer reading: *Tears of the Giraffe (No. 1 Ladies Detective Agency)* by Alexander McCall Smith

114 – Hon – AP World History

4 credits

Prerequisite:

Successful completion of World History I and recommendation of World History I teacher or permission of the Social Studies Department Head

The focus of this course is to prepare students to take the Advanced Placement Exam in World history. The course will focus upon the time period from approximately 6000 B.C.E. to the present. Students will look at truly global history by identifying global patterns and processes that have affected human history throughout time. The course will stress six themes: the impact of interaction, change and continuity, the impact of technology and demography, social structure and gender, cultural and intellectual developments, and politics. Students will read extensively from new scholarship, as well as primary source documents, literature, and a college level text. Class discussions are important in this non-lecture based course and will revolve around dilemmas in world history. Students will be assessed through participation in reading discussions as well as through extensive writing practice. Free response essay question practice will include change-over-time essays as well as comparative essays. Students will also learn the art of reading, answering, and creating document-based questions. Strong writing, analytic, and reading skills, as well as a strong work ethic, are needed to succeed in this class. Students enrolled in this course are expected to take the AP Exam in World History.

Summer Reading: *Monkey Journey to the West* by David Kherdjian and *Shaihu Umar* by Alhaji Sir Abubakar Tafawa Balewa.

Courses Open to Juniors

Juniors will select one of the following:

119 – Hon – Issues in American History

4 credits

Prerequisite:

Successful completion of courses 110, 111, or 114 and the recommendation of the World History II teacher or permission of the Social Studies Department Head.

This honors level course is designed for students who wish to pursue an advanced conceptual study of significant issues in American History. Course content focuses on key controversies and conflicts that helped shape the social, political, economic and cultural history of the United States from the Civil War and Reconstruction to the present. Included within the course curriculum is a detailed study of the US Constitution. Students will be expected to complete regularly assigned reading and writing assignments. Excellent writing skills are essential for success and a prerequisite for this course. There is a major research paper requirement in this course. Students should expect approximately one hour of homework per evening. Materials employed in this course include primary source documents, selected literature, and a college level text.

Summer Reading: *Confederates in the Attic* by Tony Horwitz

120 – Hon – AP United States History

4 credits

Prerequisite:

Successful completion of courses 109, 110, 111 or 113 and recommendation of World History II teacher or permission of the Social Studies Department Head

This course is designed for students who have a strong interest in history as a discipline and want to work with advanced materials in an enriched program. Course 120 is a survey of United States History focusing on key controversies and conflicts which helped to shape the social, political, economic and diplomatic history of this nation. Students will acquire a comprehensive knowledge of American history



while developing skills to deal with documentary and interpretive materials. Class discussions will revolve primarily around significant issues of each historical period. Both interpretive and research papers are required. Students will be expected to complete regularly assigned major reading and writing assignments. Excellent writing skills are essential for success in this course. Materials employed in this course include primary source documents, selected literature and a college-level text. This course prepares students for the AP exam in U.S. History.

Summer reading: *The Origins of American Slavery* by Betty Wood

121 – Lv 1 – Issues in American History

4 credits

This course includes a unit on the Constitution but focuses on issues of the post-Civil War to the contemporary era and is taught with greater attention given to the practice and development of academic and thinking skills. There will also be an emphasis on analysis of public issues relevant to the present. A research paper is required. Good writing skills are essential for success in this course. Students will be expected to complete regularly assigned major reading and writing assignments. Materials employed in this course include primary source documents, selected literature and a high school-level text.

Summer reading: *Nickle and Dimed* by Barbara Ehrenreich

122 – Lv 2 – Issues in American History

4 credits

Beginning with a unit on the U.S. Constitution, the primary focus of instruction is on issues of the post-Civil War to the contemporary era. This course is designed to devote more attention and time to both basic and secondary skills. There will also be a greater emphasis placed on the discussion of current public issues. The post-1865 period will be the primary focus. Students will be expected to complete regularly assigned reading and writing assignments. Materials employed in this course include primary source documents, selected literature and a high school-level text.

Summer reading: *There Are No Children Here* by Alex Kotlowitz



130 – Hon – American Studies

030 – English

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131 – Lv 1 – American Studies

031 – English

See Interdisciplinary Studies – page 54





Social Studies Electives

Electives open to grades 9-12

- 135 – Child Psychology
- 152 – Introduction to Speech and Lincoln-Douglas Debate
- 150 – Introductory Debate
- 165 – Race, Gender and Human Behavior
- 170 – Introduction to Business (9-11 only)

Electives open to grades 10-12

- 138 – Adolescent Psychology
- 151 – Advanced Debate (instructor's approval required)
- 153 – Advanced Speech and Lincoln-Douglas Debate (instructor's approval required)
- 173 – Marketing
- 180 – Web Ventures
- 190 – Introduction to TV Production I
- 191 – Introduction to TV Production II (approval required)

Electives open to juniors and seniors

- 132 – AP Human Geography
- 134 – Introduction to Law
- 141 – United States Government and Politics
- 145 – Contemporary China
- 146 – Modern Japan
- 155 – International Relations: Focus on Human Rights
- 160 – Facing History: The Holocaust and Other Genocides
- 172 – Business Management
- 174 – Civil Rights Movement

Electives open to seniors only

- 125 – American Popular Culture in the 20th Century
- 136 – Psychology: Theories and Applications - Honors
- 137 – Psychology: Theories and Applications - Level 1
- 139 – Political Thought - Honors
- 143 – AP European History
- 144 – Field Research in Lexington's History (Dept. Head approval required)
- 156 – Women in American History
- 157 – Vietnam
- 128 – AP Macroeconomics
- 129 – AP Microeconomics
- 199 – Independent Study (approval required)



125 – American Popular Culture in the Twentieth Century

4 credits – year

Course may be taken for honors or level one credit

Open to seniors only. From vaudeville to television; from Valentino to Elvis; from Stephen Foster to the Beatles; from Houdini to hip hop; from the Model T to muscle cars—what were the cultural styles, trends and myths which linked Americans together throughout the 20th century, and in doing so helped shape our national character?

This course will focus upon trends in popular culture that were embraced by mainstream of Americans in the 20th century. By studying theater, film, music, fashion, television, eating habits, magazines, advertising, cars and other aspects of our culture students will gain a broader understanding of the non-political aspects of American history. The teacher will generally focus on popular entertainment, especially music, film and television while students will be required to do several individual projects on aspects of American popular culture that appeal to their personal interest areas. The goal of this class is to give students an opportunity to view history from a different perspective than focusing primarily on the deeds and accomplishments of great men and women.

132 – Hon – AP Human Geography

4 credits – year

Open to juniors and seniors only. This course will provide students with advanced training in thinking spatially about their world. Units of study will focus on demography (population), culture, women, politics, economics, and the environment from geographic perspectives. Through this approach, students will gain an awareness of the relevance of geography in preparing them for the global marketplace. By employing sophisticated technology, students will be able to analyze and interpret geographic data and its connections to economic factors around the globe. The course content prepares students to take the AP Geography exam.



134 – Criminal Law for Future Public Safety Personnel

2 credits – semester

Open to all juniors and seniors. This course is specifically designed for those students who have a sincere and genuine interest in law enforcement. Students will visit the Massachusetts State Police Crime Lab, District Court and a police academy. Guest speakers including a judge, attorneys, and law enforcement personnel from the local, state, and federal level will provide students with authentic real life scenarios. All students will be required to complete a research-based project that will be due at the end of the semester. Students may select honors or level 1 designation for course credit. Assignments will be differentiated for students based on their choice of level.

135 – Lv 1 – Child Psychology

2 credits – semester

This course is designed to introduce students to various aspects of child development including physical growth, intellectual development, personality and social development. The students will gain an awareness of how children think and reason at various ages and how they develop socially as it relates to gender and culture. There is an application of theory in field work/trips to a local day-care facility. There is a creative project the first quarter which relates to the summer reading. There is a class text and a final term project.

136 – Hon – Psychology: Theories and Applications

2 credits – semester

Open to seniors only. In this rigorous course, the fundamental principles of psychology are introduced with emphasis on research and application of theory to everyday life. Among the units to be studied are: Evolution of Psychology, Biological Aspects of Psychology, Learning Theories, Motivation and Emotion, Personality Development, and Psychology in a diverse world. There is an emphasis on “active” learning and critical thinking. In addition to a college level text, there will be additional required readings. Several analytical papers will be



assigned along with an original research project.

Summer reading: *Authentic Happiness* by Martin Seligman

137 – Lv 1 – Psychology: Theories and Applications

2 credits – semester

Open to seniors only. This course is open to seniors only and is a theory-based college preparatory class. The course explores various aspects of human behavior with an emphasis on application to everyday life. To that end, there is field work, field trips, films and a psychology fair. There is also a focus on group work and discussion. The text used is at the high-school level. We begin with the History of Psychology and continue with such topics as Learning Theories, Personality Development, Research, and Social Psychology. There is a creative project related to the summer reading and a term project which will be displayed at the Psychology Fair.

Summer reading: *Girl Interrupted* by Suzanna Kayser

138 – Adolescent Psychology

2 credits – semester

Open to sophomores, juniors and seniors. Adolescence is a time of change, growth, experimentation and development of identity. The course will address the physical, psychoanalytical, social and cognitive development of the adolescent. Units examining various psychological perspectives, personality development, communications, behavior modification and adolescent depression will be discussed. Students may elect to take this course for honors or level 1 credit.

139 – Hon – Political Thought

2 credits – semester

Prerequisite:

Successful completion of United States History, Issues in American History, American Studies or permission of the Social Studies Department Head



Open to seniors only. This course examines the ideas of 19th- and 20th-century political movements—nationalism, liberalism, socialism and communism, elitism and fascism. Extensive outside reading is a component of this course. A short analytical paper is required for each unit.

Summer reading: *The Prince* by Machiavelli

141 – U.S. Government and Politics

2 credits – semester

U.S. Government and Politics will give students an analytical perspective on government and politics in the United States. This course includes both the study of the national government structure and general concepts used to interpret U.S. politics. Students will gain a familiarity with the various institutions, groups, beliefs and ideas that constitute U.S. politics. Students may elect to take this course for honors or level 1 credit.

Summer reading: *Hardball* by Chris Matthews

143 – Hon – AP European History

4 credits

Prerequisite:

Recommendation of U.S. History teacher

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



course. Materials employed in this course include primary source documents, selected literature and a college-level text. Students enrolled in this course are expected to take the AP Exam in European History.

Summer reading: *The Daughter of Time* by Josephine Tey

144 – Hon – Field Research in Lexington’s History

2 credits – semester

Prerequisite:

Successful completion of Issues in United States History or American Studies and permission of the Social Studies Department Head

Open to seniors who have completed a year of United States History. Due to the nature of this course, enrollment is limited and is available only with the permission of the Social Studies Coordinator.

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

Summer reading: *Lexington: From Liberty’s Birthplace to Progressive Suburb* by Richard Kollen

145 – Contemporary China

2 credits – semester

Open to juniors and seniors. This semester course is designed as a cultural introduction to contemporary China. The foundation of this course includes a study of the geography, religions/philosophies, history, cultural life styles, arts and evolutionary revolutions that comprise the medium for understanding 20th-century China. Comparative



studies will be drawn between China and other major leaders of the Pacific Rim. A contemporary issues project will be required. Students may select level designation (Honors or Level 1) for course credit. Instruction and assignments will be differentiated for students based on their choice of level.

146 – Modern Japan

2 credits – semester

Japan has played a major role in world history for the past 140 years and will continue to be important well into the 21st century. The U.S. and Japan have engaged in a lively cultural exchange, and large numbers of Japanese have immigrated to the U.S. Moreover, as the world's second largest economy, one of the United States' largest trading partners, and as one of America's closest allies in the Pacific rim, it is important for Americans to understand Japanese society.

This course by nature is interdisciplinary. Contemporary Japan will, of course, strengthen the student's social studies skills, but also emphasize the arts and literature of Japan. Reading, writing, research, and study skills will be reinforced. Field trips to the Peabody-Essex and Museum of Fine Arts will be conducted. Students may elect to take this course for Honors or Level 1 credit.

150 – Lv 1 – Introductory Debate

4 credits

This is an introductory course in formal policy style team debate and other forensics. Forensics means oral argumentation. Thinking skills, intensive research, and oral expression are stressed. All students are required to participate in interscholastic forensics tournaments and to participate weekly in team practice after school. Weekend travel in the Northeastern United States is involved, with most expenses paid. Prizes may result from tournament competition. You need no previous experience to start, although it helps if you like to think and argue. This course is required for any student who wants to compete in policy debate interscholastically while at Lexington High School.



151 – Hon – Advanced Debate

4 credits

Prerequisite:

Permission of the instructor required For students who have successfully completed 150.

This course explores argumentation theory, attempts to prepare debaters for varsity competition and introduces additional forensic activities. Interscholastic forensic competition is required.

Note: Fundraising efforts are aided by an active parents organization which all parents are invited to join.

152 – Lv 1 – Introduction to Speech and Lincoln-Douglas Debate

4 credits

This is an introductory course in competitive speaking and the requirements of formal one-on-one Lincoln Douglas debate. Thinking skills, engagement with current events, development of skills of philosophical reasoning, and oral argument are stressed. This course is similar to Policy Debate 150 in that students are required to participate in interscholastic tournaments that involve regional weekend travel with most expenses paid and in which they may win awards. Weekly practice after school is required. Lincoln Douglas debaters compete on multiple resolutions which have ranged in the past from topics such as environmental law to First Amendment rights. Extemporaneous speakers learn to quickly prepare convincing speeches on current event topics. Interpretive speakers read excerpts of plays, poetry, or prose. This course is required for any student who wants to compete interscholastically in Lincoln Douglas debate or speech events while at Lexington High School. The Lincoln Douglas format differs from team policy debate in its emphasis on developing rhetorical skills and general audience speaking skills. This course has no prerequisites.

Note: Fundraising efforts are aided by an active parents organization which all parents are invited to join.



153 – Hon – Advanced Speech and Lincoln-Douglas Debate

4 credits

Prerequisite:

Permission of the instructor required for students who have successfully completed 152.

This course explores argumentation theory and advanced philosophical concepts in order to prepare debaters for varsity competition. Students are required to try additional forensic events beyond the world of Lincoln Douglas style debate. Interscholastic forensic competition is required.

Note: Fundraising efforts are aided by an active parents organization which all parents are invited to join.

154 – International Relations: Focus on Human Rights

2 credits – semester

Prerequisite:

Successful completion of courses 100 and 109, 110 or 111

Open to juniors and seniors. Human rights, broadly defined, include the right to food, justice, education, peace and freedom from persecution. This course will examine the evolution of the concept of individual rights in international law. We will focus on the role international organizations, and international treaties have had on codifying modern notions of human rights. The class will look specifically at the tribunals that have prosecuted war crimes and crimes against humanity. We will then explore the class, gender and racial power plays that have resulted in human rights violations. We will also debate to what degree economic justice is a human right. Students will research specific country positions and topics in order to participate in a Mock United Nation conference. This class will take a tentative one-day trip to the United Nations to meet with experts on human rights. The final project revolves around oral history research on human rights work in the world today. Keeping up with current events is essential. Summer reading will involve reading one of several novels to be decided upon in June. Students may select level designation (Honors or Level 1) for course credit. Instruction and assignments will be differentiated for students based on their choice of level.



156 – Lv 1 – Social Studies Seminar – Women in American History

2 credits – semester

Prerequisite:

Successful completion of United States History, Issues in American History, American Studies or permission of the Social Studies Department Head

Open to seniors only. Women, despite being “half of history,” have not received credit for their endeavors. This course will focus on the role of women in American History as viewed through primary as well as secondary sources. Extensive reading includes the three texts: Jill Ker Conway’s *Written By Herself*, Jacqueline Jones’ *Labor of Love, Labor of Sorrow—Black Women, Work and the Family, From Slavery to the Present*, and Mary Beth Norton’s *Major Problems in American Women’s History*. The course expectations for students enrolled in this seminar include making class presentations individually and in teams, conducting class discussions and completing extensive reading and writing assignments. Students may select level designation (Honors or Level 1) for course credit. Instruction and assignments will be differentiated for students based on their choice of level.

Summer reading: *Having Our Say* by Delany with Amy Hill Hearth or *The Road from Coorain* by Jill Ker Conway



157 – The American Experience in Vietnam

2 credits – semester

Prerequisite:

Successful completion of United States History, Issues in American History, American Studies or permission from the Social Studies Department Head

Open to seniors only. Why did the United States get involved in Vietnam? What did we do there? Why did the Vietnam War turn out so badly for the United States? How did that war profoundly affect life in America? What are the historical lessons to be learned from the Vietnam experience?

This course will attempt to answer these questions by studying the people and history of Vietnam as well American Cold War policies which led to our involvement in that country. In addition a large segment of this course will be dedicated to studying what the war was like for the men and women who served in Vietnam and how the war divided and changed the American homefront.

Students will do extensive readings on the formation of U.S. policies, on the domestic political debates which framed the war controversy and of personal narratives of those who served during the war. Videos and films of that era will be used extensively in this course. Guest speakers will also be invited to the class to talk about their experiences during that time.

All students will be expected to write at least three critical papers as well as interview a person who was in Vietnam at the time of the war. This course is offered for either honors or level one credit; student work will be graded according to the level they choose. All students taking this course for honors credit will be expected to do at least one formal presentation to the class. Students may elect to take this course for Honors or Level 1 credit.

Summer Readings: Students are asked to read one of the six books listed below as summer reading. They will be required to write a paper on it early in the semester.

Books: *These Good Men* by Michael Norman, *The Sorrow of War* by Bao Dinh, *Born on the Fourth of July* by Ron Kovic, *American Requiem* by James Carroll, *Dispatches* by Michael Herr and *A Rumor of War* by Phillip Caputo.



128 – AP – Macroeconomics

2 credits – semester

Open to seniors only. The purpose of macroeconomics is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price determination, and also develops students' familiarity with economic performance measures, economic growth, and international economics. The study of economics provides students with the knowledge and decision-making tools necessary for understanding how a society must organize its limited resources to satisfy its unlimited wants. Understanding the process and components of economic reasoning will also provide a vital framework within which to analyze current issues and public policies, and to understand the complex relationships among economic, political and cultural systems. Students will have the opportunity to compete in the Annual National Council on Economic Education Economics Challenge.

This course will prepare students for the AP exam.

129 – AP – Microeconomics

2 credits – semester

Open to seniors only. The purpose of this course in microeconomics is to give students a thorough understanding of the principles of economics that apply to everyday lives. Students will develop an economic way of thinking and problem solving for decisions they will make as consumers, members of the work force, citizens, voters and participants in a larger economic system and global marketplace. The interactive nature of decisions made by business, labor, government and consumers, and the social and economic impact of these decisions will be stressed. Students will have the opportunity to compete in the Annual National Council on Economic Education Economics Challenge.

This course will prepare students for the AP exam.



160 – Facing History: The Holocaust and Other Genocides

2 credits – semester

The course is open to junior and seniors. Students will examine the roots of hate and acts of hatred in an attempt to understand history not as a series of inevitable events, but as a sequence of events resulting from individual actions and decisions through time. By thus approaching the study of history, students begin to more closely consider and better understand the importance of our their decisions as American and global citizens. They will examine their roles and responsibilities as global citizens, the diameters of their ‘universes of obligation,’ and the potential for wide-reaching impact that every individual has daily. These themes will be examined through a series of readings, videos, activities and reflections. Activities also include guest speakers and possible trips to Holocaust or genocide exhibits. The primary historical case study of the course will be an examination of the Holocaust. This unit will be followed by shorter units that will examine other acts of genocide, such as Rwanda, Armenia and Cambodia. By examining other acts of genocide, students have the opportunity to reflect not only upon the universality of racism and social injustice but also upon the importance of global awareness and the potential for making a difference that is available to every person. Students may select honors or level 1 designation for course credit. Assignments will be differentiated for students based on their choice of level.

Summer Reading: TBA

165 – Race, Gender, and Human Behavior

2 credits – semester

Open to all grades. Race, gender, sexual orientation and other forms of human behavior often are confronted by bias, prejudice and discrimination. This is a process course in which the student explores one’s own bias, prejudice, and forms of discrimination through a variety of readings, class activities, videos, class discussions, and guest speakers. Students will keep a journal, be active participants in class discussions, complete all outside readings, and complete an action plan. Students may select individual level designation for course credit. Instruction and assignments will be differentiated for students based on their choice.

Summer Reading : *Lies My Teacher Told Me* by James Loewen



174 – The Civil Rights Movement

2 credits – semester

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

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

Summer Reading: TBA

170 – Lv 1 – Introduction to Business

4 credits

Open to freshmen, sophomores or juniors. This course is designed to help students become knowledgeable consumers, informed citizens, and productive workers in today’s changing world. Through projects, reports and classroom discussions, students learn to develop an awareness of business practices and procedures that will influence their daily lives. Special units include a study of careers and ways to invest money. Speakers are used as an integral part of the course. Macintosh and PC computers will be used for word processing, spreadsheet and data base applications as well as Internet research.

172 – Lv 1 – Business Management

2 credits – semester



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

173 – Lv 1 – Marketing

2 credits – semester

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

180 – Web Ventures

280 – Math

See Interdisciplinary Studies – page 54

190 – An Introduction to Television Production

2 credits – semester

Open to sophomores, juniors and seniors. Students will examine the history of television and study the expanding role of television in entertainment, education, and as a news medium. The actual production of programs will be studied: how a studio operates, personnel involved in production, and audio- and video-equipment requirements. Students will receive hands-on training with VHS portable equipment as well as studio equipment. A critical analysis of television programming will be



used to discover appropriate techniques to deliver the message. Homework for this course should take an average of two-three hours per week. It will include readings, script writing, preproduction planning, and videotape production. Mid-term examination will be by written test of the student's knowledge of television technology and terminology. There will be a short unedited field production, a studio production, and an edited final project scripted, planned, and directed by the student.

191 – Television Production II

2 credits – semester

Prerequisite:

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

Open to sophomores, juniors and seniors. Students in this course, which will be offered second semester, will continue the investigation of television begun in the introductory course. Videotape editing will be studied in greater depth and students will work on a magazine format show. Students in this course must also tape one school event for local cable.

199 – Independent Study

2 credits – semester

This elective is a planned program of study in history, geography or social science undertaken by an individual student under the guidance of a member of the Social Studies staff. The plan must represent an area of study not currently offered within the Social Studies program for senior students. A written contract between a Social Studies staff member and the student must be formally approved in writing by the Social Studies Department Head prior to the beginning of the fall or spring semester. This offering is only open to members of the senior class. This course will be graded on a pass/fail basis.



Other Courses

Non-Departmental

780 – The Experiential Classroom

14 credits

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

Both colleges and employers view such experiential learning as very valuable. This program is not intended to substitute for Minuteman's regular enrollment program. It does, however, allow Lexington High School seniors to add an important element to their education.

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

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



462 – Lv 1 – Teaching___/Learning___

4 credits

Prerequisite:

Interview with teacher

Grades 10-12 for student teachers, 9-12 for learners. Are you fluent (read, write, and speak) in a language we don't teach at LHS? Would you like to learn a language we don't teach at LHS? This course pairs student teachers with student learners to study less commonly taught but important languages like Japanese, Arabic, Korean, Russian, etc. In this class an upperclassman student who is fluent in the foreign language is paired with one or two students who want to study that foreign language. The supervising teacher will provide direction and support to both student teachers and student learners. Working together with the supervising teacher, student teachers will select an appropriate text and develop an appropriate plan of what material to cover. This course celebrates the diversity of languages LHS students bring to our school and allows all students to tap this valuable resource

781 – Introduction to Special Education

2 credits first semester

2 credits second semester

This course will introduce students to the field of Special Education. Students will attend both class two periods per week and complete a two hour a week practicum with students in the LABBB Program at Lexington High School. Classroom sessions will include the following: the physical nature of disabilities; career options in the field of Special Education; historical perspectives; cultural differences; head injuries/traumatic brain injuries; the relationship of special education and general education; and federal and state laws pertaining to students with disabilities. Participants will be exposed to, and experience, a variety of disciplines including physical therapy, speech and language therapy, occupational therapy, and counseling. Offered both first and second semesters.



795 – Etymology

2 credits – full year

This course is designed for language learning-disabled students for whom any combination of vocabulary, learning memory, decoding and encoding skills is an area of weakness. Students will learn about the origins of the English language and discover how words have evolved to present-day usage. Emphasis will be placed on mastery of word-building skills with an expectation that knowledge of prefix, suffix, and word roots will expand. Students will be required to pronounce, spell and understand targeted words and to develop an understanding of associations between word families in English. Students will also develop strategy use for remembering vocabulary and for performing well on vocabulary tests.

796 – Writing Skills

4 credits

This course is designed for those learning-disabled students whose expressive language difficulties have hampered the development of their vocabulary, grammar and punctuation skills, sentence formation, paragraph development, and composition skills. Course objectives include identifying and using basic parts of speech, organizing ideas and information prior to writing, generating compound and complex sentences, vocabulary expansion and proofreading skills.

810 – Leadership in Action

1 credit

For juniors and seniors only. An interactive course designed to encourage students to engage in leadership opportunities within the Lexington Public Schools. Students will identify and examine their own leadership qualities, develop team building capabilities, explore a variety of decision-making models and apply their leadership skills to daily life. Developing cultural awareness and sensitivity to an array of perspectives will be integral to the course.

The first part of the course will focus on the acquisition of skills. These skills include public speaking, group facilitation, outreach and peer education. Students will be responsible for developing a work-



ing understanding of key aspects of adolescent development including risky behaviors and their consequences, choices and decision making, and the impact of peer pressure on relationships. The focus for skill development will be on substance abuse prevention. Students will apply this knowledge on a number of practical levels during the semester.

The second half of the course will focus on the application of skills. Students will choose from a variety of projects including: providing substance abuse prevention education to fifth graders, co-facilitating middle school leadership workshops, leading activities at the middle and high schools and presenting at parent and community forums.

The course will meet twice a week for one semester and offer 1 credit. Students may repeat the course for an additional credit.

Credit for Service

Lexington High School students frequently learn much about themselves and their community through their service activities. In order both to recognize and encourage such participation, credit is awarded for some of these activities. Four (4) credits are the maximum allowed for one academic year.

821 – Personnel/Personal Services

Quarter(s)

Students provide personnel services by assisting with the organization of the college fair, student orientation, and similar group activities. Students provide services by tutoring in the LABBB program, participating in other activities in which direct one-on-one personal contact helps another person grow. All students who wish to earn credit must make a written contract with a sponsor. All students who wish to earn credit must complete a written contract with Dean Sanders no later than three weeks into a quarter. Two unexcused absences from service results in the student's not receiving credit for the quarter. Credit is usually based on one credit for 40 hours of service.



School-to-Work Experience

701 – School-to-Work Experience

2 credits

Advance permission of Guidance Department is required. This program gives students an opportunity to work in the Lexington Public Schools or in the community. Students explore careers or special interests. By participating in this program, students will acquire knowledge about a career field, and learn skills within that field. This enables students to make more realistic career decisions. Students are required to keep a journal and receive satisfactory written evaluations from both the employer and the Guidance Counselor in order to earn credit.

Special Education

Lexington High School offers assistance to special needs students designed to meet their individual needs as described in their educational plans. Based on the recommendations of the educational team, students may enroll in special education courses, in addition to the other assistance they receive. These courses are listed here to facilitate the scheduling process.

097 – Reading Skills

4 credits

This is a special education English class in which reading skills are strengthened through decoding, vocabulary and comprehension work. Phonetic analysis, spelling, oral reading, root work and word patterns are studied. Reading selections include short stories, articles and poems, as well as selections from novels and plays. Emphasis is on making connections with earlier learning and structuring reading to increase understanding. Both oral and written responses are required. Although remedial work, that is, learning to read, is necessary, reading is also presented as an important vehicle for learning, and expanding the student's knowledge base is an important component of the course.



Transition Program

The Transition Program provides courses in career exploration and planning, independence skills and work experience all of which are intended to help students make the transition from high school to suitable post-secondary education, training and/or employment. The program is aimed primarily at juniors and seniors (some freshmen and sophomores) receiving special education services who are unclear about available career, work, and/or educational options or are indefinite about post-high school plans. Referrals, based on need for services, are part of the educational team process.

702 – Introduction to Careers

1 credit – semester

Grade 11 – group format. Students will learn about possible careers, majors, and areas of study for the future. Activities will include taking an interest inventory, learning about strengths and skills, and using active strategies and multimedia materials to explore careers and post-high school options. Students will gather information for a Career Summary sheet and be encouraged to share it with parents and school professionals.

Note:

Interest assessment may help if student wishes to enroll in Experiential Classroom (780) at Minuteman.

703 – Introduction to Careers

1 to 2 credits – year

Open to Grades 10, 11 and 12 – individual format

For juniors – similar to 702, but more attention to individual career exploration and planning needs.

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

**Note: Sophomores by individual arrangement.**

Future Visions (708), a course focusing on independence-related skills, is offered jointly with the Intensive Learning Program for their sophomores and freshmen.

704 – Transition Work Experience

1 to 2 credits/quarter

Prerequisite:

702, 703, or currently enrolled

Open to Grades 11 and 12; some grade 10 by special permission.

Students participate in work experiences 6-20 hours per week for work exposure, career exploration or as a career major. Emphasis on job holding, and workplace competencies for the current decade, with continuation of career exploration and post-high school planning.

Students must carry comprehensive (24 hr.) insurance coverage, or an acceptable alternative.

Policy of Non-Discrimination

It is the policy of the Lexington Public Schools not to discriminate on the basis of race, gender, color, religion, sexual orientation, national origin, age, or disability in its educational programs, services, activities, or employment practices. Inquiries regarding the application of the Lexington Public Schools' non-discrimination policy may be referred to the Director of Human Resources at 1557 Massachusetts Avenue, Lexington, MA 02420.