# **LUNENBURG HIGH SCHOOL**



# PROGRAM OF STUDIES 2020-2021

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#### **PRINCIPAL'S MESSAGE**

Dear Parents and Students:

We are pleased to introduce the 2020-2021 Lunenburg High School Program of Studies. Lunenburg High School's faculty and administration are committed to our tradition of providing students with a challenging curriculum and a school environment that is designed to prepare them for future success.

This program contains important information about the course selection process, including credits, course descriptions, and graduation requirements. This will help you in selecting your courses for next year. We encourage both parents and students to read the program thoroughly to become familiar with the academic offerings at LHS. We also encourage you to formulate or continue your Graduation Progress Worksheet - a four year plan, to serve as a road map in charting your course selection.

The Program of Studies of Lunenburg High School is designed to produce the best educational opportunities possible for all of our students. Toward this end, the curriculum, and the co-curricular program are subject to ongoing review and revision to meet the ever-changing needs of the student body and the community at large. This program has been prepared to assist students and parents in planning a course of studies appropriate to individual needs and interests. You are urged to consult with the professional staff for further clarification of course objectives.

The School Counseling Department, Department Chairs, and teachers will provide you with information regarding course sequence and other matters pertinent to your individual goals. It is imperative that you review the minimum requirements and course prerequisites and, if necessary, consult with your School Counselor and Department Chairs prior to enrolling in courses. The importance of choosing the right program to fill your particular needs, interests, and abilities, and that also coincide with your postsecondary goals cannot be stressed enough. Your choice of courses is an important decision and should not be taken lightly. Once you have made your decisions, you will be committed to those courses for the 2020-2021 school year.

Best wishes for success in the courses you select.	
Sincerely,	
Robert McGrath Principal	Annica Scott Assistant Principal

#### **LUNENBURG PUBLIC SCHOOLS MISSION STATEMENT**

The Mission of the Lunenburg Public Schools is to provide all students with the skills, confidence, and passion for lifelong learning so that they may find their own paths to successful careers, active citizenship, and rewarding lives.

#### **OUR CORE VALUES**

- Quality education cultivates creative problem solving, independent thinking, and multiple points of view.
- Effective education addresses the whole child, involves authentic engagement, and provides multiple pathways to success.
- Students must be provided with an academically and personally safe environment that promotes effective learning.
- Students should be provided with opportunities to develop initiative and responsibility which will help them become active and supportive community members.
- Focused, sustained professional development and reflective practice are fundamental to excellence in teaching.
- Strong collaboration and open communication among school staff, students, families, and the community develop mutual respect and trust, and enhance students' ability to succeed.
- Resourcing decisions should be responsible, address critical needs and put students first.

#### ANTI-DISCRIMINATION POLICY

Lunenburg Public School system complies with all regulations and procedures of General Laws of Massachusetts: 71B:1 (Chapter 766), 76:5, & 76:16, Title Vi, Title VII, Title II, Title IX, and Section 504. These laws provide:

No person shall be excluded from or discriminated against in admission to a public school of any town and that all programs, activities, and employment opportunities are offered without regard to race, color, sex, gender identity, religion, national origin, sexual orientation or disability.

S'il vous faut une traduction de ce document dans votre langue maternelle, veuillez contacter M. Robert McGrath au (978) 582-4115, le poste 2103 ou bien par courriel à rmcgrath@lunenburgonline.com

Si se necesita este documento traducido al español, favor de llamar al Señor McGrath, al número 978-582-4115, ext. 2103, o se puede enviarle un mensaje por correo electrónico a rmcgrath@lunenburgonline.com

# **Lunenburg High School Graduation Requirements**

Students must meet ALL requirements in order to participate in the graduation ceremony and receive a Lunenburg High School diploma.

Classes	LHS - 24 Credits 19 (content classes) 5 elective classes	MassCore & Massachusetts Higher Education Admission Standards
English	4 credits	4 credits
Math *Must enroll in a math class all 4 years	3 credits	3 credits (Alg I & II and Geometry or Trigonometry) including mathematics during final year of high school.
Science	3 credits (including 2 with lab work)	3 credits (including 3 with lab work)
Social Studies	3 credits, including World History & US History; 2.5 out of the 3 credits must be History designated courses.	2 credits (including US History)
Foreign Language	2 credits (consecutive language)	2 credits (consecutive language)
Unified Art (visual and performing)	2 credits	
Physical Education	1.5 credits	
Health	.5 credits	
Electives	5 credits from the above classes, STEP, and/or VHS	2 credits from the above standards or Unified Arts

\*MCAS Requirement - See information and chart below.

All students (starting with the class of 2023) must complete a civics project as a graduation requirement. This requirement can be fulfilled by taking either Civics & Community Engagement, AP U.S. Government & Politics, or English Community Service Learning.

#### \*MCAS GRADUATION REQUIREMENT

The Massachusetts Education Reform Law of 1993, state law, <u>G.L. c. 69, § 1D</u>, requires that all students who are seeking to earn a high school diploma, including students educated at public expense in educational collaboratives and approved and unapproved private special education schools within and outside the state, must meet the <u>Competency Determination (CD) standard</u>, in addition to meeting all local graduation requirements.

Students must earn a passing score on the MCAS tests in English Language Arts (ELA) and Mathematics, and one of the Science and Technology/Engineering (STE) tests (Biology, Chemistry, Introductory Physics, and Technology/Engineering) to meet their CD requirement.

Because of the transition to the next-generation MCAS tests, there are currently different CD requirements depending on the student's original class, as shown in the table below. Requirements for the classes of 2021 - 2023 reflect an interim passing standard for ELA and Mathematics defining a level of achievement on the new tests that is similar to the standard on the legacy tests. Information on future classes will be provided at a later time. Note that students in the classes of 2021 - 2023 may be in the "Not Meeting Expectations" level (440–469) but still earn their CD.

Students may fulfill the CD requirements through the standard MCAS tests or the MCAS Alternate Assessment. Students who do not pass the MCAS tests in grade 10 may take retests according to these participation guidelines in grades 11 and 12 and beyond.

	Classes of 2021 - 2023		
ELA	Option 1	Option2	
	Earn a score of 472 of higher	Earn a score between 455 and 471 and Fulfill the requirements of an Educational Proficiency Plan	
Math	Earn a score of 486 of higher	Earn a score between 469 and 485 and the requirements of an Educational Proficiency Plan	
STE	Earn a score of 220 or higher	N/A	

An EPP must be developed for any student who does not meet or exceed the Proficient level (a minimum scaled score of 240) or next-generation equivalent on the grade 10 ELA and/or Mathematics tests.

Each EPP includes, at a minimum:

- a review of the student's strengths and weaknesses, based on MCAS and other assessment results, coursework, grades, and teacher input;
- the courses the student will be required to take and successfully complete in grades 11 and 12; and
- a description of the assessments the school will administer on a regular basis to determine whether the student is moving toward Proficiency.

To qualify for a Lunenburg High School diploma, students in the class of 2020 must earn a scaled score of at least 240 on the grade 10 MCAS <u>ELA</u> and <u>Mathematics</u> tests or retests, or earn a scaled score between 220 and 238 on retests, or earn a score of Needs Improvement on a competency portfolio, and fulfill the requirements of an <u>Educational Proficiency Plan (EPP)</u>. Students must also earn a scaled score of at least 220 on one of the <u>high school MCAS Science and Technology/Engineering (STE) tests: Biology, Chemistry, Introductory Physics, or Technology/Engineering</u>, or a score of Needs Improvement on a competency portfolio in one of these STE disciplines

An Educational Proficiency Plan must be developed for any student who does not meet or exceed the Proficient level (minimum score of 240) on grade 10 ELA and MCAS tests.

Each Educational Proficiency Plan will include, at a minimum:

a. a review of the student's strengths and weaknesses, based on MCAS and other assessment results, coursework, grades, and teacher input;

- b. the courses the student will be required to take and successfully complete in grades 11 and 12; and
- c. a description of the assessments the school will administer on a regular basis to determine whether a student is moving toward proficiency.
- d. EPP tests for Math will be given in the spring and will be required for all students who received a Needs Improvement on the Math portion of the MCAS

MCAS testing is typically administered in March, May and early June. All 10<sup>th</sup> grade students will take MCAS ELA and Mathematics. MCAS Science/Technology/Engineering STE is administered to 9th grade students in Biology and 10th grade students who have not yet been administered and passed a High School STE MCAS. MCAS re-tests are administered to juniors, seniors, and transfer students who have not yet achieved competency.

# A GUIDE TO THE COURSE SELECTION PROCESS

Due to school closures the process by which students select and register for classes will be adjusted accordingly. Please be sure to read your emails for any and all updates to the 2020-2021 Course Selection and Registration process.

It is very important that students and parents/guardians carefully review and discuss the available course options in this Program of Studies. Students should review graduation requirements and plan accordingly. The master schedule, courses to be run, and number of sections are created based on student course selections.

Lunenburg High School teaches a college preparatory curriculum that supports students continuation with post-secondary plans. Academic course levels include; College Preparatory (CP), Honors (H), and Advanced Placement (AP).

Each student is required to be enrolled in a minimum of six credits each year. However, it is recommended that students consider to register for at least 6.5 credits with the exception of freshman who will be enrolled in additional elective credits if available and upon request. Two semester courses (0.5 credit each) are considered the equivalent of a 1.0 credit course. Students are encouraged to select the most challenging courses including those of an exploratory nature. We urge that this information be used to outline your Graduation Progress Worksheet - a four-year plan. Keeping track of subjects taken and credits earned towards graduation requirements as well as fulfilling prerequisites for further, course work, training, employment, and post-secondary education are important to the process.

The course selection process begins during the second semester and includes:

- A presentation to all classes by the School Counseling Department outlining course selection options, scheduling deadlines, and distribution of a course selection worksheets.
- Teacher Recommendation Days are designated times during which teachers recommend courses for their students for the following school year. When required, course selections will include a designated level, for example, \*\*Advanced Placement (AP), Honors (H), or College Preparatory (CP) as determined by their teacher.
- Parents/guardians and students should discuss and review the Program of Studies and course selection worksheet prior to student selecting and registering for classes in PowerSchool.
- Student's recommendations, graduation requirements, and course selection will be reviewed and discussed with School Counselors, individually and in small groups after Teacher Recommendation Days and prior to students entering additional

- electives selections in Powerschool.
- School Counselors will also be available to assist students with entering course selections as needed.

\*\*AP - IMPORTANT CHANGE: Beginning fall 2019, **all** AP students must decide whether or not to take, register, and pay for their AP exam/s at the beginning of the school year typically by mid November. Exact date to be determined. This change is being mandated by College Board.

<u>Parent/guardian involvement is essential in the Course Selection is process.</u> Parents/guardians are urged to call or email the recommending teacher, department head, or school counselor at any time during the scheduling process if they have any questions.

Once scheduling is completed, changes are made only if there is a conflict in the student's schedule, a senior needs a required class, a course is eliminated/ changed/or added, and/or a student fails a prerequisite course. Changes in course placement are extremely rare once the initial requests are complete. Students may not change a class for the purpose of changing teachers, periods or to be with friends.

Lune	enburg High S	School Gradua	ation Progress	Spreadsheet	
Name :			Yr. of Graduation:		
English (4)	Í	II	III	IV	Total (4 req)
Math (3) *a math class all 4 years	Course	Course	Course	Course	Total (3 req)
Science (3)	Course	Course	Course	Total (3 req)	
Social Studies (3)	World	us	Course	Total (3 req) 2.5 in History	
Foreign Language (2)	Course	Course	Total (2 req)		
Physical Education (1.5)	Course		Credit	Total (1.5 req)	
Unified Arts (2)				Credit	Total (2 req)
Electives (5)	Course		Credit	Total	
Health	Course	Total (0.5 req)			
Civics Project (2023)					Complete
Credits	Earned	Total Earned	On Track Needed		
Grade 9			6		
Grade 10			12		
Grade 11			18		
Grade 12			24		

#### **COURSE SELECTION AND FUTURE PLANS**

Students that meet graduation requirements at Lunenburg High School by choosing college preparatory courses, including 4 years of Math, will have met the minimum admissions standards for the Massachusetts State Universities and University of Massachusetts, as determined by the Massachusetts Board of Higher Education. These standards represent minimum requirements, and meeting them does not guarantee admission since campus officials consider a wide range of factors in admissions decisions. Admissions standards for the state's community colleges differ in that they may admit any high school graduate or GED recipient. Private colleges and universities, as well as out-of-state public colleges and universities, set their own admission standards.

If you are planning to pursue post-secondary education, the following are general recommendations/requirements for course selection in order to meet the minimum admission standards at Massachusetts State Universities and UMass campuses. Private colleges and universities, as well as out-of state public colleges and universities, may require additional coursework.

#### Freshmen Applicants

The admissions standards for freshmen applicants at Massachusetts' public four year institutions have three primary components:

- 1. Successful completion of 17 required academic courses in specific courses; and
- 2. A minimum average and weighted grade point average (GPA) earned high school level academic courses; and
- 3. The submission of SAT or ACT scores. A small number of Massachusetts State Universities and UMass campuses are participating in a Test optional program. For further information contact the admissions office at the institution/s to which student is applying.

Academic Course Requirement for Entering College Freshmen, please refer to table on page 5 <u>Lunenburg High School Graduation Requirements</u>.

For details on the Massachusetts Board of Higher Education Admission Standards, please visit <a href="http://www.mass.edu/foradmin/admissions/documents/DHEAdmissionsStandardsReferenceGuide\_June2016.pdf">http://www.mass.edu/foradmin/admissions/documents/DHEAdmissionsStandardsReferenceGuide\_June2016.pdf</a>

GPA Requirement - The minimum average GPA for freshman applicants, weighted for accelerated (Honors and Advanced Placement) courses is 3.0 for both Massachusetts state colleges and UMass campuses. No applicant with a GPA below 2.00 may be admitted to a Massachusetts state college or UMass campus. Calculating a weighted GPA is a process conducted by admissions offices and does not reflect policies and practices in place for high schools. All colleges and universities will recalculate the unweighted GPA reported on the LHS transcript. Typically, performance based courses are taken out of the calculations and additional weight is added to AP and Honors level courses. Please visit <a href="http://www.mass.edu/forstufam/admissions/gpacalc.asp">http://www.mass.edu/forstufam/admissions/gpacalc.asp</a>, for detailed information about calculating a weighted GPA.

SAT/ACT Score Requirements - Unless the college/university is designated as Test Optional, freshmen who are within three years of their high school graduation must submit their SAT or ACT scores. Applicants who meet the GPA requirement do not have to use the sliding scale for admission but still must submit SAT or ACT test scores for consideration. If an applicant's GPA falls below the required minimum, a sliding scale will apply. This scale should be used only when an applicant's GPA falls below the required 3.0 minimum for admission to the state colleges or UMass. Please refer to the Board of Higher Education website at www.mass.edu for more specific information regarding admissions standards and sliding scales.

*NCAA Division I and II Eligibility Requirements* - Student athletes who are interested in playing Division I or Division II athletics at the college level should let their LHS School Counselor know as soon as possible. Prospective student-athletes will need to register with the NCAA Clearinghouse in the fall of their junior year. It is the responsibility of the student-athlete and their parent/guardian to know the eligibility requirements for competing in the NCAA. The NCAA requires that all student-athletes at the Division I and Division II level complete a minimum number of core courses,

earn a minimum gpa, and meet certain SAT/ACT requirements in order to be eligible to participate in sports in college. All requirements, additional information, and registration for the NCAA Clearinghouse can be found at <a href="https://www.eligibility.conter.org">www.eligibility</a> center.org.

A helpful resource, the NCAA Guide for the College Bound Student Athlete, can be located at: <a href="http://www.ncaapublications.com/productdownloads/CBSA17.pdf">http://www.ncaapublications.com/productdownloads/CBSA17.pdf</a>

#### **ALTERNATIVE COURSE OFFERINGS**

(With written approval of administration)

#### **DUAL ENROLLMENT**

The Dual Enrollment Program was authorized by the Massachusetts Education Reform Act of 1993. Qualified public high school juniors and seniors can earn both high school and college credit while taking courses at Massachusetts public colleges or community colleges. Lunenburg High School maintains Dual Enrollment agreements with both Mount Wachusett Community College and Fitchburg State University. Juniors and seniors who meet the college and LHS qualifying criteria should see their school counselor for further information. Each year that a junior or senior is in dual enrollment, they must pass English one semester and be enrolled in a minimum of 12 credits, each semester. **Interested students must meet with their school counselor during the semester before they plan to enroll**. Each student that completes a Dual Enrollment application to either MWCC or FSU will also be required to complete a LHS Dual Enrollment contract. This contract contains additional information regarding specific Dual Enrollment policies at LHS. This contract must be signed by a parent/guardian before the application will be processed. (See contract page 38)

#### **Virtual High School Courses (VHS)**

VHS courses are available. The intent of online learning is to allow students to pursue courses that are not available to students within the Program of Studies at LHS. Courses that are currently offered at LHS cannot be taken through VHS. Students receive rigorous course content in their courses, and are given the opportunity to participate with students from other states and countries in their virtual classroom learning experience. Students who take online courses are gaining many skills, such as multimedia presentation skills, online collaboration and communications, assessment of online resources and online team building skills, which are essential to the 21<sup>st</sup> century learner. Students interested in this program should see their school counselor or the VHS Coordinator. A VHS registration form and contract must be completed by LHS student prior to registering for a VHS course. Some courses require additional fees, which are the responsibility of the student. All VHS courses will appear on the LHS transcript. AP VHS courses receive the weight that is assigned to other AP courses, however, we do not assign additional weight to the final grades for VHS Honors courses. *A list of available courses will be coming soon*.

# **SENIOR TRANSITION EXPERIENCE PROGRAM (STEP)**

The STEP program enables seniors to participate in community-based experiences that challenge them to test and refine their future goals. STEP experiences will engage students in one of the following strands:

- Career Experience: Unpaid internships in business or professional placements
- Community Service: Activity that contributes to the local community

Eligibility: Students who have earned a minimum of 16.00 credits are eligible for the program.

<u>Credit</u>: Students may participate in a one half credit per semester experience.

- A half credit experience requires the student to be enrolled in at least five academic classes and participate for four hours per week in a STEP placement.

<u>Schedule</u>: Seniors will schedule STEP experiences in cooperation with their sponsors. The daily schedule may allow for late arrival and/or early release, which facilitates STEP experiences during the traditional work/school day.

STEP experiences will take place during the fall and/or spring semester. Students will be notified of proposal approval by the last day of the school year for the upcoming fall/spring semesters.

Student Responsibilities: Participating seniors are responsible for the following:

- Locate their own STEP placements and sponsors. (the STEP Program coordinator or school counselor may assist with information or referrals). Parents are not eligible to be sponsors of their own children, nor are students allowed to be sponsored at a parent-run family business.
- Prepare a STEP program application (see STEP coordinator for the paperwork) which will include:
  - O Description of proposed experience
  - O Expected outcomes (What will you know and be able to do?)
  - O Approval by sponsor & parents
- Present the proposal to the STEP Coordinator
- Complete Cori Check/follow-up with sponsor in doing so as well if approved
- Join the google classroom/continue to follow-up with responsibilities
- Create an online portfolio of the experience
- Prepare thoughtful reflections
- Communicate regularly with the STEP coordinator
- Meet all course responsibilities as outlined in the syllabus

The STEP Coordinator will conduct the following activities:

- o Advise STEP program participants
- o Communicate with program participants on a regular basis
- o Evaluate student performance and provide timely feedback
- Assign term and final grade

#### **OTHER COURSE OPTIONS/MAKE-UP CREDIT**

There may be a circumstance where a student is required or chooses to take a course outside of Lunenburg High School. Each situation and circumstance is unique and will be treated as such.

With the exception of students that are enrolled in full-time Dual Enrollment at MWCC or FSU, it is the expectation that students will complete all of the Lunenburg High School graduation requirements with Lunenburg High School courses or approved summer school courses. The outside course permission form must be completed and have all signatures prior to enrolling in any course outside of LHS.

In the event that a student requires summer school, the student must have satisfied the following criteria in order to receive full credit for the course:

#### **Summer School**

- 1. The student must have achieved an overall final grade of at least 50 in the failed course or have lost credit due to absences.
- 2. Summer school courses taken outside of Lunenburg High School must be from the approved list provided by the school, or approved in writing by the administration.
- 3. Summer School grades are factored into GPA as a 1 credit course. These grades do not replace the failed course grade.

# Off- Campus and/or Online Learning

- 1. All off-campus and online courses must be approved before course begins, in writing by the school counselor, the appropriate department head, and the administration.
- 2. Off- campus and online courses costs are the responsibility of the student.
- 3. Off- campus and online courses may not be taken simultaneously with the same course at LHS
- 4. Off- campus and online courses cannot be taken if the same course is offered in the LHS curriculum.
- 5. Prior to enrollment in any course, the course approval form must be completed. All information regarding credit earned, graduation distribution (if applicable), inclusion of the course on the transcript, etc. will be determined as part of the approval process.

#### **ENGLISH**

The guiding principles of English instruction in all grades are to develop the literacy level and critical thinking skills of all students to the highest possible extent. To this end, reading, writing, and speaking are at the core of each program. Much attention is given to the practice of expository writing and other writing forms.

Each level of English is carefully designed to meet the needs and interests of students of varying abilities. Placement of each student will be determined by the recommendations of English teachers and guidance counselors.

The following guidelines will be used to determine student placement level within specific English courses:

#### Honors (H) English

An Honors English student

- 1. Is an abstract thinker
- 2. Is a passionate, independent learner prepared to generate questions and pursue answers
- 3. Is an avid and advanced reader ready, willing, and able to interact with a variety of complex texts
- 4. Is a mature and sophisticated writer, capable of expressing nuanced ideas in clear and concise prose
- 5. Is an articulate and thoughtful speaker who actively participates in substantive discussions
- 6. Is an aspiring wordsmith, eager to improve skills in all aspects of English Language Arts
- 7. Completes homework thoughtfully and thoroughly
- 8. Retains material from previous courses
- 9. Absorbs information quickly and readily uses it to make connections
- 10. Maintain an 85 average to be recommend for and continue with the Honors level of work Students recommended into an honors or AP class should be consistently performing well-above his or her peers in a CP class.

#### College Preparatory (CP) English

Students recommended for this section will study the same curriculum offered to the honors sections, but will be provided with more support. This is a college preparatory level that ensures that students are prepared for a four year college.

A College English student

- 1. Understands and develops abstract thinking skills with guidance
- 2. Has the ability to be an independent learner and is willing to interact with a variety of complex text
- 3. Is a competent writer, capable of expressing ideas with clarity
- 4. Actively participates in class discussions
- 5. Completes homework on a consistent basis
- 6. Retains material from previous courses
- 7. Makes connections between information learned in English and other subjects

English I 1 credit

Grade 9

Prerequisite: Teacher recommendation for (H)

Honors (H) and College Preparatory (CP) English: Study of the foundations of literature—short story, novel, drama and poetry—begun in Grade 8 is continued at a more advanced level. Several full-length novels are read. Language study, including grammar, punctuation, sentence structure and usage, is reinforced by frequent written and oral work. Students are also introduced to the Modern Language Association (MLA) style of writing. Formal preparation for the MCAS exam is begun. Students are also required to participate in the Freshmen Speaking Project and a cross-curricular genocide project. Completion of additional summer reading is required for the Honors division.

English II 1 credit

Grade 10

Prerequisite for H: teacher recommendation <u>and</u> a grade of 85 or above (H English I) or 90 or above (CP English I)

#### Honors (H) and College Preparatory (CP) English

The emphasis in Grade 10 is on power and society. Novels, plays, and poems are selected because of their importance as literature and their appropriateness for high school students. Students will study at least one Shakespearean play. Expository, narrative, and critical writing will be emphasized. Preparation for the MCAS exam is continued. Completion of additional summer reading will be required for the Honors level. To continue in Honors Level English, a student must maintain an 85 average.

English III 1 credit

Grade 11

# Advanced Placement (AP) English Language and Composition

Prerequisite for AP: Teacher recommendation <u>and</u> a grade of 85 or above (H English II) or 90 or above (CP English II). This course is open to juniors selected on the basis of ability and interest. The course includes much of what College Prep English students study, but it requires much more work. In AP English Language and Composition, students read works selected not only because of their importance as literature, but also for their serviceability in discovery of the elements of rhetoric. We will study rhetorical tactics of expository, analytical, and argumentative essays. Skills emphasized will prepare students who will take the AP English Language and Composition exam. To be considered for and to continue in AP Level English, a student must maintain an 85 average.

#### College Preparatory (CP) English III

The emphasis in Grade 11 is on American literature. Students read novels, plays, and poems selected because of their importance to the development of American literature and their appropriateness to the interest and ability levels of eleventh grade students. Composition work will include creative, expository, and critical writing. Students will be taught how to develop a research paper. Work in vocabulary development will continue.

English IV 1 credit

Grade 12

Prerequisite: English III

#### Advanced Placement (AP) English Literature

Prerequisite: Teacher recommendation and a grade of 85 or above (AP Language & Composition) or 90 or above (CP English III) - An Advanced Placement course is open to seniors selected on the basis of ability and interest in continuing English studies at the college level. The course includes the same units as the College Prep English groups study, but much more in depth reading, writing, and thinking are required. The course follows an outline established by the College Entrance Examination Board, and students must take the Advanced Placement English Board examination in May. A comprehensive summer reading and writing program is also a requirement of the course and will have multiple due dates over the summer. All work must be completed by due dates for admission to the course. Assistance will be given in writing essay applications for college admissions. To enter the Advanced Placement a student must have maintained an 85 average in AP Language. A final senior project is required of all students.

# College Preparatory (CP) English

Students will study a series of units, much like college elective courses, in English. Writing assignments will continue to emphasize the creative, expository, and the critical paper; students will write a research paper. Work in vocabulary development will continue. Assistance will be given in writing essay applications for college admissions. A final senior project is required of all students.

#### Honors (H) English: Community Service Learning

Prerequisite for H: teacher recommendation.

Students study a series of units, much like college elective courses, in English. Writing assignments will continue to emphasize the creative, expository, and the critical paper; students will write a research paper. Work in vocabulary development will continue. Assistance will be given in writing essay applications for college admissions. Additionally, students will be involved in a community service learning project. Working individually, in partners, or teams, students will research and identify a community need, create a community partnership, employ a plan of action, and evaluate their impact on the problem. Skills in communication (email, phone calls, proposals) that are often used in career fields will be developed. Students base their research papers and senior projects on their community service learning project.

Completion of this course will fulfill the civics project graduation requirement.

# Career and Community College Preparatory (CCCP) English III and IV 1 credit

Grades 11-12

Prerequisite: English I and English II and Teacher Recommendation

In this two year course, students will explore career and college possibilities and prepare themselves for entering a career-field or post-secondary education setting. Students will examine, in both fiction and nonfiction, American and world literature. Students will employ critical reading skills and examine chosen works through a variety of analytical lenses. Students will study vocabulary, conduct research and write analytical essays. Practice with creative and career-related writing will also be expected. Speaking presentations with technology and media integration will be required. Students will be accepted into the course after completing a recommendation process that includes teacher, student, and parent approval.

#### Film Literacy

0.5 credit (Counts as a Unified Arts credit)

Grades 11-12

Prerequisite: Students must be 17 or have permission from instructor

Students will study film elements, techniques and history. Films and excerpts from films will be viewed both to illustrate points of instruction and to provide material for critical analysis. Students must participate in discussion, take written tests and read criticism. Note: Film Literacy does <u>not</u> count toward the four-year English requirement for graduation.

# **Sports Literature**

0.5 credit (General elective credit)

Grades 9-12

Prerequisite: None

Students will read sports writers past and present to develop an ear for good writing. They will write sports essays, profiles, and game write-ups. They will explore how to find their own voices as writers and get their writing to authentic audiences.

#### <u>Digital Literacy</u> 0.5 credit (General elective credit)

Grades 9-10

Digital literacy is defined as "the ability to find, evaluate, utilize, share, and create content using information technologies and the internet." Students in this course will learn how to engage and communicate effectively and responsibly in the digital realm. Students will explore the fundamentals of using electronic devices for academic, professional, and personal needs. Course topics will include digital citizenship, website publishing, blogging, digital source evaluation, email composition, and responsible social media use.

#### **ELA Skill Building**

0.5 credit (elective)

Grade 9-12

Prerequisite: Recommendation from LHS staff

This course is designed to provide support for students who struggle with a variety of skills that would inhibit their ability to fully access and engage with their inclusion ELA curriculum. The focus of the class is individual to the students and their current areas of growth which could include, but are not limited to; vocabulary acquisition, reading comprehension, organization of writing, and comprehension of the components within formal writing. This class is based on a Tier II intervention model and provides support to students who require more support in addition to their core curriculum

through a systematic, data driven, and purposeful process. Response to Intervention (RtI) is the practice of providing high quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals and applying student-outcome data to important educational decisions. RtI should be applied to decisions in general, remedial and special education, creating a well-integrated system of instruction/intervention, guided by student outcome data. (NASDSE, 2008).

#### **MATHEMATICS**

We seek to individualize math instruction at LHS. Placement in a course is based on a student's math ability. Typically students choose from the following courses at their grade level. Any exceptions must be recommended by their teacher and approved by the department chairperson.

9 <sup>th</sup> Grade	Algebra IA	Algebra I	Geometry	Geometry H
10 <sup>th</sup>	Algebra 1B	Geometry	Algebra II	Algebra II H
Grade				
11 <sup>th</sup>	Algebra II	Algebra II	Pre Calculus or Advanced	Pre Calculus H
Grade			Mathematical Decision Making	or
				Pre Calculus
12 <sup>th</sup>	Geometry	Pre Calculus	Calculus or Advanced	AP Calculus AB
Grade			Mathematical	or
			Decision Making	Calculus

Note: Honors level courses are deeper and faster paced than the regular college courses, and assume a considerable amount of time and interest on the part of the student as well as a high level of performance. Mathematics concepts are often introduced at an abstract and theoretical level. Recommendation of the teacher and successful completion of prerequisites are requirements for these courses. **Honors level courses will require summer work**.

Algebra IA 1 credit

Grade 9

Prerequisite: Teacher recommendation based on assessment scores. Students who have passed Algebra I, II or Geometry are not eligible for this course.

This is the first course in a two-year sequence that completes Algebra I. It is a formal study of the integration of algebra and geometry and also an introduction to statistics. Students who successfully complete this course will normally finish the Algebra I curriculum in the second year course, Algebra IB.

Algebra IB 1 credit

Grade 10

Prerequisite: Algebra IA and teacher recommendation. Students who have passed Algebra I, II or Geometry are not eligible for this course.

This is the second course in a two-year sequence that completes Algebra I. This course integrates the study of algebra, geometry as well as probability and statistics. It is intended to develop proficiency with mathematical skills, to expand understanding of mathematical concepts and to improve logical thinking.

Algebra I 1 credit

Grade 9

Prerequisite: Teacher recommendation.

This is the first in a three-year sequence of college preparatory mathematics. It integrates the study of algebra and geometry with an emphasis on algebra and also introduces probability and statistics. Topics include operations with the real numbers, solving linear equations and inequalities, graphing linear functions, exponents, quadratic functions, and factoring.

Students at LHS with a grade less than 70 in Algebra I, IA, IB or Algebra II are encouraged to enroll in summer school or retake the course the following year to strengthen their mathematical foundation. Elective credit is available.

Geometry 1 credit

Grades 9-12

Prerequisite: Algebra I

This is the second course in the three-year sequence that makes up the core of the math program. It integrates the study of algebra and geometry, with an emphasis on formal geometric concepts. Topics include study of Euclidean geometric postulates and theorems with the integration of algebraic concepts. Formal proofs are included at the honors level.

Honors Geometry: Requires a grade of 90 or higher in the either Advanced Common Core 8 or Algebra 1 AND recommendation of teacher.

Algebra II 1 credit

Grades 10-12

Prerequisite: Algebra 1 and Geometry OR Algebra 1A and Algebra 1B

This is the third course in the three-year sequence that makes up the "core" of the mathematics program at Lunenburg High School. It integrates the study of algebra and geometry, with an emphasis on trigonometry, and linear and non-linear functions. The course is intended to develop proficiency with mathematical skills, to expand understanding of mathematical concepts, and to improve logical thinking.

Honors Algebra II: Requires a grade of at least 85 in the Honors Geometry AND recommendation of teacher.

#### **Advanced Mathematical Decision Making**

1 credit

Grades 11-12

Prerequisite: Algebra I, Geometry, Algebra II and teacher recommendation

This is a course designed to follow the successful completion of Algebra II. The course includes a strong emphasis on statistics, an ongoing thread of financial applications, and the use of mathematical models from discrete mathematics, algebra, geometry, and trigonometry to solve complex problems in a range of engaging contexts.

<u>Precalculus</u> 1 credit

Grades 11-12

Prerequisite: Geometry and Algebra II (grade of at least 70 in both courses OR recommendation of teacher.

This course is similar to Precalculus H but with more time spent on trigonometry and less on topics from analytic geometry. The treatment of the other topics is less abstract than in Precalculus H. It is advised, if this is the student's last course in math, that the SAT II subject test be taken after completion of the course. Topics include: polynomial functions, radical functions, exponential and logarithmic functions, rational functions and trigonometric functions.

# Honors (H) Precalculus 1 credit

Grades 11-12

Prerequisite: Algebra II Honors (grade of at least 80 AND recommendation of teacher).

NOTE: Students not in the Honors Math Program must attain a grade of at least 90 and receive the approval of the Mathematics Department Head.

This course is designed as an extension of a student's previous three years of college preparatory mathematics. The objective is to provide a mathematically sound preparation for calculus. Topics will be selected from trigonometry, advanced algebra, and analytical geometry. Precalculus H is a more sophisticated course which will cover more material at a more abstract level than Precalculus.

<u>Calculus</u> 1 credit

Grade 12

Prerequisite: Precalculus course with a grade of at least 85 or better OR recommendation of teacher. This course is designed for motivated students who desire a rigorous non-AP Calculus course. Students will study functions, limits, continuity, derivatives of algebraic and trigonometric functions, integration, and applications of differential and integral calculus. This course will include a review of topics from previous courses and will extend to topics covered in a college course. A TI-84 calculator is **required** for this class.

#### Advanced Placement (AP) Calculus AB

1 credit

Grade 12

Prerequisite: Honors Precalculus course with a grade of at least 80 or Pre Calculus course with a grade of at least 90, AND recommendation of teacher.

This course is designed for the mathematically talented student as an introduction to the differential and integral calculus, with emphasis on functions, limits, and techniques. It provides a review and reason for the student's previous mathematical background. This course prepares students to take the Advanced Placement exam in Calculus. The material in this course follows the Advanced Placement Program curriculum and is comparable to a college level course.

A TI-84 calculator is **required** for this class.

Students interested in taking the SAT II subject test will be eligible in December of their senior year.

Students will be expected to take the AP exam in May.

Math Enrichment 0.5 credit (elective)

**Grade 10-12** 

Prerequisite: Teacher recommendation and assessment scores.

The purpose of this course is to provide students with the opportunity to remediate skill deficits, primarily due to the loss of face-to-face classroom time last year. Plans for each student will be individualized in order to suit whichever class they had last year. Students will also learn general strategies to enhance their organizational skills, independence, aptitude with technology, and social-emotional health.

#### Math Skills Building (available spring 2020)

0.5 credit (elective)

Grades 9-12:

Prerequisite: Recommendation from LHS Staff

is designed to provide support for students who struggle with a variety of skills that would inhibit their ability to fully access and engage with their inclusion math curriculum. The focus of the class is individual to the students and their current areas of growth which could include, but are not limited to; math fact fluency, fractions, decimals, percents, and pre-algebra skills. This class is based on a Tier II intervention model and provides support to students who require more support in addition to their core curriculum through a systematic, data driven, and purposeful process. Response to Intervention (RtI) is the practice of providing high quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals and applying student-outcome data to important educational decisions. RtI should be applied to decisions in general, remedial and special education, creating a well-integrated system of instruction/intervention, guided by student outcome data. (NASDSE, 2008).

#### **SOCIAL STUDIES**

All students must successfully complete three years of social studies to graduate from Lunenburg High School.

For the class of 2021 this requirement includes the following sequence:

9<sup>th</sup> grade: World History: The Modern Era

10 grade: U.S. History: The Colonial Era through The Civil War & Reconstruction

11 grade: U.S. History: 19<sup>th</sup> Century Post Civil War to the present.

Beginning with the class of 2022 this requirement includes the following sequence:

9<sup>th</sup> grade: World History: The Modern Era

10 grade: U.S. History: The Colonial Era through the Present

10-12 grade: One Social Studies credit (of which at least 0.5 credit must be history based)

#### Honors & College Prep Modern World History (SS/HIST)

1 credit

Grade 9

Required course for graduation

Prerequisite for Honors level: Recommendation by 8th grade teacher

The Modern World History course covers the late 17th - 21st century world. The course focuses on the Scientific Revolution, the Enlightenment, major 19th & 20th century revolutions, industrialization, economic ideologies, nationalism, imperialism, world wars, technological advancements, globalization, and the continuing persistence of political, ethnic, and religious conflict in many parts of the world. Student skills will focus on reading and deciphering primary sources, using primary sources as evidence to back up historical theses, and accessing and utilizing databases to conduct research.

Completion of additional summer reading is required for the Honors level.

#### **Honors & College Prep United States History** (SS/HIST)

1 credit

Grade 10

Required course for graduation beginning with the class of 2022

Prerequisite for the Honors level: World History & Recommendation of 9th grade World History

The United States History course covers American history from the mid 18th century to the present focusing on the emergence of the United States as a nation, expansion west, slavery, the Civil War, the emergence of the United States as a world economic and military power as well as American social history from the progressive movement through current movements in civil rights, immigration, and technology. Throughout the course, students will read and analyze primary sources and apply research skills independently.

Completion of additional summer reading is required for the Honors level.

# Advanced Placement United States History (SS/HIST) 1.0 credit

Grade 11

Prerequisite: US History & recommendation from 10th grade US History teacher

This course is designed to prepare students to achieve success on the Advanced Placement Exam in United States History. This course covers American history from 1491 to the present by examining nine distinct time periods from the eve of Columbus' landing to current world affairs. Students will use major events, key players, and turning points in American history to develop historical thinking skills like continuity and change, contextualization, comparison, and causation. During the year, students will be expected to do a significant amount of reading, writing, and independent research. Completion of additional summer reading is required for the AP level.

#### The Medieval Experience - Honors (SS/HIST)

0.5 credit

**Grades 10-12** 

Prerequisite: Recommendation from Social Studies teacher

In this Honors-designated course, students will explore the politics, theology, territorial reach, and socio-economic dynamics of both Western Christendom and Dar-al Islam between the fall of the Roman Empire and La Reconquista. The semester will entail a vigorous research component, where students will sharpen their skills analyzing texts, art, and architecture from cultural milieus far removed from their own.

Completion of additional summer reading is required for the Honors level.

#### **Early America** (SS/HIST)

0.5 credit

Grades 11-12

Prerequisite: United States History

In this college prep semester course, students will examine the everyday lives of Colonial Americans through a social, political, geographic, economic, and religious lense. Topics covered will include exploration, witch trials, epidemics, battles, cooking, family structure, local politics, Alexander Hamilton, and much more. This half semester course will include a research project that will strengthen their understanding of some of America's earliest settlers and the United States' origin story.

#### Nuclear Age (SS/HIST)

0.5 credit

Grades 11-12

Prerequisite: United States History

In this College Prep-designated course, students will chart the evolution of post-World War II American culture, politics, and economic phenomena in tandem with Cold War international policy and conflict through the Reagan administration. The semester will include a research component where students will strengthen their critical reading abilities across modern media – texts, film, television, and advertising.

#### The Fight for Civil Rights (SS/HIST)

0.5 credit

Grades 11- 12

Prerequisite: United States History

Students will have the opportunity to analyze, discuss, and evaluate the history of civil rights movements in America. In a module-designed format, students will explore the challenges various marginalized groups experienced in their fight for equality, enfranchisement, recognition, and representation. Each module follows a similar structure for the sake of uniformity. Students will sift through introductory materials, followed by a deep dive into challenging primary sources. Afterwards, students will engage in a discussion, mock congress, or mock trial based on the challenges, issues, and obstacles that civil rights movements encountered in the past and today. For a final assessment, students will develop authentic outreach projects to inform and further educate the community on the issues of inequality, injustice, and prejudice, which unfortunately continue to plague our modern society.

Economics (SS) 0.5 credit

Grades 10-12 Prerequisite: None

This semester long elective course will introduce students to basic economic concepts and issues. Structured as an interactive activity based experience, major issues confronting the world today will be discussed including capitalism, international trade, money and value, supply and demand, banking and entrepreneurship. Strongly recommended for students who plan on taking economics or pursuing a business degree in college.

Psychology (SS) 0.5 credit

Grades 11-12 Prerequisite: None

This introductory course attempts to help students better understand human behaviors. This course will focus on the normal course of human development as well as on the cause and treatment of mental illness. The course will cover the basic terminology and theories of psychology and will try to make them relevant to students' lives.

# Advanced Placement (AP) U.S. Government and Politics (SS) 1 credit

Grade 12

Prerequisite – US History I and US History II (for the class of 2021)

US History (beginning with the class of 2022)

AP U.S. Government and Politics is an intensive study of key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. You will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behavior. You will also engage in disciplinary practices that require you to read and interpret data, make comparisons and applications, and develop evidence-based arguments.

Completion of this course will fulfill the civics project graduation requirement.

# <u>Civic & Community Engagement</u> (General elective)

0.5 credit

Grades 10-12

Prerequisite: None

In this semester long course students will complete a student created civics project within their community. Students will identify an issue, research route causes, develop a project, and meet with stakeholders in the community.

Completion of this course will fulfill the civics project graduation requirement.

#### **SCIENCE**

All students must successfully complete three years of science to graduate from Lunenburg High School.

Most 8<sup>th</sup> graders should choose Physical Science of the Earth as their 9<sup>th</sup> grade science course. These students would then take Biology as their 10<sup>th</sup> grade course and would take the MCAS Biology exam at the end of that year.

Eighth graders who have been recommended for 9<sup>th</sup> grade Honors in science will take Biology in 9<sup>th</sup> grade. These students will take the MCAS Biology exam at the end of the year.

#### **Engineering the Future**

1 credit

Grade 9

Prerequisite: Teacher recommendation

This is a full-year, introductory science course, suitable for recommended students in grade 9. The class introduces students to engineering and technology. This class is designed for all students, not just technically oriented students. The four units of the course are: Engineering Design and Manufacturing, Fluid and Thermal Systems, Electricity and Communication, and Construction and Integrated Systems. Readings, research, lab activities, and prototype development and construction are used in the delivery of the content. Engineering the Future relates directly to Massachusetts and national standards. It prepares students for the engineering/technology MCAS and provides students with an introduction to key physics concepts. The curriculum is guided by the Massachusetts State Frameworks for Science, Engineering, and Technology and was developed in partnership with the Boston Museum of Science.

#### **Physical Science of the Earth**

1 credit

Grade 9

Prerequisite: None

This lab science covers the physical laws of nature as they apply to planet Earth. Students will experiment with force-based activities, types of motion and the nature of the electromagnetic spectrum. Principles of matter and energy will be investigated, including heat transfer and gravity. Connections to astronomy, geology and meteorology will be emphasized. This full year, one credit course is most appropriate for 9<sup>th</sup> graders.

<u>Biology</u> 1 credit

Grade 10

Prerequisite: Physical Science of the Earth or Engineering the Future

This full year course prepares all students for a college level biology class delving into the following topics mandated by the Massachusetts Biology Frameworks.

Classification/organization of life utilizing microscopes, macromolecules (carbohydrates, proteins, lipids and nucleic acids), diffusion/osmosis, enzymes, cellular respiration/photosynthesis, DNA/protein synthesis, mitosis/meiosis, genetics, evolution, ecology and anatomy/physiology (digestion, respiration, circulatory, skeletal, muscular and nervous systems).

Students will take the MCAS exam in Biology at the beginning of June.

Honors (H) Biology 1 credit

Grades 9-10

Prerequisite: Recommendation of previous science teacher

Honors level Biology is designed for the student who not only has a high level of understanding in science, but who has also demonstrated outstanding abilities in math, writing and reading comprehension. The course will cover the state frameworks listed in the standard Biology course in greater depth than the standard Biology level.

Students will take the MCAS exam in Biology at the beginning of June.

<u>Chemistry</u> 1 credit

Grades 10-12

Prerequisite: Biology

This course is designed for the college bound student. The course will cover properties of matter, atomic structure, periodicity, chemical bonding, chemical reactions and stoichiometry, gases and kinetic molecular theory, solutions, acids and bases, equilibrium and kinetics, thermochemistry, oxidation-reduction, and electrochemistry. Emphasis will be placed on laboratory experiences and hands-on activities.

Honors (H) Chemistry 1 credit

Grades 10-11

Prerequisite: Recommendation Biology Teacher

This full year course is designed to prepare the advanced student for upper level science courses, including Advanced Placement Chemistry in the junior or senior year. It will cover all of the same topics as the standard course, but in greater depth.

Honors (H) Physics 1 credit

Grades 11-12

Prerequisite: Recommendation form science teacher and successful completion of Algebra II (Honors 80 or better, College Prep 90 or better) and must be enrolled in pre-calculus or higher math Honors Physics honors is a lab based course with an emphasis on using and applying math skills to solve real world problems. The course analyzes Newtonian Laws of Motion through multiple dimensions and continues through circular motion, conservation of energy, electricity, magnetism, and optics in a year-long course. Students will be expected to complete projects, conduct inquiry lessons, and relate classroom experience to lab activity. Lab reports will be an important assessment in the course.

Physics 1 credit

Grades 11-12

Prerequisite: Recommendation from science teacher and successful completion of Algebra II and enrolled in pre-calculus or higher math.

College physics is a lab based course with an emphasis on concepts and using math skills to solve real world problems. The course analyzes Newtonian laws of Motion through multiple dimensions and continues through circular motion, conservation of energy, electricity, magnetism, and optics in a year-long course. Students will be expected to complete projects, conduct inquiry lessons, and relate classroom experience to lab activity. Lab reports will be an important assessment in the course.

Horticulture I 0.5 credit

Grades 11-12

(Fall) Prerequisite: 9<sup>th</sup> and 10<sup>th</sup> grade science

This half-year course is an introduction to the study of plants and their uses. The course will cover the basic structure and function of plants, the identification of some major families of houseplants, greenhouse management and floral and plant crafts. Students will be involved in lab activities 2-3 days per week and will work in the greenhouse at least one day per week. Students will create and care for several plant projects that they can take home.

Horticulture II 0.5 credit

Grades 11-12

(Spring) Prerequisite: Horticulture I

This half-year course is being offered as a continuation of Introduction to Horticulture I. Several areas of horticulture will be examined through more in-depth studies and projects. A plant collection and other more advanced greenhouse projects are included.

# Honors (H) Anatomy/Physiology

1 credit

Grades 11-12

Prerequisite: Completion of Biology, Chemistry and Teacher Recommendation Anatomy and Physiology is an honors level course designed for juniors or seniors who have a strong interest in biology and/or medicine. The course starts with a study of the body systems, chemistry, cytology and histology during which students will use the microscope to become familiar with the characteristics of the cells and tissues that make up the human body. The remainder of the course will

cover the major organ systems of the human body from two perspectives, (1) anatomy, which is the study of the structure of the body and how those structures are related to each other and (2) physiology, the study of how those structures work. The anatomical aspects are studied primarily through the dissection of a cow bone, sheep heart, sheep kidney, cow eye, sheep brain and fetal pig.

#### **Environmental Science**

0.5 credit

Grades 11-12

(Spring and Fall)

Prerequisite: Successful completion of 9th and 10th grade science

In this half year course students are introduced to a systematic process for environmental decision making. It will ask them to identify and prioritize the consequences of decisions that affect the environment. Students will learn about carrying capacity, global population trends, resource consumption, food webs, ecosystems, sustainability, geographic visualization and information analysis technologies. Other topics include energy resources, water use, recycling and conservation, dam and river flow dynamics, and water storage in aquifers.

<u>Astronomy</u> 0.5 credit

Grades 10-12

(Spring and Fall)

Prerequisite: Biology

A wide variety of issues will be addressed in the project-based course. Students will gather information about the universe through observation and calculation. Students will also write about astronomy's role in our society and the future of space exploration. A strong math background and a familiarity with computers will be helpful. Students are encouraged to attend at least one "star party" in the evening.

#### **Advanced Placement (AP) Chemistry**

1.5 credits

Grades 11-12

Prerequisite: Chemistry and teacher recommendation

(Two periods per day/semester one and one period per day semester two)

This course is designed to be the equivalent of the general chemistry course usually taken during the first college year. Students should attain a greater depth of understanding of fundamentals and should develop a higher competence in dealing with chemical problems. This course differs qualitatively from other high school chemistry courses with respect to the kind of textbook used, topics covered, the emphasis on chemical calculations and the mathematical formulation of principles, and the kind of laboratory work done by students. Quantitative differences appear in the number of topics covered, the time spent on the course by students, and the nature and variety of experiments done in the lab. \*Students will be expected to take the Advanced Placement exam in May.

## **Advanced Placement (AP) Biology**

1 credit

Grades 11-12

Prerequisite: Biology, Chemistry and teacher recommendation.

This course is designed to be the equivalent of a college freshman Introduction to Biology. Students who are interested in the biological fields should attain a much greater understanding of the concepts and principles that were studied in the first year of high school Biology. Much time and dedication to the material will be required in order to attain the level of success dictated by this course. The textbook will be on a college level and all students are expected to take the AP exam in May.

Bioethics 0.5 credit

Grades 11-12 Prerequisite: None

This course will center around various topics that students will need to research and defend or oppose. The curriculum is created with students and may include areas such as stem cell research, in vitro fertilization, organ donation, and genetically engineered food. The course is designed for juniors and seniors as it requires a level of maturity consistent with upper class students.

#### **Introduction to Biotechnology (with Applications)**

\_0.5 credits

Grades 11-12

Prerequisite: Biology

This course is designed to be a hands on lab program. It will aim to acquaint students with the diverse field of biotechnology. Topics will include a brief history of biotechnology, job opportunities in biotechnology, recombinant DNA and protein products, microbial biotechnology, plant biotechnology, medical biotechnology, and DNA fingerprinting and forensic analysis. Current ethical issues such as stem cell research and cloning will also be discussed.

Human Biology 1 credit

Grades 11-12

Prerequisite: Biology

This full year course is an introduction to the study of the human body. Students will connect structure to function of the major body systems. Knowledge will be applied to understand how disease and injuries impact the body. This class is heavily project based and students will make many body system models. The majority of dissections will take place the second half of the year. The anatomical aspects are studied primarily through the dissection of a cow bone, sheep heart, sheep kidney, cow eye, sheep brain and fetal pig.

## **Ecology of New England**

0.5 credit

Grades 11-12

Prerequisite: Biology

This class is a study of our natural surroundings and our interactions with them. Students will learn about the plants and animals familiar to New England as well as the area's ecosystems and habitats. The geology of New England's mountains and coastlines will be covered. There may also be an agricultural component where we will be growing vegetables. Students will be going outside regularly in a variety of weather conditions and will be expected to do physical work at times. If possible, we will visit local farms and take field trips to study flora and fauna.

#### **Exploration of Science**

0.5 credit

Grades 9-10

This half-year course is an introduction to the science elective courses we offer here at LHS. Students will have the opportunity to complete an introductory lab/ activity from Anatomy & Physiology, Astronomy, Bioethics, Biotechnology, Chemistry, Ecology of New England, Environmental Science, Horticulture, Physics and Robotics.

# **FOREIGN LANGUAGES**

The graduation requirement for Lunenburg High School is 2 years of the same foreign language completed in grades 9-12. Please be advised the grade 8 foreign language experience does not count towards the credit needed for graduation. Many colleges and universities require three or four years of study of the same foreign language as a requirement for admission.

Foreign Language courses focus on the National and State Learning Standards: communication, cultures, comparisons, connections and communities.

#### Foreign Language Electives, open to all students grades 9-12 are:

French I—explore the language and culture of French speakers around the world. Make connections between the English language and French and begin to discover Francophone vocabulary, traditions and heritage.

Latin I—explore the very roots of the English language, at least 60% of English words are derived from Latin, 80% when you talk about science and technology. Discover what Roman life was like in 79A.D. and how the Roman Empire still affects architecture, government, law, science and more. Spanish I—explore the language and culture of Spanish speakers around the world including in the United States which is estimated to be the 5<sup>th</sup> largest Spanish-speaking country in the world. Learn to speak a new language and make cultural connections.

French I/Spanish I 1 credit

Grades 9-12

Prerequisite: None

The level I course is designed to provide the first year student with an initial background in French/Spanish vocabulary and grammar. Emphasis is placed on developing listening and pronunciation skills, beginning techniques in reading and writing, vocabulary acquisition and communication in the present tense. Students will develop an understanding of Hispanic/Francophone cultures and customs.

<u>Latin I</u> 1 credit

Grades 9-12

Prerequisite: None

This course will introduce students to the language, culture and mythology of ancient Rome, Pompeii and Roman Britain. The study of Latin vocabulary, grammar, short stories and songs, will provide the student with a basic understanding of the Latin language. Emphasis on Latin root words and commonly used Latin phrases will also highlight Latin as the foundation of the English language.

French II/Spanish II 1 credit

Grades 9-12

Prerequisite: Teacher Recommendation and successful completion of level I.

In the second year of French/Spanish, the student continues the study of basic language concepts with increased emphasis on the target language as means of communication. The student develops ability in listening comprehension through the relatively exclusive use of the target language in the classroom, and is strongly encouraged to speak the language to develop oral proficiency. Emphasis is placed on expanding vocabulary and extensive grammar study. Reading and writing skills and speaking skills are developed while continuing to study, understand and appreciate the cultures in which the language is spoken.

Latin II 1 credit

Grades 9-12

Prerequisite: Teacher Recommendation and successful completion of level I. In the second year of Latin, The student continues the study of the language through the culture, mythology and history of ancient Rome, Alexandria and Roman Britain. There is an increased emphasis on vocabulary, grammar, short stories and song to enhance the student's understanding of the language. The student's translation skills advance along with an appreciation for Latin as the basis of the English language.

#### **Honors (H) Spanish III/French III**

1 credit

Grades 10-12

Prerequisite: Successful completion of Level II and teacher recommendation.

The Spanish/French III Honors is an intense course that focuses on the study and use of the Spanish/French language through topical selections, enabling the student to further develop his/her communication in the target language while striving for a higher level of proficiency. Grammar, reading, writing, speaking and listening skills are covered at an accelerated pace. Reading and writing skills will be enhanced through authentic literature selections, newspaper and magazine articles. Listening and speaking skills will be enhanced through music, audio and video presentations. An ongoing, in-depth study of Hispanic and Francophone cultures and customs will enhance language acquisition and cultural appreciation. The student will participate in class discussions, presentations, and projects that include high-order critical thinking. The objective for the student is to participate in progressively more challenging conversations and communicate successfully in basic survival situations. Class is conducted entirely in Spanish/French.

Honors (H) Latin III 1 credit

Grades 10-12

Prerequisite: Successful completion of Level II and teacher recommendation This course continues to focus on the language, culture and mythology of ancient Rome. The writings of Caesar and Cicero provide a backdrop for the history of the Roman Republic while the letters of Pliny offer a first person account of the eruption of Mt. Vesuvius and the foundations of the Roman Empire. An advanced study of vocabulary and grammar increases translation skills. The study of English vocabulary derivation continues. A look at Greek and Roman sculpture and painting also provide insight into the daily life of ancient times. The Latin III Honors student will develop a deeper understanding of authentic prose text and appreciation of rhetorical devices.

#### French III/Spanish III.

1 credit

Grades 10-12

Prerequisite: Successful completion of Level II and teacher recommendation.

This course continues to focus on the study and everyday use of the Spanish and French language through thematic selections, enabling the student to improve upon listening/speaking/writing skills striving for a higher level of proficiency. Reading skills will be enhanced through text selections and authentic literature. An in-depth study of cultures and customs is an integral part of this course.

<u>Latin III</u> 1 credit

**Grades 10-12** 

Prerequisite: Successful completion of Level II and teacher recommendation.

This course continues to focus on the language, culture and mythology of ancient Rome. The writings of Caesar and Cicero provide a backdrop for the history of the Roman Republic while the letters of Pliny offer a first person account of the eruption of Mt. Vesuvius and the foundations of the Roman Empire. Vocabulary and grammar increase the student's translation skills. The study also provide insight into the daily life of ancient times

#### Honors (H) Spanish IV/French IV

1 credit

Grades 11-12

Prerequisite: Successful completion of Level III and teacher recommendation.

The Spanish IV/French IV Honors student is an independent, passionate and eager learner who strives to perfect his/her listening, reading, writing and speaking skills in Spanish or French. During the year, the student will not only further develop his/her communicative skills in Spanish/French but also will develop his/her ability to analyze, synthesize, and evaluate formal written and oral language through active reading and critical writing. The Spanish/French Honors IV student will be able to express facts, ideas, opinions and feelings in a manner that is intelligible to a native Spanish/French speaker, will participate in class discussions, presentations and projects that include higher-order critical thinking. Class is conducted entirely in Spanish/French.

# French IV/Spanish IV

1 credit

Grades 11-12

Prerequisite: Successful completion of Level III and recommendation of teacher The fourth year of French/Spanish immerses the student in the culture and language of the French or Spanish speaking peoples. Emphasis is placed on conversation, vocabulary and correct usage of the language. Correct pronunciation and oral proficiency are primary goals. The classroom experience will provide an appreciation and development of cultural awareness through various readings, media resources and authentic materials.

Latin IV 1 credit

Grades 11-12

Prerequisite: Successful completion of Level III and recommendation of teacher The fourth year of Latin introduces the student to the Golden Age of Latin poetry. The *odes* of Horace, the lyric poetry of Catullus and the *Metamorphoses* of Ovid. These literary masterpieces are compared and contrasted with ancient and modern pieces of literature. A review of grammar and vocabulary enhances translation skills.

Honors (H) Latin IV 1 credit

Grades 11-12

Prerequisite Successful completion of Level III and recommendation of teacher Latin IV Honors introduces the student to the Golden Age of Latin poetry. A deeper understanding of authentic poetry text and appreciation of rhetorical devices are covered in the literary masterpieces of *The Odes* of Horace, the lyric poetry of Cattullus and the *Metamorphoses* of Ovid, comparing and contrasting with ancient and modern pieces of literature. Grammar, vocabulary and translation skills are reviewed at an accelerated pace. Students will do research and presentations on various topics relative to course content.

French V/Spanish V

Grades 12

Prerequisite: Successful completion of Level IV and teacher recommendation.

The objective of the fifth year of language study is to bring the student to a high level of proficiency. Reading/Writing/Speaking and Listening skills continue to be developed and improved. The students will be completely immersed in the target language, aspiring to communicate fluently both in oral and written work. The curriculum will address various topics and all settings pertinent to professional needs through grammar review, oral presentations, occasional field trips and the study of culture.

<u>Latin V</u> 1 credit

Grade 12

Prerequisite: Level IV and recommendation of teacher

Students will continue to develop their translation skills while reading the lyric poetry of Virgil's *Aeneid* and the prose writings of Caesar. Students will also learn to analyze and interpret Latin poetry and prose.

#### Advanced Placement (AP) French/Spanish Language

1 credit

1 credit

Grade 12

Prerequisite: Level IV and recommendation of teacher

This is a first year college level course offered at the secondary level. Students are expected to take the AP exam in May. The global themes set forth by the College Board will enable the student to become more aware of the history and culture of the Hispanic/Francophone world. In preparation for the exam, emphasis will be placed upon oral and written fluency in the language, both presentational and interpersonal, review of grammar, and exposure to authentic materials in audio recordings and reading selections. The student will be assessed according to the indicators or rubrics developed by the College Board of the AP Spanish/French Languages and Culture Exam. The student will receive a portfolio of reading and listening activities for continued practice of the language during the summer prior to the academic year.

# **Advanced Placement (AP) Latin**

1 credit

Grade 12

Prerequisite: Level IV and recommendation of teacher.

This is a first year college level course offered at the secondary level. Students will continue to develop their translation skills while reading the lyric poetry of Virgil's *Aeneid* and the prose writings of Caesar. Students will also learn to analyze and interpret Latin poetry and prose. Students are expected to take the AP exam in May.

#### **Multicultural Connections**

0.5 credit (elective credit)

Grade 11-12

Prerequisite: None

This semester course focuses on the understanding of the relationship between the practices, perspectives, and the products of various cultures. Students will gain a deeper understanding of culturally diverse themes and topics to develop an appreciation of other ways of life and to provide a new understanding of their own culture. Examples of topics to be studied include the crafts, food, music, holidays, art, monuments, daily activities, history, politics, and values of a variety of cultures. This course is conducted in English.

#### **Medical Spanish: A Conversational Approach**

0.5 credit (elective credit)

Grades 11-12

Prerequisite: Successful completion of Level III or Level IV and teacher recommendation. This semester long course is for students interested in pursuing a career in the medical field. The primary objective is the development of conversational skills to communicate in a variety of medical scenarios. Students will also learn specialized Medical Spanish terminology.

# **Spanish for Public Service: A Conversational Approach**

0.5 credit (elective credit)

Grades 11-12.

Prerequisite: Successful completion of Level III or Level IV and teacher recommendation. This semester-long Spanish course will focus on conversational Spanish to communicate in the fields of emergency services (law enforcement and fire response), social work, and human resources.

# **HEALTH EDUCATION**

**Health Education** 0.5 credit

Grade 9 (paired with Physical Education)

Prerequisite: None

Required course for graduation

This course focuses on physical, emotional, and social health issues. It has been designed to provide students with knowledge and sensitivity to a variety of difficult issues with which they are confronted with during their lives. The goal of this course is to reinforce the values established at home, and provide students with the knowledge and skills needed to make sound health decisions. Topics to be covered are as follows:

- Wellness, Stress, Time Management, Health and Risk Behaviors
- Drug and Alcohol Information and Ways to Reduce Risks
- Abuse and Ways to Keep Safe
- Sexuality, Relationships, and Good Decision Making.

#### **Thresholds to Adulthood**

1 credit

Grade 12

Prerequisite: Health Education

This course has been developed for seniors to explore all aspects of their physical, mental, and social well-being. This is a course all about YOU! The goal of the course is to learn more about yourself, appreciate the people in your life as you embark on this next chapter of your life called "adulthood", and prepare you as an independent young adult.

Topics to be covered but are not limited to are as follows:

- Self Issues/Goal Setting/What does our future Hold?
- Family & Relationships
- Aging, Wellness and Health Care & Safety (a Self Defense Training may be an option if the group is interested)
- Death, Loss, Grief, and Healing
- Sexuality/Relationships: Dating/Marriage Customs/Birth and Development
- Budgeting/Living on Your Own

Decisions on other topics will be shared by the teacher and students according to individual needs and interests. This hands-on course will include discussions & debates, guest speakers, group and individual assignments.

# **Current Trends in Health**

0.5 credit

Grades 10-12

Prerequisite: Health Education

This course will provide students the opportunity to explore current trends in health. The goal of the course is to develop health literate students who practice making informed and healthy choices. The course will have an emphasis on developing and applying critical thinking skills to real life scenarios. Class discussions, respectful debate, group and individual assignments will all be a part of this handson course.

#### **PHYSICAL EDUCATION (PE)**

All students are required to earn 1.5 credits in Physical Education before they are eligible for graduation. The Physical Education graduation requirement can be met in two different ways:

-Physical Education 9 (.5 credit)

-Semester electives (.5 credits each)

#### **Physical Education 9**

0.5 credit

Grade 9

Through participation in physical education, students will have an opportunity to learn new skills, develop teamwork, and enhance their physical well-being. This course supports and complements the Health course that is required for all 9<sup>th</sup> grade students. Appropriate gym clothing and footwear are required for this course.

#### PE Semester Elective Courses

0.5 credit

#### **Grades 10-12**

The following courses are offered during the term indicated. Students are encouraged to select elective courses based on their interests and fitness needs. Appropriate gym clothing and footwear are required for all courses.

# **Bigger, Faster, Stronger** Fall/Spring

0.5 credit

This course is for students who want to improve their physical being through weight and plyometric training. The course will follow the Bigger, Faster, Stronger weight training program.

#### **Competitive Team Sports** Fall/Spring

0.5 credit

If you enjoy the games from 9th grade PE or General PE but want to be surrounded by students looking to play at a more competitive level this is the class for you. This class is geared toward students that enjoy friendly competition and want to be challenged by other students looking to participate in that same kind of competitive atmosphere.

Fit for Life 0.5 credit

Want to learn to be FIT for LIFE? This course will focus on total body fitness through various types of workouts utilizing our state-of-the-art work out space and cardio equipment. We will explore a variety of workouts including but not limited to: circuit workouts, weight training, and flexibility workouts as well as indoor or outdoor activities such as volleyball, soccer, and other team and individual sports. All fitness levels and abilities are encouraged to take this course.

#### **General Physical Education** Fall/Spring

0.5 credit

Students enrolled in this class will take a broad based approach to physical education. Activities will include but are not limited to the following: soccer, flag football, speedball, softball, volleyball, basketball as well as daily workout sessions. This course is designed for the student who would like a variety of activities for addressing fitness needs throughout the semester.

#### **TECHNOLOGY EDUCATION**

Technology Education offers a variety of classes that are interdisciplinary in nature and provide significant reinforcement of traditional academic classes. The strongest linkages are with science and mathematics. Most of the classes are presented using a problem solving approach. Technology Education courses are awarded unified arts credit.

#### **Introduction to CAD and Product Development**

0.5 credit

Grades 9-12

Prerequisite: None

This course will introduce students to solid 3D modeling using industry standard software: Solidworks. Students will learn numerous techniques within Solidworks including, but not limited to: Sketches, solid extrusions, extruded cuts, revolves, patterns, fillets, assemblies and advanced features. Students will also learn to apply colors, materials and surfaces to their designs resulting in a photo rendering of their designs. Students will also be able to utilize the 3D printer to print out 3D plastic prototypes. Projects will be relative to real life design issues and challenge students in creative thinking, technical diligence, human factors and aesthetics. Other 3D modeling software applications may be explored.

**Robotics** 0.5 credit

Grades 10-12

Prerequisite: None

Using Vex Robotics Design System, students will design and build remote controlled robots utilizing the engineering design process. Students need to be inventive, self-motivated, responsible workers and be able to follow directions at a high level in order to be successful. Students will need to be able to work well within a project based group and benefit from hands-on learning

#### **Engineering the Future**

1 credit

Grade 9

Prerequisite: Teacher recommendation

This is a full-year, introductory science course, suitable for recommended students in grade 9. The class introduces students to engineering and technology. This class is designed for all students, not just technically oriented students. The four units of the course are: Engineering Design and Manufacturing, Fluid and Thermal Systems, Electricity and Communication, and Construction and Integrated Systems. Readings, research, lab activities, and prototype development and construction are used in the delivery of the content. Engineering the Future relates directly to Massachusetts and national standards. It prepares students for the engineering/technology MCAS and provides students with an introduction to key physics concepts. The curriculum is guided by the Massachusetts State Frameworks for Science, Engineering, and Technology and was developed in partnership with the Boston Museum of Science.

#### **PERFORMING ARTS**

Concert Band 1 credit

Grades 9-12

Prerequisite: Ability to play a band instrument

(Marching Band is not required for Concert Band members. All LHS students can sign up for Marching Band with the LHS Band Director.)

This course provides a wonderful way for students to make music with their peers in a positive, challenging and safe environment. Students will learn the fundamentals of music performance in a large ensemble setting through the study of rhythm, dynamics, intonation, musical phrasing, balance, blend, and other musical elements as we explore music from a broad range of styles. Throughout the year, we will focus on musicianship, performance skills, and knowledge of these musical styles. Consistent individual practice and sectional rehearsals are required outside of class in order for students to meet the expectations of the ensemble. Students will be assessed on their attendance, participation and effort as well as their musical development and achievement through written and performance-based assessments.

Students are required to participate in all band performances within and outside of the school day. The band performs several concerts, and at other school and community events, such as the Memorial Day Assembly and Graduation. Attendance is mandatory.

#### **Vocal Music (Chorus)**

1 credit

Grades 9-12

Prerequisite: None

This large vocal ensemble experience is designed to educate students on the fundamentals of vocal performance while providing a safe environment for students to enjoy making music. Through the exploration of music from a broad range of styles, we will study rhythm, intonation, diction, musical expression, dynamics and other musical elements. Throughout the year, we will focus on musicianship, performance skills, and knowledge of these musical styles. Consistent individual practice and sectional rehearsals are required outside of class in order for students to meet the expectations of the ensemble. Student growth and achievement will be assessed through written and performance-based assignments. The chorus performs at several concerts and community events throughout the year, for which attendance is mandatory.

Basic Piano 0.5 credit

Grades 9-12

Prerequisite: No experience is necessary! Students do not need to have a piano at home.

Take advantage of the chance to learn a musical instrument during the school day. It is a great way to try something new. You will carry it with you for life! This basic piano course will provide students with the techniques needed to play the piano, starting from the square one. Throughout the semester, students will work at their own pace to develop the ability to read music and apply this understanding to a variety of piano music. With a strong foundation, students will then have the opportunity to select their own fun piece to learn as a culminating project.

#### Piano II

Grades 9-12 0.5 credit

Prerequisite: Basic Piano or instructor approval

Here's another chance to practice an instrument at your own pace, in a laid back, fun and challenging environment. And, hopefully learn some music that you really love!

This course is intended to pick up where Basic Piano left off and continue through some more challenging concepts. Prior to the start of the course, students must be able to read music fluently and have prior piano experience playing chords and melodies with both hands simultaneously, but independent from one another. Students will complete both written and performance-based assignments. Students in Piano II will also have the opportunity to choose a piece that they would like to learn as a culminating project.

Guitar Workshop 0.5 credit

Grades 9-12

Prerequisite: No experience is necessary! Students do not need to have a guitar at home.

Do you enjoy listening to music? Much of the popular music we listen to includes guitar. After taking this course, you will have many of the skills needed to play those favorite songs.

This course is designed for students who want to learn how to play the guitar and have never played before. Go for it! Try something new! Emphasis in the first half of the class will be on basic chords and note reading in traditional notation. Then we will explore other types of notation, such as tablature, so that students will be able to read any type of music. Students will work individually and at their own pace to develop their guitar skills. Throughout the semester, participants will learn melodies and chords in a variety of musical styles and work with peers to play duets and compose music. At the end of the course, students will have the opportunity to choose a song that they would like to learn as a culminating project.

Jam Studio 0.5 credits

Grades 9-12 Prerequisite: None

No music experience is necessary! In this exploratory course, students will learn to jam in the popular music genres that they know and love. They will gain experience learning to play simple parts on the keyboard, guitar, ukulele, bass and drums. Jam Studio is a fun, new way to earn your Unified Arts credit as you jam with your peers in a safe, non-judgmental environment. Unlike traditional music classes, the focus here is not on reading musical notation. Students will learn about the elements of music through a variety of music-making experiences. The focus of assessment will be on effort, self-awareness, collaboration and growth. Everyone can make music!

World Music 0.5 credits

Grades 9-12 Prerequisite: None

This course will take students on a journey around the world. Throughout the semester, students will learn about basic musical concepts such as melody, harmony, steady beat, rhythm and tempo while studying music from a variety of cultures. Students will gain an understanding of how these cultures incorporate music into their everyday life and major life events. Through listening, discussion, reading and writing, students will explore music from civilizations in Africa, Asia, Europe, and South America, while learning about its people's vocal, instrumental and dance traditions.

Theater Arts 0.5 credit

Grades 9-12

Prerequisite: None

This course will offer students the opportunity to build their confidence in front of an audience through public speaking activities and acting experiences. Students will participate in several individual and collaborative projects that will give them a variety of opportunities on stage. During the semester, students will work to develop their stage voice, volume and expression, confidence in improvisation, the basics of blocking and stage direction, line memorization, set and costume design while cultivating their creativity. This is a hands-on, active learning course so students will be required to share their work on a regular basis in this safe and supportive environment.

#### **VISUAL ARTS**

The variety of Visual Arts courses are designed to encourage students to challenge themselves in numerous areas of Art and Design. The diverse selection allows students to experience an assortment of art forms, materials and techniques. Many courses are offered without prerequisites. For the serious college-track art student: enrolling in Studio Art, Advanced Studio, and Advanced Placement Art will build a solid foundation and understanding of Art and Design. Concurrent enrollment in other art electives will enhance visual problem solving, technical dexterity and creative project creation.

#### Advanced Placement (AP) Art & Design

1 credit

Grade 12

Prerequisites: Final grade average of 80 or better in Advanced Studio Art, teacher recommendation, summer work.

From College Board:

"[Lunenburg High School's offering of] the AP Art and Design program consists of [two] different courses and AP Portfolio Exams—AP 2-D Art and Design and AP Drawing—corresponding to college and university foundations courses. Students may choose to submit any or all of the AP Portfolio Exams.

"Students create a portfolio of work to demonstrate inquiry through art and design and development of materials, processes, and ideas over the course of a year. Portfolios include works of art and design, process documentation, and written information about the work presented. In May, students submit portfolios for evaluation based on specific criteria, which include skillful synthesis of materials, processes, and ideas and sustained investigation through practice, experimentation, and revision, guided by questions."

All students who are enrolled in AP Art and Design are expected to submit a portfolio to the College Board in May. Any student who does not elect to submit a portfolio will have her transcript updated to list this course as "Advanced Studio Art II" and this transcript will be sent to prospective colleges.

Advanced Studio Art 1 credit

Grades 11-12

Prerequisites: Drawing & Painting, Teacher recommendation, summer work Advanced Studio is an intense year-long class that will expand on students' abilities to utilize various media to create meaningful, well-composed, high quality works of art. Emphasis will be placed on still life, self-portrait, landscape, and the human figure. Students will begin with expansion of drawing and painting techniques. The course culminates with a semester's worth of Art History and the creation of original artwork inspired by this study. Focus will be placed on process, the manipulation of materials to solve visual problems and preparation of quality work for senior portfolios.

Yearbook Design 1 credit

Grades 10-12

Prerequisite: None

Students will integrate elements of Communication technologies including photography, graphic design, digital imaging and various related fields to design and produce the 2018-2019 yearbook. Students will become skilled in a range of communication and management skills necessary to meet deadlines, gather data and design a professional book. Work outside of class is required to complete tasks, fulfill responsibilities and collect images.

# **Ceramic Design Studio**

0.5 credit

Grades 9-12

Prerequisite: None

Students will explore a variety of hand building clay techniques, inclusive of slab, hollow forms, drape molds and functional pottery. Students will also have opportunities to work on the Potter's wheel and create Slip Casted pieces. Students will study the influence and art forms of world cultures for creating connections and projects while integrating the elements and principles of design. Students will apply painting and glazing techniques to create detailed thought out pieces, and be challenged in areas of creative thinking, technical diligence and personal expression. Other projects of varying mediums and materials will be related to world cultures, past and present, to gain an appreciation of how cultural crafts play an important role to everyday life in terms of adornment,

ritual and specific practice. Projects will be integrated with the Elements and Principles of Design.

#### **Drawing & Painting**

0.5 credit

Grades 9-12 Prerequisite: None

Drawing & Painting is a semester long class that will introduce students to the media and techniques of observational drawing and painting. Emphasis will be placed on still life, self-portrait, landscape, and the human figure. Students will begin with the basics of drawing including contour, gesture, foreshortening, and perspective. Students will also have an opportunity to work with paint and learn about the many unique properties and techniques of various media. Focus will be placed on process and the manipulation of materials to solve visual problems.

#### **Graphic Design Basics**

0.5 credit

Grades 9-12 Prerequisite: None

Students will be introduced to visual principles (Elements and Principles of Design), as the basis of graphic design and visual communication. This introductory course will cover how to digitally manipulate images to convey meaning. The use of typography coupled with interesting imagery will be the basis for problem solving real life design issues. This is a computer based course with opportunities to integrate other media into original solutions. The laser engraver will also be used to produce products with custom student designs. Students who have taken Graphic Design I or II may not sign up for this course.

<u>Illustration</u> 0.5 credit

Grades 9-12 Prerequisite: None

Illustration is a semester long class that will introduce students to the exciting field of commercial illustration. Emphasis will be placed on concise visual storytelling, craftsmanship, and character development. Students will begin with observational drawing, the basics of exaggeration, and narrative circumstance before exploring character depiction in various 2D and 3D media. Students will be given exposure to a handful of career avenues that illustrators take including caricature, animation, magazine cartooning, comics, and children's books. Focus will be placed on process and the manipulation of materials to solve visual problems.

Animation 0.5 credit

Grades 9-12 Prerequisite: None

Animation is a semester-long class that will introduce students to the exciting field of hand-drawn animation! Emphasis will be placed on film study, imagination, acting, craftsmanship, presentation, and strong work ethic. Students will study classic animated films, shorts, and TV episodes to discover industry practices, styles, and techniques. Units (or Chapters) culminate with the individual and collaborative productions of hand-drawn animated sequences, which explore movement, character, and story. Focus will be placed on film analysis, process, acting, and solving visual problems.

Print Imagery 0.5 credit

Grades 10-12 Prerequisite: None

Students will investigate traditional printmaking techniques integrating the elements and principles of design. Students will learn how to make fine art prints using studio processes including, but not limited to: relief, monotype, soft cut linoleum, gelli prints and etchings. Students will be introduced to drawing techniques, color theory, layout and design. With an emphasis on studio production, this course is designed to develop higher level thinking, design related technology, art criticism, art history and aesthetics.

Studio Art 0.5 credit

Grades 9-12

Prerequisite: None

This semester course will challenge students with introductory projects in 2D and 3D art and design. Students will be introduced to a variety of techniques and media including, but not limited to:

painting, drawing, perspective drawing, printmaking, and ceramics. Technology resources and observational means will be used to produce images. The application of the Elements and Principles of Design will be explored and applied to thoughtful compositions and projects. This course is open to all students who want a challenge in creating a variety of projects.

<u>Video Production I</u> 0.5 credit

Grades 10-12 Prerequisite: None

This semester course will introduce students to concepts of video editing and enable them to apply film techniques through the creation of engaging video. Students will have the opportunity to use photography equipment to capture staged actions and then use computer editing techniques to add music, sound and other special effects. Students will gain exposure to varying techniques and applications for video editing. Focus will be placed on process and the manipulation of materials to solve visual problems.

Video Production II 0.5 credit

Grades 10-12

Prerequisite: Video Production I

Video Production II is a semester-long class that expands upon the foundation that was established in the first Video Production course. Students will continue to work collaboratively to explore and manipulate their surroundings through the storyboarding, filming, and editing process. Emphasis will be placed on ability to create quality digital videos using composition, lighting, storytelling, audio and editing techniques. Focus will be placed on process and solving visual problems.

Video Production III 0.5 credit

Grades 11-12

Prerequisite: Video Production I & Video Production II

Video Production III is a semester-long class that expands upon the foundation that was established in the first two Video Production courses. Students will continue to work collaboratively to explore and manipulate their surroundings through the storyboarding, filming, and editing process. Emphasis will be placed on ability to create quality digital videos using composition, lighting, storytelling, audio and editing techniques. Focus will be placed on process and solving visual problems.

Watercolor 0.5 credit

Grades 9-12

Prerequisite: none

Watercolor is a semester long class that will introduce students to what is arguably the most kinetic and portable of all painting media. Emphasis will be placed on still life, self-portrait, and landscape. Students will begin with experimentation and repetition of the various application methods of the medium focusing primarily on wet-on-wet and wet-on-dry painting techniques. This course will serve as a threshold to understanding structural form, lighting and color utilization through both indoor and outdoor observational studies. Focus will be placed on process and the manipulation of materials to solve visual problems.

## **SPECIAL SERVICES**

Some students require courses that are not available through the regular curriculum. Alternate courses, taught by special education teachers, are arranged when called for in a student's individual education program

Study Skills 1 credit

Grades 9-12

Study Skills is designed to provide support for students with a variety of learning disabilities and educational needs. Students are provided support in accessing the regular education curriculum, and are encouraged towards making effective progress in the general education classroom. Study Skills is a full credit course that is open only to students who possess an Individual Education Plan with the appropriate recommendation. The class meets every day and is supported by Special Service staff

members who can assist students with problematic areas and provide direct academic instruction. The Study Skills course focuses on organizational strategies, personal management, effective communication, effective study habits, and homework completion. Special Service staff members assist students in overcoming obstacles that are encountered when completing their work, whether it is written work, compositions, or studying for an upcoming assessment. Another facet of the Study Skills course is that students learn to take full responsibility for their behavior and learning.

English 1 credit

Grades 9-12

This alternative English class is designed to provide students with the exposure to the regular education English curriculum per grade level with a modified pace and modified classwork. Students taking this class must have an IEP indicating an alternative class.

Reading 1 credit

Grades 9-12

Reading classes at the high school level vary based on student's individual needs and goals that have been written in IEP's. Various methodologies may be used to address the reading needs.

MASST-R 1 credit

Grades 9-12

The Metacognitive Approach to Social Skills Training-Revised (MASST-R) is a social skills training program, not a discipline program. The program is designed to teach students the skills needed to take control of their own behavior and to make decisions about their behavior based on their own best interests. The student is the focus of the program and is guided to the achievement of positive behaviors through skill acquisition, reflective thinking, extended practice in a variety of settings, and affirmation based on positive feedback from behavioral change using the metacognitive approach. Metacognition is defined as: thinking about thinking or knowing how you know. The leader of the program acts as a facilitator who does not seek to control the direction of the discussion or to provide the central model for correct social behavior. Their role is to facilitate discovery of self and of skills and the building of additional social skills through cognitive and metacognitive questioning. This simply means that the direction of lesson is in the control of the students.

Students specifically learn to **self-monitor** in order to determine what their current behaviors and the consequences of those behaviors are, to **self-direct** in order to choose behaviors consciously that are necessary to gain desired rewards, to **self-evaluate** in order to determine whether those behaviors have been effective in their unique environment, and to **self-correct** in order to improve the outcomes of their behaviors for themselves in their unique environment.

Overall, this program allows students to get to know themselves and how they act/react in certain situations and to take control and ownership of their behaviors.

# Achieve IV

The Achieve IV Program addresses the needs of students with significant disabilities as specified in the IEP. The foundation for each student's educational program is a functional life skills curriculum with the addition of both CORE and modified CORE Curricula designed to meet individual academic needs of each student. Receiving services primarily within self-contained classrooms with the addition of supported inclusion opportunities and community learning opportunities to the maximum extent possible, Achieve IV provides strongly supported learning environments with high student: teacher ratios.

Math- The Achieve math curriculum delivers math skills pertaining to activities of daily living. Topics include basic computations with each operation, understanding money values, budgeting, identifying units of measure, and time management.

English- The Achieve English curriculum offers students a Language Arts class focused on the reading and writing needed for independent living, effective communication, completing functional tasks, and accessing news and schedule documents.

Social Skills- The Achieve social skills class encourages the development of healthy communication and relationships between students and their friends, future bosses, family members, and coworkers. In focusing on reading body language, understanding tone, expressing ones feelings, and in mapping appropriate social situations, students will are afforded independence both in their social and professional lives.

History- The Achieve History curriculum focuses on US and World History topics on alternating years. Each topic has high interest low reading level material. Topics include: voting, trade, recycling, energy sources, agriculture, and terrorism.

#### **Therapeutic Learning Center (TLC/Transitions)**

Grades 9-12

The Transitions Program is designed to support at "risk students," who are struggling academically and/or socially/emotionally. Transitions also supports the reintegration of students who have been absent from school and/or hospitalized due to social/emotional or medically related issues. Any student can receive support from the Transitions Program, but must be referred and meet specific admission criteria. The program is staffed by a Special Education Teacher and a Clinical Social Worker to offer both academic and counseling support to meet the individualized needs of each student. Students are provided assistance in accessing regular education curriculum and are supported towards making effective academic progress and increasing emotional stability.

# OUTSIDE COURSE PERMISSION FORM

Student Name:	Date:
Course Name:	** Please attach course description
Location of Course:	Dates of course:
To the student: In the space below, please e provide any additional information that you	explain why you are looking to take this course, and feel should be taken into consideration.
appropriate Department Head, and the LHS responsibility of the student. A student may replacement of, the same course at LHS. It	pproved in advance by the student's School Counselor, the Principal. All costs for outside courses are the 7 not take an outside course simultaneously with, or in is the policy of LHS not to include courses taken outside urses are not included in the calculation of GPA.
Student	Parent
Department Head	School Counselor
Principal	

#### **DUAL ENROLLMENT CONTRACT**

Student:	YOG:
Date of meeting with School Counselor:	
College planning to attend: MWCC FSU	
Graduation Progress Worksheet completed and attached.	
I plan to enroll in the following classes for (circle one) Fall / Sp	oring Year

#### **Dual Enrollment Student Expectations**

- 1. Students involved with Dual Enrollment are required to meet with a school counselor to review and sign their Dual Enrollment Contract prior to enrolling in courses.
- 2. Dual Enrollment students must enroll in a minimum of 12 credits per semester.
- 3. All courses must be pre-approved by the LHS School Counseling Office before each semester begins. If a student enrolls in courses without approval of the LHS School Counseling Office, we cannot guarantee that a student is on track for graduation.
- 4. Eligibility for Lunenburg High School athletics and extracurricular activities will be determined when student's grades are reported to the registrar.
- 5. To maintain eligibility at Lunenburg High School for athletics and extracurricular activities, students must stay enrolled in a minimum of 12 credits each semester and pass all four courses with a 2.0 or higher.
- 6. Once accepted as a Dual Enrollment student, there is no guarantee that the college can provide the courses that a student needs to meet LHS graduation requirements. Should this situation arise, it will be necessary for a student to return to LHS to complete one or more courses.
- 7. Courses taken through the Dual Enrollment program are included on the LHS transcript, yet not included in the calculation of GPA.
- 8. Dual Enrollment students need to request that their official college transcript be sent to the LHS regisistrar and any colleges or universities that they have applied to, at the conclusion of each semester.
- 9. The cost for Dual Enrollment courses are the responsibility of the student/family. In addition to the cost per course, students are also responsible for the cost of transportation, textbooks, and any other instructional materials or course fees as required

by the instructor.

- 10. At any time a Dual Enrollment student withdraws from a Dual Enrollment course and/or program they **must** notify their school counselor prior to withdrawal.
- 11. Dual Enrollment students withdrawing from a Dual Enrollment program during a semester must provide their school registrar with an official grade report from the college. This grade report must reflect their grade/average at the time of withdrawal. Failure to do so will impact credits needed to meet graduation requirements and may potentially impact students date of graduation.

I have read and understand:			
the Dual Enrollment expectations			
the courses required to pass to be eligible for LHS graduation			
Student Signature	Date		
Parent Signature	Date		
School Counselor Signature	 Date		