

LAWRENCE HIGH SCHOOL



Lawrence
Lancers

Program of Studies
2017-2018

LAWRENCE HIGH SCHOOL CAMPUS

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Lawrence High School Core Values, Beliefs and 21st Century Learning Expectations

Lawrence High School Core Values Statement

Lawrence High School is a community of learners fully committed to nurturing and developing the skills and talents of our students that will be necessary for college and career readiness in the 21st Century. The faculty at Lawrence High School provides students with a safe, positive learning environment in which the needs of our diverse student population are met through a variety of learning opportunities. Students will graduate from Lawrence High School as self-directed, lifelong learners who persist in accomplishing challenging tasks, rise to greatness in the face of adversity, and are socially conscientious and civically engaged members of their community.

Lawrence High School 21st Century Learning Expectations

A Lawrence High School graduate will be able to:

Academic

- Communicate effectively with diverse audiences for a variety of purposes.
- Evaluate and synthesize information, and utilize that information effectively.
- Think critically to evaluate and solve complex problems.
- Collaborate effectively and actively with others to accomplish a wide array of goals and objectives.
- Support original claims and theses with logical arguments and evidence.
- Utilize current technology to conduct research, support critical thinking, enhance learning, and communicate with others.

Social

- Exhibit empathy and compassion towards others.
- Act with resiliency and persistence when facing challenging tasks.
- Demonstrate responsible, respectful, and professional behavior.
- Demonstrate the ability to monitor individual strengths and weaknesses.
- Set and actualize short and long term goals using strong time management and organizational skills.

Civic

- Exercise the rights and obligations of citizenship at both local and global levels.
- Effectively participate in a democracy.
- Utilize networking skills and engage inclusively with others for social and civic purposes.

LHS School/Academy Descriptions

9th and 10th Grade Academies at Lawrence High School:

Both the 9th and 10th grade Academies at Lawrence High School exist to provide a smooth transition for students from middle school to high school, including specific supports and structures to address students' academic and social-emotional needs. Special focus is placed on content specific and cross content strategies that are aimed at increasing academic proficiency, with an emphasis on increasing literacy among all students, with the ultimate goal of ensuring student success on high stakes testing at the 9th and 10th grade levels, and in their transition to the upper grades.

11th and 12th Upper School Academy at Lawrence High School:

The focus of the upper grades will be to effectively prepare students for post-secondary success. Utilizing a "Personalized Pathway" model, students will have access to a wide-range of course trajectories and experiences that will engage students in "real-world" 21st Century experiences within and outside of the school. This will include early college, experiential learning through internships and capstone projects.

Abbott Lawrence Academy:

Abbott Lawrence Academy (ALA) offers students in Lawrence an opportunity previously unavailable to most: the chance to experience a rich and rewarding honors education in the tradition of the most prestigious independent schools in the country, free of charge. ALA provides equal opportunity to all students in the city, leveling the playing fields for Lawrence students who want to accelerate their learning. ALA promises a first-of-its-kind experience: the personalization of an accelerated academic program combined with access to the robust enrichment programs available to LHS. The result is a school that challenges its students every day and ultimately prepares them for admission to the nation's most competitive colleges and universities.

International Academy (INT):

The International High School (INT) is a newcomer program for over-aged and under credited ELLs in grades 9-12 who have been in the country for less than two years and have an English language proficiency score of 1.0-1.9 (Entering) on the WIDA scale. This newcomer program is designed to teach students English while also teaching rigorous content. INT also provides SLIFE (Students with Limited or Interrupted Formal Education) with additional support in acquiring the English language and content in order to graduate.

ENLACE:

Engaging Newcomers in Language and Content Education (ENLACE) serves 9th and 10th grade ELLs who have been in the country for less than two years and have an English language proficiency score of 1.0-1.9 (Entering) on the WIDA scale. ENLACE will also serve 9th and 10th grade SLIFE (Students with Limited or Interrupted Formal Education). Our mission is to provide newcomer students with the academic and linguistic foundation and socio-emotional supports that will allow them to transition successfully and quickly into the mainstream high school environment, with the goal of pursuing the college or career of their choice. Through this process, we will empower our students to proudly and purposefully develop their multilingual and multicultural identities.

RISE:

RISE is a trauma focused behavioral program that works to address the functions of student behavior and give students an environment and structure in which they can find success. RISE uses trauma sensitive practices and a restorative justice framework to build community, address conflict, and keep students accountable for their actions. RISE students are involved in their community through internships, vocational opportunities, and partnering with community agencies, and they are offered a rigorous Common Core based curriculum that results in a high school diploma.

LIFE:

Learning Independence for Everyday (LIFE) is designed to provide each student with an education that allows them to reach their highest level of independence in their daily life and in employment settings. The instructional focus includes functional academics, daily living skills, domestic skills, vocational skills, social emotional development, community awareness and self-advocacy skills to best prepare them for the competitive journey ahead. Student schedules mirror that of a regional vocational school with one week of academic classes and one week of vocational programming.

Lawrence High School Redesign

Lawrence High School is in the final stages of a high school redesign that puts students at the center of their own learning. The redesign plan for LHS will create multiple opportunities for small-school, personalized learning environments across the campus. Academic cohorts defined in a lower and upper school configuration will move LHS away from six disconnected campus academies towards a comprehensive model in order to establish strong relationships among students and teachers and to provide student-centered educational experiences. By personalizing career pathways, students will have greater awareness and access to college and career opportunities matched to their passions and special skills.

The Personalized Pathway Model will be anchored in five domains that will allow students flexibility within a semi-structured articulation of courses as part of their high school experience:

- Banking, Entrepreneurship & Finance
- Health and Wellness
- Performing and Fine Arts
- Public Service and Administration
- Tools and Tech

Within each of the pathways, students will have choices to take courses exclusively in each pathway or take a combination of classes across pathways. These are courses that may lead to industry certification upon completion of the course and successful completion of an exit exam.

Lower School Model

- Lower school students choose among survey elective courses to eventually help identify their College & Career Pathway (SY 2018-19)
- Standards-based grading criteria includes annual capstone project within or outside pathway interests (e.g., addressing homelessness in our community) (SY 2018-19)
- By the end of grade 10, students will have the option of joining the early college program
- Seminar/Advisory provides time for groups of students to collaborate with mentors and teachers and a vehicle for providing socio-emotional support to help students prepare for post-secondary education and success.
- Course curriculum provides built-in, interdisciplinary time during 9th and 10th grades to develop annual capstone projects and explore topics as they relate to possible pathways (SY 2018-19)

Upper School Model

- Upper school students immerse in College and Career Pathways and associate with both grade level house and pathway house
- Graduation criteria and Standards Based Grading criteria include capstone project associated with College & Career Pathways
- Industry mentors provide guidance and experience for development of capstone proposals and projects
- Seminar provides time for groups of students to collaborate with mentors and teachers and a vehicle for providing socio-emotional support to help students prepare for post-secondary education and success
- Course curriculum provides built-in, interdisciplinary time to develop capstone projects; lesson plans; unpack Common Core Standards, develop internships & mentorships, certification programs, and early college/dual enrollment College and Career Pathway experiences
- ALA students integrate for select courses in 9-10 and then access early college/dual enrollment/AP and elective programs in 11-12
- ENLACE students remain in ENLACE and integrate into grade 10 or upper school houses upon successful completion of the program

Graduation Requirements

Lawrence High School has adopted the recommended Mass Core as a program of study that the Commonwealth of Massachusetts suggests that all students complete. Mass Core aligns high school course work with college and workforce expectations. Mass Core is not a set of graduation requirements; it is a recommended course of study for high school students. Below are the current Lawrence High School graduation requirements, the Mass Core suggested program of study, and courses that are currently offered across the Lawrence High School Campus. Students are responsible for knowing their credit status and for taking the courses required to meet graduation requirements.

Content Area	LHS Graduation Requirements
English	4 years
Mathematics	4 years
Science	3 years
History/Social Studies	3 years
Fine Arts	Recommended
World Languages	Strongly Recommended
Health	1 semester
Physical Education	2 semesters

MCAS Competency Determination

Students must earn a scaled score of at least 240 on the grade 10 MCAS ELA and Mathematics tests, *or* earn a scaled score between 220 and 238 on these tests and fulfill the requirements of an Educational Proficiency Plan (EPP).

Students must also earn a scaled score of at least 220 on a high school MCAS Science test. For more information on MCAS graduation requirements visit the following DESE website:
<http://www.doe.mass.edu/mcas/graduation.html>

Educational Proficiency Plans

An EPP is a plan that schools develop to help individual students make progress towards proficiency in English Language Arts (ELA) and/or Mathematics. The purpose of the EPP is to help a student acquire the knowledge and develop the skills he or she needs to be ready for higher education and/or a career after high school.

Each EPP must include:

- A review of the student's strengths and weaknesses based on MCAS tests and other assessment results, coursework, grades, and teacher input.
- A list of the courses in the relevant ELA and/or Mathematics content areas that the student must take and complete successfully in grades 11 and 12.
- A description of the assessments the school will use at least once each year to make sure that the student is making progress toward or has achieved proficiency.

For more information on EPP requirements visit the following DESE website:
<http://www.doe.mass.edu/ccr/epp/general/default.html>

Academic Program and Expectations

At the Lawrence High School Campus the focus of all courses is upon a student's mastery of the enduring understandings and essential skills of that content area. Because our mission is to be certain that every graduating student is prepared to meet the requirements of college and the workplace, a student cannot earn credits for a course unless (s)he demonstrates mastery of these enduring understandings and essential skills. Students who have not earned the required number of credits or who have not successfully completed the necessary course work by the time of graduation (s)he will be ineligible to participate in the graduation exercises.

1. Each student **must** take a full schedule of courses each year. Any variation of the above requires the approval of his/her Administrator.
2. Excessive absences from a course may result in the withdrawal and failure for the class as mandated by the Attendance Policy.
3. In order to ensure quality academic performance, no student may carry more than 40 credits in an academic year unless approved by an administrator.

Report Cards and Grades

Report cards are issued four times per year. Letter grades are put on report cards. Progress reports will be distributed to parents/guardians at the halfway point of the first three quarters.

Grading Scale

A+ 97-100	B+ 87-89	C+ 77-79	D+ 67-69
A 94-96	B 84-86	C 74-76	D 65-66
A- 90-93	B- 80-83	C- 70-73	F below 65

P= Passing

W= Withdrawal when a student changes to a different level of the same course or subject

WP= Withdrawal from a course or subject area with a passing average

WF= Withdrawal from a course or subject area with a failing average due to grades or insufficient participation due to excessive absences

No notation of withdrawal will be made when you withdraw from a course before October 1(fall semester) or March 1 (spring semester)

I= Incomplete

This grade is issued if you have not made up your work prior to the completion of the marking period. If the incomplete is still not made up by the end of the next marking period, an "F" will be assigned. An incomplete grade at the end of the 4th marking period without advance make-up arrangements will result in an "F".

Class Rank

Your rank in class is determined by the difficulty of the course you have selected, the total number of credits of each course, and by your grades.

Weighted Scale Grade Point Value

Grade	Academic	Honors	AP/Dual Enrollment
A+	4.3	4.8	5.3
A	4.0	4.5	5.0
A-	3.7	4.2	4.7
B+	3.3	3.8	4.3
B	3.0	3.5	4.0
B-	2.7	3.2	3.7
C+	2.3	2.8	3.3
C	2.0	2.5	3.0
C-	1.7	2.2	2.7
D+	1.3	1.8	2.3
D	1.0	1.5	2.0
F	0	0	0

Schedule Changes

Schedule changes can be made only for the following reasons:

1. You have been academically misplaced (wrong level).
2. You need a particular course for a career choice or graduation requirement.
3. You did not pass a prerequisite course.
4. You must change your schedule to make room for required courses.
5. You are repeating a class that you previously passed.
6. There has been a scheduling error.
7. A new course has been created which is appropriate for you to take.

Your guidance counselors will not make schedule changes after the first fifteen days of school, or two weeks after transcripts arrive. Any other change must be initiated by the classroom teacher and approved by your Assistant Principal or Principal. Failing a course is not an adequate reason to change or drop a course unless you have demonstrated to your teacher that you have been making a strong effort to succeed.

Course Levels

Courses are leveled as College Prep, Honors, Advanced Placement and Early College in the subject areas of English, Mathematics, and Science & Social Studies. Additional AP courses are offered in these subject areas Spanish and Studio Art. Course levels include:

- **College Prep:** College Prep courses combine challenging instruction with expectations consistent with what is required for success in a two- or four-year college or university. Placement is contingent on administration and/or guidance department approval.
- **Honors:** Honors courses combine rigorous and challenging instruction with high expectations for student commitment, participation, and achievement. The workload and pacing of these classes corresponds with those expectations. Those pursuing an academic pathway toward successful transition to a four-year college or university should enroll in these classes. Placement is contingent on administration and/or guidance department approval.
- **Advanced Placement (AP):** This is a program of college-level courses and exams for secondary school students sponsored by the College Entrance Examination Board. The exam is taken in May of the year that the student takes the course. This exam is graded on a scale of 1 to 5. Either college credit or advanced placement may be granted by the colleges. AP Courses are appropriate for those students who want rigorous college preparatory content with more structured tasks than they may find in an honors class. These classes require relatively strong reading, writing, mathematical, and organizational skills.
- **Early College:** Early college courses with Northern Essex Community College and Merrimack College are available for eligible students on the NECC and Merrimack College campuses. Students may qualify for the Northern Essex Community College program by meeting or exceeding placement standards in the Accuplacer Test and by receiving the endorsement of their school's principal. Students may qualify for the Merrimack Early College program by maintaining a GPA of 3.3 or higher, taking a menu of rigorous courses, completing the Merrimack early college application, and receiving the endorsement of their school's principal. Please contact your school's guidance counselor for information on early college.

Course Descriptions

English Language Arts

English 1, Full Year, Honors 014 and College Prep 013

Students in first year English will read widely across literary genres including the novel, poetry, drama and nonfiction. They will write in a variety of forms, demonstrating their ability to develop a central idea, maintain a coherent focus, structure an essay, and use relevant examples, facts, and details. The course will provide direct instruction in basic research skills. It is important that first year English students begin to use the introspection necessary to consider who they are as both a student and as a global citizen; therefore, the course will focus on the theme of identity.

English 2, Full Year, Honors 024 and College Prep 023

Students in second year English will build on the knowledge they gain in their first year English course by reading a wide variety of fiction and nonfiction. They will learn to independently read critically and to compare and contrast ideas, themes, and concepts. Students will demonstrate their ability to produce coherent, well supported, and carefully crafted writing through a variety of assignments including explanatory, argumentative, and narrative writing. The course will focus on the theme of “portraits of human greatness,” as students explore both classic heroic archetypes, and modern day perceptions of everyday heroes.

English Language and Composition, Full Year 314

This 10th grade course explores civic responsibility and current affairs, exposing students to domestic and global issues while developing and refining college readiness and composition skills. Through reading diverse nonfiction texts, engaging in class discussions, and writing across multiple disciplines, students will learn about the world around them while also becoming more aware of their strengths and contributions to their communities.

English 3, Full Year, Honors 034 and College Prep 033

Students in third year English will continue to develop their skills in analyzing complex literary and informational text. Students will build knowledge, analyze ideas, and develop writing, collaboration and communication skills. Text examines include work from Booker T. Washington, Elie Wiesel, Virginia Woolf and many others. This course will support student growth in all four domains; Reading, Writing, Speaking and Listening, and Language.

English 4, Full Year, Honors 044 and College Prep 043

Students in fourth year English will work with a wide range of high quality text that engage students in analysis of autobiographical nonfiction, speeches, poetry, drama, and fiction. Students will build knowledge, analyze ideas, and develop writing, collaboration and communication skills. The classic and contemporary voices students will interact with include Malcolm X, Henry David Thoreau, Benizar Bhutto, Jared Diamond and William Shakespeare.

Advanced Placement Language and Composition, Full Year 047

Following a syllabus approved by The College Board, the Advanced Placement English Language and Composition course engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer’s purposes, audience expectations, and subjects, as well as the way genre conventions and the resources of language

contribute to effectiveness in writing. All students participating in this course are required to take the AP exam at the time it is offered.

Advanced Placement Literature and Composition, Full Year 045

Following a syllabus approved by The College Board, the Advanced Placement English Literature and Composition course engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism and tone. Readings will be drawn from a wide spectrum of literature and literary non-fiction. All students participating in this course are required to take the AP exam at the time it is offered.

Resource English, Full Year 932

A full year English Language Arts course for students as recommended by their Individual Education Plan, Resource English is designed to instruct students in reading, writing and research skills in a small group setting outside the regular education classroom. The course will parallel the standards and content of the English I and II courses as appropriate to student needs. Students will read and write widely in a variety of forms and genres, including fiction and nonfiction.

World Languages

Spanish I, Full Year, College Prep 431

The Spanish I course introduces students to the Spanish language using the four basic skills sequence: listening, speaking, reading and writing. Structured writing and reading activities have been created to reinforce all of these skills. Students are assessed in a variety of ways with the focus upon performance assessment. All components are integrated and focus on developing effective communication skills in the Spanish language.

Spanish II, Full Year, College Prep 432

Students in Spanish II will build on the skills and learning that they engaged in during Spanish I, with an expansion of the four skills of listening, speaking, reading and writing. The mastery of new vocabulary is a continuous goal in Spanish II. More complex and complete grammatical concepts are taught, and students are further encouraged to write and read in Spanish.

Spanish III, Full Year, College Prep 433

Students in Spanish III will build on the skills and learning that they engaged in during Spanish II, with an expansion of the four skills of listening, speaking, reading and writing. The mastery of new vocabulary is a continuous goal in Spanish III. More complex and complete grammatical concepts are taught, and students are further encouraged to write and read in Spanish. Literature will include fiction, biography, drama, essay and poetry.

Spanish IV, Full Year, College Prep 434

Spanish IV provides students the opportunity to further develop, improve and refine their listening, speaking, reading and writing skills. Emphasis continues to be placed on aural skills with additional emphasis on reading and writing in the target language. Supplementary materials are implemented to

enhance language use. Students experience multiple opportunities to demonstrate their proficiency in Spanish in different contexts. Aspects of contemporary Hispanic culture are emphasized through cultural readings, media, games, and class discussions. The goal of Spanish IV is to engage students in conversation in the target language. Various everyday situations will be used to help the student express his/her opinion, ideas, and values while increasing his/her knowledge and use of the vocabulary. Increased time will be spent with Spanish literature and culture.

Advanced Placement Spanish Language, Full Year 438A/B

The AP Spanish Language course will help prepare students to demonstrate their level of Spanish proficiency across three communicative modes of interpersonal communication, interpretive communication, and presentational communication, and the five goal areas outlined in the Standards for Foreign Language Learning in the 21st Century: Communication, Cultures, Connections, Comparisons, and Communities. The course is meant to be comparable to third year college and university courses that focus on speaking and writing in the target language at an advanced level. All students participating in this course are required to take the AP exam at the time it is offered.

History/Social Studies

World History II, Full Year, 176

Grade 9 students study the rise of the nation state in Europe, the French Revolution, and the economic and political roots of the modern world. They study the origins and consequences of the Industrial Revolution, 19th century political reform in Western Europe, and imperialism in Africa, Asia, and South America. They will explain the causes and consequences of the great military and economic events of the past century, including World War I, the Great Depression, World War II, the Cold War, and the Russian and Chinese revolutions. Finally, students will study the rise of nationalism and the continuing persistence of political, ethnic, and religious conflict in many parts of the world.

U.S. History I, Full Year, Honors 110 and College Prep 110

Students in this course will examine United States history through the lens of American identity and rights. Students will be immersed in a thematic curriculum that connects present with the past and turns history into a narrative that forces students to make connections and think deeply about how the country was shaped by certain events, people and movements. Students will explore the theme of identity through examination of the American Revolution, Civil War, and Immigration. Within each of these core topics students will explore the essential question “how have our moral, philosophical, and cultural values shaped American identity?” Students will explore the theme of rights through examination of the Constitution and Civil Rights. Within each of these core topics students will explore the essential question “how has our concept of rights changed over time?” Students in US History will be required to complete a year-long research paper that focuses on a topic within the course.

U.S. History II Full Year, Honors 120 and College Prep 120

Students in this course will examine United States history through the lens of economic opportunities and world affairs. Students will be immersed in a thematic curriculum that connects present with the past and turns history into a narrative that forces students to make connections and think deeply about how the country was shaped by certain events, people and movements. Students will explore the theme of economic opportunities through the examination of the Westward Expansion, the Industrial Revolution and the Great Depression/New Deal. Students in US History II will be required to complete a year-long research paper that focuses on a topic within the course.

World History, Full Year, Honors 173 and College Prep 177

Students in this course will examine world events from 1500 to the present, including the Enlightenment, the French Revolution, industrialization, imperialism, World War I, Communism and Fascism, World War II, global independence movements, the Cold War, and modern world issues. The goal of this course is to develop critical thinking and writing skills. Students will begin to understand and interpret facts, an important step to becoming an informed and critical citizen. Students will be expected to explain their understanding through clear, concise, and college-level writing.

Advanced Placement U.S. History, Full Year 142

The AP Program in United States History is designed to provide students with the analytical skills and enduring understandings necessary to deal critically with the problems and materials in United States history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials (their relevance to a given interpretive problem, their reliability, and their importance) and to weigh the evidence and interpretations presented in historical scholarship. An AP United States History course should thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in an essay format. All students participating in this course are required to take the AP exam at the time it is offered.

Advanced Placement Human Geography, Full Year 122

AP Human Geography is a 9th grade, yearlong course that focuses on the distribution, processes, and effects of human populations on the planet. The course provides a systematic study of human geography, including the following topics outlined in the Course Description: Nature of and Perspectives on Geography, Population, Cultural Patterns and Processes, Political Organization of Space, Agricultural and Rural Land Use, Industrialization and Economic Development, Cities and Urban Land Use. All students participating in this course are required to take the AP exam at the time it is offered.

History/Social Studies Electives

Economics, Full Year 165

This course examines the allocation of scarce resources and the economic reasoning used by government agencies and by people as consumers, producers, savers, investors, workers, and voters. Key elements include the study of scarcity, supply and demand, market structures, the role of government, national income determination, money and the role of financial institutions, economic stabilization, and trade.

US Government Survey, Full Year 181

This course provides a framework for understanding the purposes, principles, and practices of American government as established by the United States Constitution, including: ideas regarding the nature of government and civic life, and how these ideas have influenced contemporary political and legal systems; ideas at the core of government and politics in the United States which constitute a common American history and civic identity; how institutions of government for the American people are established in the United States Constitution; and the ideas, roles, rights, and responsibilities of citizenship in the United States.

The History of Lawrence, Semester 191

The History of Lawrence course will examine the city of Lawrence from both the perspective of the students in the course as well as through a historical lens. Students will investigate historical figures, events, arts and culture, demographics, urban geography and the sociology/anthropology of the city. This semester-long course will have students creating a place-based research project in the first quarter, examining their home and neighborhood in present day and comparing it to its use 25, 50 and 100 years ago. Students will also learn about immigration and its impact on the city, the history of the city's industry and workers, as well as its arts and culture. As a course-long capstone students will use primary sources to create a living history of Lawrence through digital media. ***Prerequisites: Successful completion of US History I & II.***

Mathematics

Algebra I, Full Year, Honors 213 and College Prep 211

Students will be given an opportunity to master the fundamental skills and understandings of Algebra I, aligned to the Common Core State Standards, and be ready to move on to Geometry. Fundamental skills to be introduced in this course include Expressions and Equations, Graphs and Lines, Functions, Exponents and Radicals, Polynomials and Quadratics.

Algebra I/Geometry, Full Year, Honors 249

Students will be given an opportunity to master the fundamental skills and understandings of Algebra I and Geometry, aligned to the Common Core State Standards, and be ready to move on to Algebra 2. Fundamental skills to be introduced in this course include Expressions and Equations, Graphs and Lines, Functions, Exponents and Radicals, Polynomials and Quadratics, Congruence and Proof, Dissection and Area, Similarity, Circles, Coordinates and Vectors, and Optimization.

Geometry, Full Year, Honors 225 and College Prep 226

Students will be given an opportunity to master the fundamental skills and understandings of Geometry, aligned to the Common Core State Standards. Fundamental skills to be introduced and mastered in this course include Congruence and Proof, Dissection and Area, Similarity, Circles, Coordinates and Vectors, and Optimization.

Algebra II, Full Year, Honors 225 and College Prep 226

Students will be given an opportunity to master the more advanced algebraic skills, aligned to the Common Core State Standards. Advanced skills to be mastered in this course include Fitting Functions to Tables, Functions and Polynomials, Complex Numbers, Linear Algebra, Exponential and Logarithmic Functions, Graphs and Transformations, Sequences and Series, and Basic Trigonometry.

Pre-Calculus, Full Year, Honors 232

Students will be given an opportunity to master the skills that will prepare them for the study of Calculus or other advanced mathematics. Fundamental skills to be introduced in this course include Analyzing Trigonometric Functions, Complex Numbers and Trigonometry, Analysis of Functions, Functions and Tables, Analytic Geometry, Probability and Statistics, and Ideas of Calculus.

Probability and Statistics Full Year, Honors 241, College Prep 240

Statistics is the science of data and information. Probability, a related topic, is the study of the likelihood of potential events. In this course students use statistics and probability to predict likely outcomes, solve problems, practice critical thinking and communicate ideas.

Calculus, Full Year, Honors 243

This course is designed for students preparing for higher education, which may include additional mathematics and science. Advanced skills to be mastered in this course include rectangular and polar coordinates systems; mathematical induction; quadratic equations; trigonometric functions; the Pythagorean theorem; conic sections; laws of sines and cosines; vectors; angular velocity and acceleration; and application of concepts to statistics.

Advanced Placement Calculus AB, Full Year 244

Calculus AB and Calculus BC are primarily concerned with developing the students' understanding of the concepts of calculus and providing experience with its methods and applications. The courses emphasize a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The connections among these representations also are important. Calculus BC is an extension of Calculus AB rather than an enhancement; common topics require a similar depth of understanding. Both courses are intended to be challenging and demanding. All students participating in this course are required to take the AP exam at the time it is offered.

Science

Technology and Engineering, Full Year, College Prep 336

The purpose of this course is to introduce students to the world of technology and engineering as the first step in becoming technologically literate citizens. Through real-world connections and hands-on activities, all students will have the opportunity to see how science, math, and engineering are an integral part of their everyday world.

Biology, Full Year, Honors 311 and College Prep 310

This course teaches students to identify the common characteristics of all living organisms, basic principles of heredity and evolution, and the interdependent nature of ecosystems. During the first semester of this course, the structure and function of living things will be examined from cellular organization to metabolism, growth, reproduction, and response to environmental conditions. Throughout the second semester, students will apply the content and skills previously learned to the study of genetics, ecology, evolution, and the anatomy and physiology of the human body. Labs, dissections and research projects will be an integral part of this course.

Environmental Science, Full Year, College Prep 314

The major theme for this course is the study of living organisms and their interactions with humans and the environment. In this course, cities are investigated as an "urban ecosystem." This course will focus on six main themes: (1) the physical structure and functions of the Earth, (2) the ecological significance of organisms, (3) the historical impact humans have had on the Earth, (4) Environmental Ethics and Policy, (5) Conservation of our natural resources and biodiversity, and (6) how all of these factors play a role in decisions made in urban and community development.

Chemistry, Full Year, Honors 310P and College Prep 310PH

In this class, students will study basic concepts and skills associated with chemistry. The course content is designed to help students connect theory to practical, everyday life. Students will apply scientific inquiry skills to topics of study including: properties of matter; atomic structure and nuclear chemistry; the periodic table; chemical bonding and reactions; states of matter; and solutions, reactions and equilibrium.

Physics Honors, Full Year, Honors 344H

Physics Honors is an inquiry-centered course which combines both conceptual and basic mathematical approaches to learning physics. The major themes explored in this course are: force and motion, matter and energy, electricity and magnetism, heat, waves, and optics. Conceptual understanding of physical phenomena is emphasized through experiments, real-life applications, performance tasks, lectures, discussions, and note-taking strategies. Students will also learn a step-by-step approach to solve problems in physics and use algebraic equations

Physics College Prep, Full Year, College Prep 343

This is an inquiry-oriented course which combines both quantitative and qualitative approaches to learning physics. The major themes explored in this course are: motion in one and two dimensions including rotational dynamics, energy, electromagnetism, thermodynamics, fluid dynamics, waves, and optics. Mathematical skills learned in pre-calculus are employed in problem solving concepts covered. Students will investigate physical phenomena and theoretical models through lab experiments, problem-solving skills, lectures, discussions and performance tasks.

Advanced Placement Chemistry, Full Year 335

This course is designed to be the equivalent of the general chemistry course usually taken during the freshman year of college. For some students, this course enables them to undertake, as freshmen, second-year work in the chemistry sequence at their institution or to register for courses in other fields where general chemistry is a prerequisite. For other students, the AP Chemistry course fulfills the laboratory science requirement and frees time for other courses. All students participating in this course are required to take the AP exam at the time it is offered.

Advanced Placement Biology, Full Year 326

The AP Biology course is designed to enable students to develop advanced inquiry and reasoning skills, such as designing a plan for collecting data, analyzing data, applying mathematical routines, and connecting concepts in and across domains. The result will be readiness for the study of advanced topics in subsequent college courses—a goal of every AP course. All students participating in this course are required to take the AP exam at the time it is offered.

Advanced Placement Physics, Full Year 360

This course provides a systematic introduction to the main principles of physics and emphasizes the development of conceptual understanding and problem-solving ability using algebra and trigonometry, but rarely calculus. In most colleges, this is a one-year terminal course including a laboratory component and is not the usual preparation for more advanced physics and engineering courses. This course covers Newtonian work, energy, and power; and mechanical waves and sound. It will also introduce electrical circuits. All students participating in this course are required to take the AP exam at the time it is offered.

Anatomy & Physiology, Full Year, College Prep 327

This course will give students an in-depth knowledge of the structure and function of all of the systems of the human body. Furthermore, students will study how lifestyle, genetics, and the environment can influence the performance of body system function. Students will perform experiments and apply their knowledge to explain physiological changes that occur when a person experiences forms of chronic and infectious disease.

Forensic Science, Full Year, College Prep 340

Forensic science is an inquiry-based course that uses applied science in civil and criminal cases. The course includes the applications of concepts from the areas of biology, chemistry, physics, earth science, mathematics, and psychology to analyze and investigate evidence that may be discovered in criminal investigations. The application of the scientific method is central to this course – observation, collection and classification of data, examining relationships, forming and testing hypotheses and making conclusions based on evidence. Students will use scientific techniques and technology in order to solve forensic investigations. Research, case studies, mock crime scenes and career exploration are also components of this course.

English as a Second Language

ESL 1, Full Year A/B 051

This course is for Entering English proficiency language learners who have beginning English language skills. Students will practice and develop competency in social and academic language across the four language domains of listening, speaking, reading, and writing. Language functions and forms are learned through themed full class, small group, and accountable pair interactions/tasks and academic writing in response to reading authentic and adapted text. Students enrolled in this course will receive two periods a day of ESL instruction.

ESL 2, Full Year 061

This course is for Emerging English proficiency language learners who have functional English language skills. Students will practice and develop competency in social and academic language across the four language domains of listening, speaking, reading, and writing. Language functions and forms are learned through themed full class, small group, and accountable pair interactions/tasks and academic writing in response to reading authentic and adapted text. Students enrolled in this course will receive two periods a day of ESL instruction.

ESL 3, Full Year 071

This course is for Developing English proficiency language learners who have transitional English language skills. Students will practice and develop competency in social and academic language across the four language domains of listening, speaking, reading, and writing. Language functions and forms of increasing complexity are learned through themed full class, small group, and accountable pair interactions/tasks and academic writing in response to reading authentic text. Students enrolled in this course will receive one period a day of ESL instruction.

ESL Intervention (Formerly ESL 4), Full Year 082

This course is for Expanding and Bridging English proficiency language learners who have transitional English language skills verging on near-native speaker capability. Students will practice and develop competency in social and academic language across the four language domains of listening, speaking, reading, and writing. Complex language functions and forms are learned through themed full class, small

group, and accountable pair interactions/tasks and academic writing in response to reading authentic complex text. Students enrolled in this course will receive one period a day of ESL instruction.

JROTC Leadership, Education and Training Electives

JROTC is designed for those students who want to learn about citizenship and leadership with the program's focus reflected by the mission statement, 'To motivate young people to be better citizens.' It is designed to teach high school students the value of citizenship, leadership, service to the community, service learning, personal responsibility, and a sense of accomplishment, while instilling in them self-esteem, teamwork, and self-discipline. *Wearing of a military uniform once a week is a requirement of this course.*

JROTC Leadership, Education and Training Year 1 991

This is a full year introductory course designed to teach high school students the value of citizenship, leadership, service to the community, service learning, personal responsibility, and a sense of accomplishment, while instilling self-esteem, teamwork, and self-discipline. *Wearing of a military uniform once a week is a requirement of this course.*

JROTC Leadership, Education and Training Year 2 992

This is a full year course in which the main principle is to understand the importance of physical readiness, endurance, and physical training (cardiovascular and muscular development). *Wearing of a military uniform once a week is a requirement of this course.* Successful completion of JROTC 1 is required for this course.

JROTC Leadership, Education and Training Year 3 993

This course is a practicum of oral communications, written communication in the Army format, leadership, physical fitness, first aid, health concepts and skills, military history and American citizenship and development of presentation techniques for small group instruction. *Wearing of a military uniform once a week is a requirement of this course.* Successful completion of JROTC 2 is required for this course.

JROTC Leadership, Education and Training Year 4 994

The main principle of this course is to fine-tune advanced techniques of communication to include classroom presentations, leadership, and physical training techniques with emphasis on physical readiness and fitness, first aid, military history and American citizenship. *Wearing of a military uniform once a week is a requirement of this course.*

Pathways Electives

Business, Entrepreneurship and Finance Pathway

Business Law, Full Year 150

This course is the introduction to business law with an emphasis on introductory principles followed by an analysis of the legal system (courts system, criminal law, tort law and ethics & responsibility). The unit segments which follow will include a detailed analysis of five (5) subject matter areas: 1) *law of contracts*; 2) *commercial & consumer law*; 3) *agency & employee law*; 4) "*doing business*", i.e., choice of business entity and gov't regulation of business; and, 5) *personal law*, i.e., 'minors and the law', personal property, real property, landlords & tenants, insurance and estates.

Introduction to Business, Semester 515

Students in this course will be able to understand business, use technology to gather information, and solve problems in innovative ways.

Marketing, Full Year 518

This course is designed to provide a foundation in the principles of marketing, marketing functions, and marketing math. This course will help students understand the role marketing plays in business as well as the roles business plays in meeting customer needs and wants.

Accounting I, Full Year 529

This course is designed to teach students the fundamentals of accounting. Students will build on basic math skills while learning overall accounting concepts and principles. This course is designed to help students learn how accounting relates to different careers, learn accounting terminology, and apply accounting procedures.

Financial Management, Semester 535

Students will learn concepts to successfully manage their personal, current, and future expenses. Topics to be covered: careers, salary and benefits on the job, taxes, budgets, banking, investments, real estate, retirement, credit issues, renting vs. owning property, buying a vehicle, insurance, and other financial related issues.

Introduction to Entrepreneurship, Semester 536

Students will learn how to start and operate a small business. Students will have an opportunity to become part of the National Foundation for Teaching Entrepreneurship.

Real Estate, Semester 271

Students will learn the basics of Massachusetts real estate law. The course will promote attainment of a solid understanding, background, and grasp of terminology necessary for advanced study in specialized courses. Topics include: deeds, titles, agency, contracts, finance, appraisal, escrow, and leases.

Health and Wellness Pathway

These courses will satisfy the graduation requirement for Health and Physical Education:

Health, Semester 381

This semester course is divided into sections that concern everyone's health. Students will consider the decisions one must make for a more healthful lifestyle through units on self-esteem, decision-making, values and behavior. Nutrition, fitness, illegal drugs, alcohol, family living and sex education will also be covered. This course is required for graduation.

Physical Education, Semester 853

This course is geared to cardiovascular and muscular fitness, flexibility, coordination, locomotion, and skill instruction in individual and team sports. Activities include aerobics, badminton, basketball, floor hockey, football, jogging, soccer, softball, volleyball, weight training, and recreational games. This course is open to all students who need to meet their physical education graduation requirements.

Cross Fit I, Semester 859

CrossFit is a course that focuses on a full-body workout that builds strength while taxing metabolism through high intensity cardio. CrossFit builds the foundation of skills.

Intro to Team Sports, Semester 862

This course will place an emphasis on several different types of sports including basketball, touch football, ultimate Frisbee, soccer, softball, team handball, and volleyball. Students will be presented with the rules and regulations of each sport and practice the skills to be successful at each sport.

Net Games, Semester 863

This course is designed to develop the fundamental skills and knowledge of net games including volleyball, badminton and tennis. This course will focus and emphasize both individual technique and team building skills.

Brazilian Jiu Jitsu, Semester 864

Students will learn the basics of Brazilian Jiu Jitsu. This class will focus and promote the concept that a smaller, weaker person can successfully defend against a bigger, stronger, heavier opponent by using proper technique and leverage. Students will learn how to work together as a team as well as developing themselves as individuals. Students build self-esteem and self-discipline while improving their strength, balance, and flexibility.

Women's Fitness, Semester 867

This physical fitness course is designed to give the female student an opportunity to develop a physical fitness program as well as develop and encourage positive attitudes and habits with regard to cardiovascular efficiency, body composition, muscular strength, endurance, and flexibility. Students will participate in a variety of cardiovascular activities, such as Zumba, Steps, Body Bar and Mini Boot camp sessions. During the course of the semester students will work on short and long term personal goals to fit their individual needs.

These courses Health and Physical Education elective purposes only:**Prevention and Care of Injuries, Semester 856**

This course is designed for students who are interested in first aid, training athletes and physical therapy. Students will participate in hands on learning experiences pertaining to the care and prevention of injuries.

CPR/First Aid Certification Course, Semester 865

The purpose of this CPR course is to help participants recognize and respond appropriately to cardiac, breathing and first aid emergencies. The CPR course helps to prepare participants to make appropriate decisions in an emergency. Participants learn how to perform adult, child and infant CPR, how to use an Automated External Defibrillator (AED), how to help someone who is choking and how to care for a variety of first aid emergencies such as burns and severe bleeding. This program also emphasizes prevention of injuries and illness, with a focus on personal safety and health. At the end of this course, students will be officially certified in First Aid/ CPR/AED through the American Red Cross.

Disease and Prevention, Year Long 329

This is a project based course designed to make students aware of present day communicable and non-communicable diseases. Emphasis is on methods of prevention, healthy lifestyles, latest discoveries and initiatives in controlling disease.

Introduction to Psychology, Semester 153

This course provides an introduction to the study of how people behave and function. Through class discussion, audio-visual presentations, group work, case studies, readings from psychological literature, and lectures, students develop a solid foundation in the basic theories and principles of psychology. The course explores the history of the discipline and its research methods, the social and cultural dimensions of behavior, and the more common psychological disorders and treatment. Topics covered include: physiology of the brain, memory, learning, language, perception, lifespan changes, normality and abnormality, social interactions, group influence on individuals, and therapies.

Introduction to Sociology, Semester 179

Introduction to Sociology communicates to students the excitement and importance of the study of the social world. It is designed to provoke interest and enthusiasm for the study of sociology. This course deals with the social atmosphere that helps to make us who we are and how we behave. Sociology will cover topics such as culture, violence, deviance, social control, socialization and personality, group behavior, social class, and social institutions. The key component of this course is to study ourselves and the society that influences our behavior.

Performing and Fine Arts Pathway

Mural Painting, Semester 664

This course introduces mural painting as a means to create positive change in communities. Students will learn the multiple stages of development that are necessary to complete a large mural, from the development of themes, through sketching of ideas, to sketch transfer and execution of the finished product.

Introduction to Drawing, Semester 711

This introductory course is designed for the student to develop basic drawing and observational skills. The media used in this course includes, but is not limited to, pencil, colored pencil, charcoal and pen. Observational skills will be developed from life, as well as photographic resources, in the areas of figure drawing, still life, one and two-perspective, gesture drawing, design composition, elements of design and principles of design.

Art II, Semester 717

Art II is part of the sequential program in Studio Art. All students must have successfully completed Art I and receive teacher approval to move forward in the sequence. Art II is geared for students with a serious interest in the visual arts. Students are assigned projects from selected areas of art study and are encouraged to use the basis of the projects as a vehicle for individual expression and portfolio development. The projects include a variety of problem solving assignments in the areas of: drawing, painting and mixed media.

Painting, Semester 734

This class is an introduction to painting using still-life and portraiture as a basis for the study of light, color and form. Students will learn about the tools, techniques and process that a painting requires, as well as experimenting with different styles of painting. The course will serve as a basic introduction to art history as students will learn techniques by observing the work of great painters. Students must take this course as a prerequisite for other advanced painting classes.

Printmaking, Semester 736

This class is an introduction to the art of printmaking, where one artwork can be produced multiple times onto fabric or paper. Students will survey an array of printmaking techniques including linoleum block printing, calligraphy, and mono printing. The class introduces traditional and digital printmaking processes along with their context in art history. Students must take this course as a prerequisite for other advanced printmaking classes.

Ceramics, Semester 731

This course introduces students to 3-dimensional design using clay. Through forming, glazing and firing students learn to manipulate clay successfully. Stress is placed on hand building through pinch, coil, and slab methods along with an introduction to the potter's wheel.

Advanced Placement Studio Art, Full Year 742

This is a full year course providing guidance in the preparation of artwork that will fulfill the requirements for the Advanced Placement Studio Art portfolio. This portfolio is intended to address a broad interpretation of issues in studio art and 2-D design. Students must have completed a minimum of one year of 2-D Art classes (Introduction to Drawing Introduction to Color, or Introduction to Photography, Intermediate Photography) with a grade of B+ (85%) or better in each class. Although the instructor guides students, there is a great deal of individual initiative required by the student. Students who receive a grade of 3 or better on their portfolio, from the College Board will receive college credit for this class. This class meets the Fine Arts graduation requirement and the undergraduate requirement of most colleges.

Introduction to Photography, Semester 754

Students will use a 35mm SLR camera, learn to expose and develop film and creates prints from their negatives in the darkroom.

Introduction to Digital Photography, Semester 755

This course introduces students to the fundamentals of black and white photography. Emphasis is placed on developing students' ability to select from everyday surroundings to produce interesting and meaningful compositions. Students will examine both the aesthetic and technical aspects of the photography process. The use of metering, lighting, composition, and mechanical aspects of the Single Lens Reflex camera will be examined during class to provide students with a basic understanding of the art of photography. Prerequisites: Sophomore, Junior or senior status

Introduction to Adobe Photoshop, Semester 770

Students interested in learning Adobe Photoshop, a professional image editing software, will become familiar with the technical tools and functions of this program through a series of tutorials in this beginners course. Students will manipulate a variety of imagery and are free to incorporate their own digital photography as they create unique, high-quality compositions for print and exhibit in response to real-life design challenges.

Introduction to Adobe InDesign, Semester 772

This course introduces novice students to InDesign, a publishing software application. Through tutorial experiences and real-world design challenges, students will combine imagery and type to create products such as posters, packaging, books, stationery, and promotional materials. Emphasis is placed on practical skills essential to work effectively in a publication environment. Prerequisite: Introduction to Adobe Photoshop.

Girls' Ensemble, Full Year 804

Auditions are held during the 3rd quarter of each school year. Students perform an advanced repertoire of over 40 selections of all different styles and languages, at 20 to 30 concert appearances per school year. Attendance is expected at all performances and rehearsals. Students are required to audition for the New England District Chorus in the fall, and compete in the MICCA Choral Competition in the spring. Prerequisite: By audition only.

Gospel Choir, Full Year 805

Gospel Choir will explore contemporary music from various cultures, with an emphasis on African American musical traditions. Students will explore vocal production and performance concepts which include call-and-response singing, rote-to-note singing, and choral riser movement. There will be an emphasis on the historical significance of our repertoire. Students will be evaluated on attendance at rehearsal and performances, and sung and written exams. Students are expected to attend all after school rehearsals and performances to earn a passing grade. Prerequisite: Grades 11 & 12 only, Concert Choir II or Girls' Ensemble.

Grade 9 Band, Semester 807

This course is for students who have completed the arts survey course and are interested in participating in the instrumental music program. The band will allow for students with various levels of ability to develop their instrumental music skills. Students will participate in one concert in the spring semester.

Concert Band, Full Year 808

This band is for students who have successfully completed freshman band. Students will be introduced to a wide variety of music for both traditional and multicultural ensembles. Students will be required to perform in a number of concerts throughout the year.

Guitar, Semester 811

Students will learn the skills of reading music, playing songs, and proper hand positioning on the guitar.

JROTC Marching Band, Full Year 995

This class is performance based band offering open to any JROTC student interested in playing drums, cymbals, auxiliary percussion, and xylophone. The students will be taught the fundamentals of proper playing, hand position, and rudiments, as well as reading music.

Piano Class, Semester 812

This course is for students who are interested in learning how to play the piano. Students will learn the basic skills necessary to read and perform music.

Percussion Ensemble, Full Year 815

This class is open to any student interested in playing drums, cymbals, auxiliary percussion, and xylophone. The students will be taught the fundamentals of proper playing, hand position, and rudiments, as well as reading music.

Stage Movement, Semester 760

Stage movement is a course which explores theater through movement. Students will explore movement techniques through yoga. Students will develop scenes and perform in class. Students will also get a hands on look at how a play runs and operates.

Theater Production, Semester 766

Theater production is an introductory course to theater. Students will be introduced to the performance side of theater through acting, improvisation and musical theater. Students will help to produce a show developing skills rooted in technical theater such as design, construction and scenic painting.

Stage Design Semester 846

Stage Design is a hands-on approach to the building and design process of theater. Students will work hands on in our scene shop and PAC to develop skills involved in theater construction, lighting, sound, painting and additional theater technologies.

Stage Costume and Make-Up, Semester 847

Stage Costume/Make-Up is an introductory course to the technical side of theater design in costuming, make-up and production. Students will develop skills in hand sewing and costume design. Students will also apply specialty theatrical make-up including prosthetics. During the course of the semester students will work on the current theater department productions as part of the technical crew for the show.

Ballet I, Full Year 831

This course will cover techniques and terminology of ballet, with an emphasis on execution of movement, musicality and readings in ballet history.

Ballet II, Full Year 832

This course will expand upon Ballet Techniques I with increasing complexity in technical presentations. Emphasis on execution of movement, musicality and readings in ballet history and famous classical dancers and choreographers

Modern Dance, Semester 835

Students will develop an understanding of modern dance technique and terminology. During this course students will learn theory and practice as well as an appreciation of the art of contemporary dance and its history.

Television Production Semester 841

This course will introduce students to studio and field video production techniques. Students will develop the basic skills needed to independently produce interviews, news, sports and other event programs. Students will produce programs for audiences at Lawrence High School and in the community on the Lawrence Public Schools Educational Cable Access Channel 10.

Public Service and Administration Pathway

Creative Writing, Semester 039

Creative writing is designed to aid students in their written expression and delivery of a variety of creative forms, including poetry, drama and the short story. Students will read and discuss articles on the craft of writing and read and evaluate the effectiveness of fiction of varying styles to use as models for their own writing. Through workshops and peer editing, students will complete a final portfolio.

Criminal Law, Semester 155

Students will explore how the legislative branch of government creates laws. Students will examine the different classes of crimes and the role of local, state and federal court, including the Supreme Court in enforcing the laws. Students will learn about their Constitutional rights, and how those rights protect them in court.

Critical Issues in Education, Full Year 273

This year-long course is designed to familiarize students with critical issues in American public K-12 education and to develop skills in critical reading, writing, speaking, listening and research. The course consists of four units: Philosophy, History, Equity and Justice, Current Issues. All students will complete and present a research project on one significant issue in contemporary K-12 education.

Debate, Semester Elective 068

Debate explores concepts in public speaking, critical thinking, research, and argument. Students will study different styles of speaking, learn rhetorical strategies and practice the art of debate. A major focus of the class will be the elements of rhetoric as it pertains to information, persuasion and debate. We will research famous speeches/debates and their impact on the culture of the time and apply and integrate persuasive techniques to our own writing.

Introduction to Criminal Justice, Semester 152

The Introduction to Criminal Justice course will introduce students to the three main institutions that make up the criminal justice system in America. Students will examine the inner workings of police departments, court systems, and correctional facilities. Students will study the origins of each, as well as the role that they serve in a civilized and "free" society. Major concepts and theories will be explored in addition to the daily operations of each institution. In addition, students will focus on careers within the criminal justice system. Students can expect a combination of theory, and active hands-on learning in this course.

LHS Journalism, Semester 048

Students enrolled in this course will learn basic interview and news writing techniques, and then be responsible for reporting and authoring news articles to appear in the Lawrencian (with a move toward an online media source). Specifically students will learn how to structure news articles, feature articles, opinion columns and editorials. News photography will be addressed as well. Students will have time to gather news and write, though some outside time will be required as well. Class activities will be coordinated with the adviser of the student newspaper.

Peer Mentoring, Semester 665

This course is a semester-long, peer-facilitated program that helps orient and connect freshmen to high school while promoting positive changes in the school culture. The ultimate goal of the LHS Mentoring Program is to help all students build academic and social/emotional competencies and a sense of community necessary for a safe and productive high school environment and experience.

Internship in the Community, Semester 662

Students complete community service projects in the Lawrence area and learn how volunteerism can help a person learn about themselves. Students have the ability to choose from a variety of placements according to their interests and needs.

Writing LAB Semester 008

A semester-long elective class open to juniors and seniors with a strong interest in writing and helping others. Students will read and write widely across a range of genres, developing their own abilities as writers, speakers, thinkers and leaders, and will also engage in service-learning projects mentoring younger writers from ages 8-18. Community partnerships with Bread Loaf, the Boys and Girls Club, Elevated Thought, The Addison Gallery of American Art, and other organizations will enrich the course. Readings may include works by Lisa Delpit, Paolo Friere, E.D. Hirsch, Langston Hughes, Natasha Trethewey and others. Writings will include short stories, poetry, reflections, and an educational autobiography. Grading will be based on a writing portfolio, participation in service learning, and participation in structured class discussions. Participants are required to participate in service learning as Writing Leaders for younger students through a community partnership and/or establishing a Lawrence High School Writing Lab. This course may be repeated for credit.

Yearbook, Full Year 270

In this course students will gain skills in one or more of the following areas: page design, editing, photography, salesmanship, and advertising while producing a creative, innovative yearbook which records Lawrence High School memories and events! Participants gain useful, real world skills in time management, marketing, teamwork, and design principles. First semester will focus on basic layout of the book as well as advertising sales and marketing. The second semester will focus on final layout and sales.

Tools and Technology Pathway

IT Essentials, Full Year 587

This course provides students with the skills and knowledge of personal computers; safe lab procedures and tool use; preventive maintenance and troubleshooting of computers and components; fundamentals of computer operating systems, laptops, portable devices, and networks.

CNNA Routing and Switching, Full Year 268

This course will provide students with a working knowledge of routing, switching, network applications, protocols and services. Students must successfully complete IT Essentials before enrolling in this course.

Cybersecurity Essentials, Full Year 269

This course provides a foundational understanding of cybersecurity and how it relates to information and network security. Students are introduced to characteristics of cyber-crime, security principles, technologies and procedures to defend networks. Students build technical and professional skills to pursue careers in cybersecurity fields.

FUSE, Year Long 974

This course engages students in science, technology, engineering, arts/design, and mathematics (STEAM) topics while fostering the development of important 21st century skills. Students engage in a set of challenges in areas such as robotics, electronics, biotechnology, graphic design, android app development, 3-D printing and more.

Robotics, Semester 585

Students will learn about programming, electronics, metalworking and mechanical design. Students learn to strategize, learn new technology, collaborate and build skills they need to enter any career path.

Coding, Semester 630

Coding is offered as an elective course which students demonstrate through code the incorporation of an algorithm that addresses the problem at hand, and successfully compiles, executes, and provides a solution to the problem. Students will be able to take a word problem in science and engineering and represent it using appropriate equations and models. They will map these models to computational data structures in the programming language being considered.

Web Design, Semester 857

This course is an introduction to web page design. Students will learn about HTML language as a tool for building web pages. Students will also learn about responsible, ethical, and legal use of the computers, the internet, and technology.

General Electives**One Goal, Full Year 950, 951**

One Goal is a 3 year program that provides high school students with opportunities and resources to explore college as a realistic, attainable, post-high school option. The daily lessons leverage an intensive college awareness curriculum and emphasize building academic behaviors of successful students.

OneGoal starts as a credit-bearing class during students' junior and senior year of high school. Then, when students enter college, Program Directors bridge the transition from high school to college by providing one-on-one intensive coaching remotely through the first day of sophomore year of college.

11th and 12th Grade Seminar, Full Year 955

The seminar is a course designed to prepare juniors and seniors at LHS for post-secondary education, as they plan and prepare for life after high school. Planning and applying to colleges and postsecondary schools will be the primary goal of the course. Students will work with their instructor to research college, write their college essay, submit college applications and financial aid forms, apply for scholarships and explore post-secondary career options and job training.