

Program of Studies and Policy Handbook

School Motto:

“Think for yourself but think of others.”

TABLE OF CONTENTS

	Page
MISSION STATEMENT	1
FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)	3
NON-DISCRIMINATION POLICY	4
GRADUATION REQUIREMENTS	5
Community Service Guidelines	6
COUNSELING SERVICES	9
Admission to Post-Secondary Schools	9
College Admissions Testing	10
GENERAL INFORMATION	11
STUDENT SENATE BILL OF RIGHTS	16
DISCIPLINE CODE	17
LS Bullying Prevention and Intervention Plan	27
COMPUTER NETWORK ACCEPTABLE USE POLICY	32
MASK POLICY	34
VIDEO CONFERENCING POLICY	36
ACADEMIC INFORMATION	37
COURSE/DEPARTMENT DESCRIPTIONS	43
COMPUTER SCIENCE	44
ENGLISH	46
FINE, APPLIED and TECHNICAL ARTS	53
Applied Technology	54
Art	55
Drama/Theater Arts	58
Media Arts	58
Music	59
HISTORY & SOCIAL SCIENCES	66
MATHEMATICS	73
SCIENCE	76
WELLNESS	84
WORLD LANGUAGE	97
ADDITIONAL COURSES AND PROGRAMS	98
SPECIAL PROGRAMS	100
ACE	101
BEACON	101
EXCEL	101
LS ACADEMY	101
ENGLISH LANGUAGE EDUCATION	103
METCO PROGRAM	103
SPECIAL EDUCATION	104
ATHLETIC PROGRAM & STUDENT ACTIVITIES	105
Process for Concerns	108
SAMPLE SCHEDULE	109
SCHOOL CALENDAR LINK	109

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South	Peter Elenbaas	2453
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Example: nancy_errico@lsrhs.net

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Sudbury, MA 01776-1409

School Phone: (978) 443-9961
(781) 259-9527

School FAX: (978) 443-8824

For more information - See the L-S Website: www.lsrhs.net

Should you need to refer to the LS Program of Studies in the future, please be sure to always use the version on our website (www.lsrhs.net), under the drop-down menu, "About LS." The current version of the Program of Studies can always be found there, and supersedes all previous versions and all printed copies.

LINCOLN-SUDBURY REGIONAL HIGH SCHOOL MISSION STATEMENT

Since its founding in 1954, Lincoln-Sudbury Regional High School has viewed itself as "a different kind of place" - a place that truly values diversity in style and substance. This quality manifests itself in the academic program and in the general atmosphere of the school, and may best be seen in the respectful and warm relationships between students and adults, the high degree of autonomy for and participation by the faculty in decisions, and a school culture marked by commitment to innovation and experimentation.

Through a challenging academic program and a wide variety of school activities, students are expected to make choices and to have a degree of power over their own education. The ability to make good choices requires the student to develop a sense of responsibility and an understanding of the ethical implications of their actions. Formality and standardization have, in the life of the school, been less important than creativity, originality, and critical thinking skills. The school culture also seeks to join academic skills to an active civic concern for the Lincoln-Sudbury community, American society, and the world beyond.

Lincoln Sudbury Core Values:

1. **Fostering caring and cooperative relationships** – Lincoln-Sudbury encourages all its community members – students, teachers, staff and administrators – to cultivate caring and supportive relationships with one another, and to sustain a culture where all members of the community can thrive. Since the primary activity of the school is learning and teaching, the primary relationship is between students and their teachers. With that said, the school places equal value on the relationships between students and its staff members, as well as the collegiality among its staff members.
2. **Respecting human differences** – As articulated in the Mission Statement, Lincoln-Sudbury is “a place that not only tolerates, but values diversity in style and substance.” Human difference includes all forms of diversity, such as racial, ethnic, religious, familial, economic, and sexual orientation. In addition, L-S honors differences of opinion and differences in learning styles.
3. **Pursuing academic excellence** – Lincoln Sudbury is committed to educating the whole student. Thus, the school defines academics in the broadest sense possible to include all disciplines and programs at L-S. While high achievement for each student on their own terms is the ultimate objective, excellence may also describe the growth students show in pursuit of their goals.
4. **Cultivating community** – Each of us is a member of any given number of communities that can be defined in multiple ways. Lincoln-Sudbury believes a student’s commitment to any community is a symbiotic relationship. The school lives by its motto, “Think for yourself, but think of others.” in a long- standing dedication to service; and, the school recognizes that its students are citizens of the world: they are part of a vibrant, complex, and sometimes perplexing global community that is continuously evolving. Thus, L-S seeks to prepare its students to be informed, constructive, respectful and responsible members of the community at home and beyond.

The school’s core values constitute the foundation of Lincoln-Sudbury Regional High School. The primary goal of our curriculum is to provide opportunities for students to develop a strong knowledge base in the various disciplines and program areas described in our Program of Studies, and reflected in our graduation requirements.

To that end, Lincoln-Sudbury defines five general areas of academic, civic and social student performance, which serve as the underpinnings of student expectations:

Lincoln-Sudbury Academic Expectations

- Students will be able to demonstrate critical thinking and problem-solving skills.
- Students will be able to express ideas in many modes.
- Students will be active participants in their own learning.

Lincoln-Sudbury Civic Expectations

Students will be able to demonstrate a knowledge of, and an ability to participate in, the democratic process. Students are expected to work cooperatively with others and to contribute to the Lincoln-Sudbury community and to the community at large through community service work.

Lincoln-Sudbury Social Expectations

Students are expected to behave in a way that is respectful and attentive to the needs of others. While understanding and appreciating individual differences in style, students should behave responsibly and with awareness of the consequences of actions.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. The school may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records that they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent to the following parties or under the following conditions (34 CFR 99.31):
 - o School officials with legitimate educational interest. A school official is someone the institution has employed, contracted with, or has an official relationship with who would need to access pertinent educational data to perform his/her designated job functions. A legitimate educational interest is a "need to know" that is necessary for employees to carry out their responsibilities in support of Lincoln Sudbury's educational mission.
 - o Other schools to which a student is transferring;
 - o Specified officials for audit or evaluation purposes;
 - o Appropriate parties in connection with financial aid to a student;
 - o Organizations conducting certain studies for or on behalf of the school;
 - o Accrediting organizations;
 - o To comply with a judicial order or lawfully issued subpoena;
 - o Appropriate officials in cases of health and safety emergencies; and
 - o State and local authorities, within a juvenile justice system, pursuant to specific State law

Schools may disclose without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents or eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

For additional information or technical assistance, you may call (202) 260-3887 (voice). Individuals who use TDD may call the Federal Information Relay Service at 1-800-877-8339.

Or you may contact us at the following address: Family Policy Compliance Office
U.S Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5920

Lincoln-Sudbury Regional High School District Policy provides for the release of all student records to another school district whenever it has received notice of the student's enrollment in that district.

DECLARATION OF COMPLIANCE

All Lincoln-Sudbury High School operations and procedures comply with applicable state and federal legislation. All programs, activities and employment opportunities are offered without regard to race, color, gender, homelessness, religion, national origin, sexual orientation and disability. Provided below are those statutes that are particularly relevant. Any questions about the legislation, school policies and practices may be directed to the Coordinator/Contact Person indicated or to the Superintendent/Principal at ext. 2373. Individual concerns may be directed to one of the Associate Principals. The school's main number is (978) 443-9961.

1. Section 504 of the Rehabilitation Act of 1973 (Federal)

“No otherwise qualified, handicapped individual...shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of or be subjected to discrimination under any program of activity receiving federal financial assistance. [Coordinator: Director of Counseling and Supports, Martha Wall, x4261]

2. Chapter 282 of the Acts of 1993, General Laws Chapter 76

(§5 amends Chapter 622 discrimination prohibition in the public schools of the Commonwealth of Massachusetts). No person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges, and courses of study of such public school on account of race, color, sex, gender identity, religion, national origin or sexual orientation. [Coordinator: Curriculum Coordinator, Virginia Blake, x2337]

3. Title I of the Americans with Disabilities Act of 1990

Prohibits discrimination, exclusion from participation, and denial of benefits on the basis of disability in the areas of employment. [Coordination: Director of Counseling and Supports, Martha Wall, x4261]

4. Title II of the Americans with Disabilities Act of 1990

Prohibits discrimination, exclusion from participation, and denial of benefits on the basis of disability in the areas of educational programming and activities. [Coordinator: Director of Student Services, Aida Ramos, x2385]

5. Title VI of the Civil Rights Act of 1964

Prohibits discrimination, exclusion from participation, and denial of benefits based on race, color and national origin. [Coordinator: Director of Student Services, Aida Ramos, x2385]

6. Title IX of the Educational Amendments of 1972

(Prohibition of discrimination on basis of sex). No person in the United States shall, on the basis of sex, be excluded from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance. [Coordinator: Director of Student Services, Aida Ramos x2385]

NON-DISCRIMINATION POLICY

No person shall be excluded from, harassed or discriminated against in admission to the Lincoln-Sudbury Regional School District, for admittance to state and federally funded grant programs, or in obtaining the advantages, privileges, and courses of study presented in this school, on account of race, color, gender, disability, sexual orientation, gender identity, religion, or national origin. This Non-Discrimination Policy applies to all persons, whether or not the individual is a member of a conventionally defined “minority group.” The system promotes a positive learning environment in which individual differences are valued and where harassment, in any form, is not tolerated.

GRADUATION REQUIREMENTS

In order to graduate from Lincoln-Sudbury you must accumulate 89 credits, which reflect a balanced program of study. In order to earn credit, you must receive a passing grade of D- or better and meet the attendance requirements. Typically, full year courses grant 4 credits per course and semester courses grant 2 credits per course.

The required credits are:

Total Credits

Computer Technology – credits must be earned in specific computer technology courses

2 credits

Below is a list of courses that qualify for this requirement.

- Computer Science Department: all courses
- FATA Department: Digital Imaging, Graphic Design, 3D Modeling & Rapid Prototyping, Architectural Design, Music Technology and Composition
- Math Department: Trigonometry Precalc Foundations/Precalculus, Algebra II Foundations

Please refer to Departmental sections for detailed course descriptions.

English - credits to include:

16 credits

- British or American Literature 2 credits
- World Literature 2 credits
- Writing (Ninth grade course will meet this requirement) 2 credits

Please refer to the English section for courses that fulfill these requirements.

Fine, Applied & Technical Arts - credits must be earned in specific arts courses.

2 credits

Please refer to the FATA section for courses that fulfill this requirement.

History & Social Sciences -credits to include:

12 credits

- United States History 4 credits

Please refer to the History section for courses that fulfill this requirement.

Language - two sequential years in the same language

8 credits

Mathematics

8 credits

Science - credits to include:

8 credits

- Biological laboratory science 4 credits
(all full-year Biology courses fulfill this requirement)
- Physical laboratory science 4 credits
(Practical Physical Science and all full-year Earth Science, Chemistry and Physics courses fulfill this requirement)

Wellness - credits to include:

12 credits

- Ninth grade year 4 credits
 - 1 credit in Intro to Wellness
 - 1 credit in Foundations of Strength Training
 - 2 credits from the Wellness elective choices
- Sophomore year 4 credits
 - 1 credit in Outdoor Pursuits
 - 1 credit in CPR & Community Action
 - 2 credits from the Wellness elective choices
- Junior year 4 credits
 - 1 credit in Health Issues
 - 1 credit in Cardiovascular Health
 - 2 credits from the Wellness elective choices

• **12th Grade Wellness Requirement:**

All seniors are required to Participate in Escalation Workshop and Senior Service Workshop.

Credits required in specific subjects

68

Additional credits required

21

Total credits required to graduate

89

Community Service Graduation Requirement - Each student is required to perform a minimum of 15 hours of community service. Refer to the next pages for details.

COMMUNITY SERVICE GUIDELINES

Each student at Lincoln-Sudbury Regional High School is required to perform a minimum of 15 hours of community service from the summer following 8th grade to the start of 12th grade. The requirement may be satisfied through a single activity or a combination of activities. The MLK Action Project website lists pre-approved activities, upcoming volunteer opportunities, and the community service guidelines lsrhs.net/students/mlk. Students may also check the service bulletin board or with the MLKAP office, or propose their own service project that must be pre-approved by MLKAP to ensure credit will be granted.

Engaging in meaningful service activities enlarges our students' concept of "community." Venturing beyond their home communities, students learn new skills, assume responsibilities, and become aware of others' needs. They also come to see "others" as part of their community. For this reason, we especially encourage activities involving social justice work and/or direct outreach to disadvantaged groups. We also encourage students to work on environmental and animal-based causes, to foster an awareness of the physical world, its needs, and their stewardship of it.

Guidelines for Earning Community Service Credit

A. A student should review the material covered in this document, then view the MLKAP website for the growing list of pre-approved activities and date-specific opportunities. The student can also consult the postings on the wall outside the MLK office in C Building.

If an activity is not on the approved list, the service must meet the definition below, AND the student must get approval from an adult MLKAP coordinator before beginning the activity. The ONLY adult that may approve an activity for community service is an MLKAP staff member, not the adviser to an activity.

B. Community service must be verifiable from information provided on the Community Service Form. Parents, guardians or relatives may NOT sign as the service supervisor. The newest form must be used. Community Service Forms may be downloaded from the MLKAP Website lsrhs.net/students/mlk.

C. The Community Service Form must be COMPLETE, LEGIBLE and turned in to the MLKAP office within 90 DAYS of completing the service. Incomplete forms delay processing. The form must be signed by the project supervisor, and the supervisor must enter the organization and the number of hours the student worked on the project (Remember, transportation, rehearsal and pledge-soliciting time do NOT count toward service hours). Sometimes students need to track hours for other reasons (ex. college, scholarships, references), so students are encouraged to turn in any hours over the required 15, and the MLKAP office will keep track of them. Forms should be turned in to the MLKAP office C344.

D. The Community Service TIMELINE REQUIREMENT must be met:

By START of 10th grade complete 5 hours or more

By START of 11th grade complete 10 hours or more

*11th graders will not be eligible for a Max. Ed. card without having completed 10 hours or more.

By START of 12th grade complete 15 hours or more

*12th graders will not be issued parking permits or prom tickets until the full requirement is met.

Any exceptions to the above definition and guidelines can be made only with the prior approval from the MLKAP office (C344).

Community Service Activity Must Conform to the Following Guidelines.

1. COMPENSATION: C.S. must be performed WITHOUT COMPENSATION to the student and must not constitute unpaid labor or promotion for a for-profit organization. Compensation includes: financial, academic credit, court ordered, training/skill development leading to future financial compensation (ex: CIT's, counselor-in-training, internships, laboratory or office volunteers, leadership programs).

2. AFFILIATION: C.S. has some institutional or organizational affiliation, resulting in service to people other than the student, student's relatives, friends or neighbors and is generally of benefit to the community and/or environment at large. (Many, but NOT all non-profit organizations may qualify as community service providers. Some examples of non-profit organizations that do NOT qualify include: private schools, summer camps, residential associations and community theater.)

3. **POLITICAL:** Campaigning, working for organizations that are campaigning, does not qualify (per regulations of 501(c)(3)).

Qualifies: non-partisan voter registration, non-partisan voter education

Does Not Qualify: political.

4. **FUNDRAISERS:** Events such as walks, runs, or relays qualify. The standard walk time will be assigned and counted but NOT the time gathering pledges or traveling to the event. Raising funds from which you benefit, for example your sports team or your graduating class, does NOT count. Other donations: for clothing drives, the time spent sorting/packing and up to an hour of travel time to deliver the goods will be counted. For bake sales, one hour for baking per event will be counted; selling goods will be counted by verified hours.

5. **BENEFITS:** Performances (music, theatre, dance) for allowable benefits/fundraising may not include prior preparation time (rehearsal/practice time for event) or drive time. It may include setup and breakdown on the day of performance.

6. **RELIGIOUS GROUPS:** Work done WITH a religious institution serving the community at large qualifies. Ex: building/repairing homes for the needy, fundraising for food pantries, clothing drives, soup kitchens, painting the exterior of religious buildings, landscaping.

*Exception: Community service hours required by the religious institution, for example confirmation requirements, would not qualify for L-S Community Service hours unless they are hours exceeding the religious institution's required hours.

Work done directly FOR a religious institution: religious ceremonies, services, education, proselytizing, or fund-raising does not qualify. Ex: Choir, teaching religious classes, babysitting for people attending services, decorating a facility for religious festivals, helping at congregational events like picnics, fairs, parties, religious-based camps, retreats do NOT qualify.

7. **CULTURAL AWARENESS:** Students may earn credit for participating in cultural events that primarily educate the community about a particular culture or community (ex: Asian Fair, museum events); however, the events cannot be fundraising events or those whose primary purpose is to promote a business interest (ex: Martial Arts Club, corporate booths at a public event).

8. **ACADEMIC DAY:** Activities that students are engaged in outside of class time, but during the school day, that they would like community service credit for, should be approved prior to the work to ensure credit.

Frequently Asked Questions about the Community Service Requirement

How do I find a community service placement?

See the growing list of pre-approved activities on the MLKAP website or the upcoming volunteer opportunities on the bulletin board outside the MLKAP Office. Students can sign up at the MLKAP office for some activities; they can also speak to an MLKAP coordinator for other suggestions. Remember, if the activity is not on the pre-approved list, to get approval for your project before beginning it to ensure qualifying for service hours lsrhs.net/students/mlk.

What if I want to design my own Community Service project?

Students are encouraged to design their own community service placements, or to create their own projects, but must get pre-approval from the MLKAP office to ensure that credit will be given. Participating in, or organizing a project alone or with friends, or with a group such as a club, team, or class, is welcomed. Students may employ their own talents, interests, and imaginations to create individual service projects.

How do I go about arranging to perform my service?

Students performing service through the MLK Action Project should sign up at the office and find information there about where to go and when. Students who make their own arrangements for a service activity should contact the individuals or organizations to arrange for dates and times.

When can I perform my Community Service hours?

A student should complete the minimum of 15 hours of service by the start of 12th grade year. Many students choose to perform much more than the minimum requirement. Community service can be performed during the school day, (see MLK coordinator for school day approval) after school, evenings, weekends, and during the summer. It can be done on a regular, on-going basis for some length of time, or as a project in which a lump sum of hours is completed in a shorter time. If your project is ongoing (several months long), turn in hours every 90 days to be sure you get credit.

What if I transferred into LS after 9th grade?

A transfer student, with documentation of completed service from prior school, may transfer up to 10 hours of service.

A 10th grade transfer must fulfill the 15-hour requirement by the start of 12th grade.

An 11th grade transfer student must perform 10 hours of service by the start of 12th grade.

A 12th grade transfer student must perform 5 hours of service.

Who are the adult MLKAP coordinators? Where do I find them?

Check the MLKAP website for the list of adult coordinators handling Community Service

lsrhs.net/students/mlk.

COUNSELING SERVICES

Each student is assigned a school guidance counselor who is available to discuss any concerns (personal, academic, planning for the future, etc.). Clinical counselors and a school psychologist are also available for personal support and consultation for students and families. Students may see their counselor by making an appointment in the House Office. Parents may call the House Office to schedule a conference with their son or daughter's counselor.

School guidance counselors will meet with students individually and in small groups. As part of the developmental guidance curriculum students will meet with their guidance counselor several times in a small group guidance seminar, which will include topics such as transition to high school, stress management and college planning.

The clinical team runs a number of counseling groups for specific special education programs. Students may be referred or even required to attend topical groups specifically around teen dating violence or substance abuse. In addition, the clinical team offers a general education course each semester in Dialectical Behavior Therapy (DBT), called Skills for Well Being (2 credits). Students are referred to this class by their school guidance counselor.

One of the resources the Counseling Department uses to assist students in making decisions about colleges and careers is the Family Connection from Naviance. It is a comprehensive web-based service designed especially for students and parents. The Family Connection is a shared resource linking home to school and allows the Counseling Department to track and analyze data about our students' college and career plans. Family Connection will allow you to:

- Collaborate with the counselors in beginning the college planning process - build a resume, explore career interests, complete on-line surveys and manage timelines and deadlines for making decisions about colleges and careers.
- Independently research colleges - Compare GPAs, standardized test scores and other statistics to actual historical data from students who have already applied to various colleges from our high school.
- Gain access to other resources - links to selected third-party resources including, but not limited to financial aid resources, enrichment programs, College Board, ACT and the Common Application.

ADMISSION TO POST-SECONDARY SCHOOLS

When planning a course of study for a student's four years at Lincoln-Sudbury, some thought should be given to college admission requirements. This section has been included to give a brief overview of the college admission process so that students and parents will be able to make informed decisions on course selections.

A grade point average is computed for every student at the end of each semester. Grades used in computing averages are those from all courses in Computer Science, English, History, World Language, Mathematics and Science. The average is determined by assigning numerical equivalents to letter grades as follows:

A+=4.0	B+=3.3	C+=2.3	D+=1.3	F=0.0
A=4.0	B=3.0	C=2.0	D=1.0	
A-=3.7	B-=2.7	C-=1.7	D-=0.7	

At Lincoln-Sudbury, all courses are weighted equally.

In general, students preparing for college who wish to keep all of their options open, should plan their program to include:

English	4 years
Social Studies	3 to 4 years
Languages	2 years plus (usually of the same language - 3 years or more is preferred)
Science	3 to 4 years (including 3 years of laboratory science)
Mathematics	4 years (through Algebra II or beyond, if possible)

(Students considering specific careers or majors in college should consult with their counselor because some careers/majors may have prerequisites.)

College Admission Testing

The Preliminary Scholastic Assessment Test (PSAT) is designed as a practice test for the SAT Reasoning Test and a qualifying test for National Merit Scholarships (when taken in the junior year). This test is administered once each year in October. Juniors are strongly encouraged to take this test.

The SAT Reasoning Test measures critical reading, math problem-solving, and writing skills developed over many years, both in and out of school. These tests are generally taken in the spring of junior year and/or the fall of senior year.

SAT Subject Tests are designed to measure how much a student knows about a particular subject. The more competitive colleges may require them. We recommend that an SAT Subject Test be taken as soon as students have completed their most advanced study in an area. Students should check with colleges to learn about their requirements for the Subject Tests. The tests are one-hour exams and students may take up to three on a given test date.

For more information please visit www.collegeboard.org

The ACT, administered by the American Colleges Testing Service, is another standardized test used for college admissions. The ACT contains four 35 to 50-minute sections in English usage, mathematical reasoning, reading comprehension, and science. The main difference between the ACT and the SAT is that the ACT is a yardstick of both reasoning ability and knowledge of specific subject matter covered in courses. The ACT Plus Writing includes a 30-minute Writing Test for an additional fee. This Writing Test allows a student to show skill in planning and composing a short essay. Most colleges will accept the ACT in lieu of the SAT Reasoning test, and some colleges will accept the ACT with Writing in lieu of both SAT Reasoning tests and SAT Subject tests. Check directly with the colleges you are considering for specific information about testing requirements.

For more information please visit www.act.org

Students with special needs who require accommodations for test-taking may apply for eligibility for special accommodations when taking the SAT or the ACT. Counselors and special education liaisons have more detailed information.

GENERAL INFORMATION

ASPEN

Aspen is Lincoln-Sudbury's student information system and is the basis for staff to maintain and communicate student information.

Teachers will use Aspen for grades, lesson plans, and attendance. Some teachers will give students access to grades, homework assignments, and other course material.

All students will be given an Aspen account. Individual users shall be responsible for the proper use of accounts issued in their name. Aspen is part of the Lincoln-Sudbury Computer Network and is subject to the Computer Network Acceptable Use Policy.

L-S is committed to empowering our students to make the best possible decisions during their high school years. The Aspen tools are meant to help each LS student, in consultation with their teachers and counselors, make sound decisions concerning their course selections and educational focus at LS and beyond.

THE LINCOLN-SUDBURY HOUSE SYSTEM

The L-S House system helps make a large school feel smaller to students and families by giving students a home base where they find support for their academic and social wellbeing. Every student is placed in a House (North, South, East or West) at the beginning of ninth grade, and siblings are placed in the same house for their four years at L-S. All houses have a cross section of 9th, 10th, 11th, and 12th graders. Each house is staffed by an Associate Principal, School Guidance Counselors, and an Administrative Assistant. These individuals look forward to getting to know students and their families as they work with them on school issues such as course choices, academic progress, behavioral issues, college or postgraduate application processes, and all things school-related. Each student has a mailbox in the house office where they can receive notices from staff, messages from home, etc. Parents phone attendance information to the Administrative Assistant, and may call the School Guidance Counselor or the Associate Principal with any questions or concerns.

ATTENDANCE

Students are expected to be in school except in cases of emergency or for reasons explained below. Any absences not in accordance with the criteria below will be considered unexcused. All unexcused absences will be reported to the state in accordance with state regulations. As per Massachusetts General Law (Title XII, Ch. 76), the following are the only legal excuses for absence from school.

1. **Personal illness**--When excused absences exceed the number allowed by state law, the school may require the certificate of a doctor. The school nurse and/or school physician may then contact the treating physician to discuss ways to accommodate the student's health needs in relation to academic expectations.
2. **Illness in the family** - All school work should be kept current.
3. **Observance of a religious holiday** - Any student of any religion shall be excused if his/her absence is for the purpose of observing a religious holiday consistent with his/her belief.
4. **Suspension from school** - students have the right to make up for missed work.
5. **Appearance at court**- a note from a court officer may be required.
6. **Associate Principals, at their discretion**, "may excuse cases of necessary absence for other causes, not exceeding seven-day sessions or fourteen half day sessions in any period of six months...." (Massachusetts General Law (Title XII, Ch 76)

AN EXTENDED FAMILY VACATION OR BUSINESS TRIP IS NOT A LEGITIMATE REASON FOR MISSING SCHOOL. TEACHERS ARE NOT REQUIRED TO HELP STUDENTS MAKE UP WORK MISSED DURING THIS PERIOD.

Participation in co-curricular activities:

1. In order to participate in co-curricular activities (e.g. athletics, drama, music etc.) students must attend school on the day of the activity. If a student is absent on Friday, s/he may not participate in weekend school activities, including athletics, drama, music, etc. Extenuating circumstances are handled on a case by case basis, and must be brought to the attention of the Athletic/Activities Director.
2. All students who participate in interscholastic athletics are expected to attend practices and games during school vacations. The Vacation Policy is further clarified in the Athletic section of this handbook.
3. All students who participate in interscholastic athletics must report to school by 11:00am.

Steps to follow when absent:

1. The parent or guardian should phone the school and inform the House Office of the absence before 8:05 a.m. on the day of the absence.
2. If the parent or guardian cannot call in, they should write an excuse giving the student name, date, days of absence and their signature.
3. Excuses must be presented to the Associate Principal within 5 school days of the absence in order to be considered.
4. The student should ask all teachers for make-up assignments. Assignments not made up will be reflected in the student's grade. (Each student is responsible for seeing that make-up work is completed.)

**POLICY FOR PERMISSION TO LEAVE SCHOOL
OPEN CAMPUS POLICY**

An important part of the philosophy at Lincoln-Sudbury is helping students learn to use unassigned time responsibly. Therefore, juniors and seniors, with a parent or guardian's permission, completion of ten hours of community service and a signed LSRHS student I.D. may be granted Max-Ed privileges. To receive Max-Ed privileges, juniors or seniors must bring a signed Max-Ed Application together with a check for \$5.00 (signed by their parent/guardian and made out to LSRHS), to the Campus Aide's office. Additionally, students must clear any outstanding obligations (i.e., lost textbooks, equipment, or parking tickets) before they can receive Max-Ed privileges. Max-Ed card Applications can be found on the LSRHS website under "Student Forms." When a parent or guardian signs this permission form, he/she is granting permission for the student to leave campus for the remainder of his/her time at L-S. This privilege can be revoked at any time by the parent or school. Therefore, we urge you to have a conversation with your son/daughter about the use of this privilege before you sign. If you have any questions about the policy or use of the "Max-Ed" card, please contact your son or daughter's House Office. Ninth and tenth graders may not leave campus. The parking lot is considered off-limits for ninth and tenth graders.

- First offense: five detentions
- Second offense: loss of free time for 3 weeks
- Subsequent offenses: additional loss of free time, loss of Max-Ed. privileges and/or parking privileges for the first quarter of junior year.

If a student with a Max-Ed. Card takes a student who does not have a card off campus, he/she will lose Max-Ed. privileges for one month. Subsequent offenses may lead to longer loss of privileges, loss of parking privileges and/or loss of free time and/or suspension.

- **Ninth and tenth graders are not allowed to have Max-Ed. Cards.**

Consequences for leaving the campus without permission are detailed in the Discipline Code. All students are required to attend classes and be on campus during school hours. Exceptions are allowed as follows:

- Approved school field trips, accompanied by a staff member or members.
- Approved athletic trips, accompanied by a member of the coaching staff.
- Approved early dismissal, or absence requested by a parent or guardian and approved by the Superintendent/Principal or Associate Principal.
- Approved off-campus classes and programs, including but not limited to Work Study, Executive Internship, college courses and classes at other high schools.

NURSING SERVICES AND HEALTH REQUIREMENTS

The Health Office (A313) is open from Mon. – Fri 8:05 to 3:35 for students with acute and chronic health issues and/or routine first aid. Ill or injured students will only be dismissed home with parent/guardian permission.

All medication will be stored and dispensed through the Health Office which includes over the counter medications. **For safety reasons, students should never transport medication to and from school or keep medicine in their possession during the school day.**

If it becomes necessary for a student to take any form of medication at school, nursing will need a written authorization from the parent/guardian, a medication order from a licensed prescriber, and the pharmacy labeled container. Under certain circumstances, in consultation with the nurse, a student may self-administer certain medications such as: asthma inhalers, insulin, or Epi-ens® during the school day. Over the counter medications such Tylenol or Advil will be dispensed with annual signed parental permission. The health office does not dispense cold, allergy or cough medicine.

Massachusetts Department of Public Health State law requires that all 10th grade students have a current physical on file in the health office. In addition, all 9th graders are screened for scoliosis. All 10th grade students undergo vision, hearing, and body mass index screening through the health office. Parents/Guardians will be notified prior to commencement of these screenings with an opt out option.

Massachusetts State Law requires that all transfer students entering LSRHS have a physical examination by their private health care provider. The law states that “No student (except those exempt for religious or medical reasons) shall be admitted to school without a physician’s certificate or a copy from a school in the Commonwealth of their current immunizations.”

If a student is excused from Wellness, a signed and dated letter from a health care provider must be on file in the Health Office. For students participating in the athletic program, a physical examination is required before the tryouts. Students who are absent from school or are medically excused from Wellness may not participate in the athletic program.

HEAD INJURY PROTOCOL

ALL HEAD INJURIES, REGARDLESS OF WHERE THEY HAPPEN MUST BE REPORTED TO THE L-S HEALTH OFFICE. FORMS AND INSTRUCTIONS FOR HEALTH INJURY PROTOCOL CAN BE FOUND ON THE NURSES WEBSITE (lsrhs.net/families/nurses/)

Head Injuries related to Interscholastic sports, see the L-S Athletics website ([www.lsrhs.net/LS athletics](http://www.lsrhs.net/LS_athletics)) under the “Head Injury” top tab.

Head Injuries that Occur at School or School-Sponsored Events that are **NOT** Related to Sports:

If a student suffers a head injury at school in a non-Inter-Scholastic sport (e.g. during a class) the staff member who witnessed the head injury accident, or was made aware of such an accident, must immediately accompany the student to the Health Office. The staff member who witnessed or was made aware of such

incident must complete an Accident Report Form and forward it to the Health Office. A copy of this form is available at the Health Office and on the LSRHS website. The staff member should also contact the student's school guidance counselor. The nurses will contact the parents/guardians to notify them of the incident.

Head Injuries that Occur at Home or not During School or a School Sponsored Event:

If the head injury did not happen at school or a school event, the parent/guardian must notify the Health Office and their child's Associate Principal. Parent/Guardian should also complete the Head Injury Report Form located on the LSRHS website. This form must be forwarded to the school nurse. Parents/guardians may fax the form directly to the Health Office at 978-639-3090.

Students with diagnosed concussion must file a Post Sports Related Head Injury Medical clearance and Authorization Form located on the LSRHS website with the Health Office when cleared by their physician.

Please contact the student's school guidance counselor for re-entry procedures.

LINCOLN-SUDBURY POLICY FOR EXPECTING/PARENTING STUDENTS

L-S works with any students who are expecting, raising a child or children, or is the parenting partner of such student in order to facilitate their continuing education. (*For brevity in this policy, "expecting and parenting" will be used for all three of these roles.*) The goal is to provide access to key resources, services, and academics that are developmentally appropriate; support sexual and reproductive health; engage the student(s) in a safe, supportive learning environment; and promote academic success in accordance with all Title IX law requirements (which prohibits discrimination against pregnant or parenting students.) All expecting and parenting students have the following rights and responsibilities:

- Confidential and respectful conversations with Counselor, Associate Principal, Program Director, or a trusted adult, who will provide and explain this policy to students; confidentiality of information shared with school personnel, per state & federal laws. Giving birth to a child does not automatically emancipate the parent, but it confers rights of a parent in terms of making decisions about their child (e.g. health care) and access to support and services and support from school staff.
- Choose how and when they seek services and support from school staff.
- Participate in decisions about how and when to inform parents/guardians or other trusted family members (in accordance with laws concerning a student's age and state of being under guardianship).
- Give written informed consent before expectant or parenting status is stored in school files with names and records.
- Participate in school classes, programs, activities, extracurricular activities and remain in their regular current program unless they make a voluntary decision to participate in an alternative program or activity for expecting or parenting students. Schedule alterations may be made when doctor's orders require limited physical activity.
- Excused absences for pregnancy or child medical appointments or illness; extensions for assignments missed, with full credit.
- Participate in conferences with school staff, health care professionals, and adults of their choosing (e.g. parent/guardian, family), to plan timing and length of parental leave; full reinstatement in school programs at conclusion of leave, in the same status as before leave.
- Continue their learning during excused absences and leave, as medically appropriate; the home/hospital tutoring rules apply for absences beyond 10 days.
- Keep the school administrator or nurse apprised of any medical conditions that might affect a student's ability to participate in a full school program, so it can be adjusted accordingly.

All school staff and administrators have the responsibility to:

- Protect student confidentiality; adhere to all laws (FERPA, HIPAA, TITLE IX, mandated reporting of abuse and neglect) if appropriate.
- Promote a safe and supportive learning environment, maintain access to curriculum, high standards, provide ample support for learning and for pregnancy-related health needs.
- Be sensitive to particular needs of expectant and parenting students.

STUDENT VISITORS

Students who would like to have a friend or family member shadow them for a day or partial day must receive their Associate Principal's approval, followed by their teachers' approval, at least 48 hours in advance. There are cases where the Associate Principal and/or teachers may not support the request. Also, the host student's parents must give written consent. Students may not have visitors on the day prior to a vacation, on Senior Dress Up Day, last day of classes prior to exam week, during exam periods or the last day of classes for seniors. **Students should see their House Assistant for the necessary paperwork.**

If a student would like to have an international friend or family member shadow them for an extended period of time, with teachers' and Associate Principal's approval the visitor may shadow for a one-week period. **Students should see their Associate Principal for approval of this plan, at least two weeks in advance.**

Former students wishing to visit must obtain permission from their former Associate Principal to see if it is a convenient time. Prior contact with the staff that you are visiting is also highly recommended. When you arrive please sign in at the main office then sign out when you leave.

LOCKERS

Lockers with combination locks are issued to students at the beginning of the year. Lockers should be kept locked at all times. To safeguard their property, students are cautioned against telling their combinations to one another. Any locker malfunction should be reported to the appropriate Associate Principal. **STUDENTS ARE CAUTIONED NOT TO KEEP MONEY OR OTHER VALUABLES IN THEIR LOCKERS.** If a student brings valuables to school, such as money, jewelry, or expensive clothing articles, s/he should secure them with a school official.

PARKING AND SAFE DRIVING

Student parking is limited. Therefore, only juniors and seniors may apply. The parking pass application, together with a detailed explanation of the related requirements and responsibilities, is available on the LSRHS website, under "Student Forms." Students who wish to work off the cost of a parking pass by working with Buildings and Grounds over the summer should let their Associate Principals know before the June exam period. Please refer to the Discipline Code for expectations regarding Parking and Safe Driving.

RESOURCES

Most Lincoln-Sudbury students have some time during the week in which they are not in class. Lincoln-Sudbury provides a variety of ways and places for students to spend unassigned time, both during and after school thus building the skill of using this time to their advantage.

LIBRARY - By teaching research skills, supporting the school's curriculum, promoting recreational reading, and providing equitable access to information through books, digital resources, and computers, the LS Library program prepares students to be effective users of information who are engaged and knowledgeable citizens. Our library space is a comfortable place where students may study, research, collaborate and read when they are not in class. The LS Library website (<https://library.lsrhs.net/>) offers round-the-clock access to research databases, citation and source evaluation links, library catalogs and reading lists. Please see our website for updated hours.

CAFETERIA - The snack bar serves breakfast and lunch.

CAREER CENTER - The Career Center provides information about colleges and careers for students, parents, and the community. Among the center's resources are college reference books, catalogs, applications, videos, financial aid information, and up-to-date career information. The Career Center hosts representatives from colleges, summer programs, the military, and various other post-secondary options. Career exploration programs allow students the opportunity to meet or to intern with professionals from various career fields. There is also a job bulletin board that lists current part-time job openings in the area.

ACADEMIC SUPPORT CENTER – see ADDITIONAL COURSE OFFERINGS.

CAFÉ MATHEMATICA – Drop-in tutoring support is available at the tables outside the math office during all lunch blocks.

DEPARTMENT FACILITIES

All teachers encourage students to arrange for individual conferences or extra help during a time when both the student and teacher are free.

ART - Students who are experienced with art equipment usage and have teacher approval may use the art facilities. Novices may use the facilities, with teacher approval, when more experienced students are available to assist. Art studios are open when teachers are available.

COMPUTER SCIENCE– Students should consult with their teacher if they need to use the computer lab outside of class time.

ENGLISH/HISTORY - Teachers are available to help students in the department office or their classrooms and offices. The Humanities Computer Lab is available for class work in English and History.

MATHEMATICS - Teachers are available to help their own students in the math office by appointment. Students may work in the math office and the math computer lab with teacher supervision. Drop-in tutoring support is available at “Cafe Mathematica”, staffed by math teachers, at the tables outside the math office during all lunch blocks.

MEDIA LABS - Students may work on video editing and media projects with teacher supervision or permission when classes are not in session.

MUSIC - Vocal and instrumental groups practice in the choral and instrumental rooms throughout the day. Students may arrange a time for individual practice by contacting a music teacher.

SCIENCE - Students may use most laboratory areas and the science computer lab when the rooms are not scheduled for a class. Teacher approval and supervision is necessary.

TECHNOLOGY - Students may use hand or power tools in the Applied Tech area when a teacher is available for supervision and classes are not in session.

WELLNESS - OPEN GYM/FITNESS CENTER - Students may use the Wellness facilities and Fitness Center during open times (Lunch Blocks, ACA and Fitness Center afterschool). Schedules are posted every marking period listing when areas are supervised. All students will be trained in the proper use of the Fitness Center. Use of all unsupervised facilities is prohibited.

WORLD LANGUAGE - During school hours the world language office is open for students to meet with teachers and receive help. Students may use the Technology Learning Center (TLC) to build their language skills. The TLC is open to students when a language teacher is available for supervision and when classes are not in session in the TLC.

STUDENT SENATE BILL OF RIGHTS

The Senate shall support and defend the following rights of all members of the school community:

- To express freely and peaceably, in speech and in writing, opinions and ideas.
- To distribute printed materials on school grounds before school, during school, and after school hours.
- To assemble freely and peaceably in any other matter, before school, during school, and after school, so long as such gatherings do not disrupt the educational process.
- To dress as they shall consider proper so long as health and safety regulations are observed and common decency is practiced.
- To defend against an accusation before any discipline, suspension, expulsion, termination, or other major action may occur.
- To petition for redress of grievances.
- To be free from physical and verbal harassment.

LINCOLN-SUDBURY REGIONAL HIGH SCHOOL DISCIPLINE CODE

(revised 09/16/2021)

Lincoln-Sudbury prides itself on maintaining an atmosphere in which all members of the community are treated with respect and thoughtful, civil behavior is the norm. The purpose of the Discipline Code is to maintain this atmosphere and to promote self-discipline and an ability to behave and dress appropriately and responsibly in school. Proper school and classroom conduct, in which considerate and caring behavior towards others is expected and modeled, supports this discipline code in a positive way. Whether in school, or at a school sponsored event, students are always expected and required to give their names when asked by a faculty or staff member. School personnel are committed to ensure compliance with this code in a fair, consistent, and judicious manner.

The Lincoln-Sudbury community has articulated four Core Values, which are at the heart of our learning community. Adherence to these core values by all members of the community is expected, and a breach of the core values will generate a strong corrective reaction.

The Lincoln-Sudbury Core Values are:

Fostering caring and cooperative relationships.
Respecting human differences.
Pursuing academic excellence.
Cultivating community.

There are certain concerns that we would like to highlight at the outset, even though they are covered in more detail later in the Discipline Code. Student safety is the school's highest priority. Students and parents should be absolutely aware of the following:

IMPORTANT NOTE ON ISSUES OF SAFETY AND SECURITY

- Drugs are absolutely and completely forbidden at Lincoln-Sudbury Regional High School. Under the terms of the Education Reform Act, students in possession of controlled substances on school grounds may be expelled from school.
- Weapons of any kind are prohibited and students in possession of a weapon may be expelled.
- Theft has been a significant problem at L-S in the past. It will not be tolerated, and those caught stealing will be dealt with seriously. Any student involved in stealing will be disciplined and the police may be notified.
- Physical violence of any kind is prohibited. Any student involved in violence will be disciplined.
- Verbal or sexual harassment in any form will not be tolerated.
- Under no circumstances can anything be thrown in or around the light wells.
- Defacing School Property/Graffiti will not be tolerated.

CONSEQUENCES FOR INFRACTIONS

L-S students have traditionally had the privilege of making many decisions. With this privilege comes the responsibility for behaving thoughtfully, as well as for understanding school rules and the possible consequences for violating them. The consequences for infractions of school rules include the following range of responses:

- Detention
- Loss of free time
- Work Detail
- Exclusion from areas in the school, e.g. cafeteria
- Revocation of Max Ed card
- Loss of parking privileges
- Exclusion from athletic events and extra-curricular activities
- Exclusion from the school bus
- Suspension (in or out of school)
- Expulsion
- Loss of the privilege of representing the school in athletics or other positions of leadership
- Other, as appropriate

Under ordinary circumstances, punishment is progressive in nature. That is, second offenses are generally treated more harshly than first offenses. If a student continually violates a school rule, the administration may take more serious action than is specifically prescribed in this Code. Students have a right to expect that disciplinary decisions will be treated with discretion.

The Discipline Code is not meant to describe all possible areas of misbehavior. If students behave in a way that is inappropriate or irresponsible, they will receive a penalty that is in keeping with their actions. Even if not specifically cited here, behavior which is disruptive to the school, malicious towards others, destructive to property, or intentionally damaging to the reputation of fellow students or staff members will be considered punishable. These rules apply at school, on school buses, and at school sponsored events.

Students with diagnosed disabilities are subject to current state and federal laws and regulations under the Individuals with Disabilities Act (IDEA 2004). A copy of these laws is available in the Student Services Office.

MEDIATION

A Non-Disciplinary Procedure for Resolving Conflicts

L-S has a strong school mediation program which offers students and staff a non-punitive method of resolving conflicts. Anyone who wants to mediate a dispute can contact the Mediation Coordinator to request mediation. Many disputes can be resolved at this level, allowing participants to come to agreements responsibly without feeling they have to invoke disciplinary consequences.

Associate Principals may refer students to mediation in addition to assigning consequences, if a dispute appears to be unsettled and may result in further interruption of the educational process. Participation in mediation may be strongly recommended in such situations, but it is voluntary on the part of all participants.

DUE PROCESS

Students accused of an infraction have the right to due process. This means they have the right to respond to the charge and explain their actions and perceptions. Students have the right to appeal disciplinary decisions to the Superintendent/Principal.

Emergency Removals under M.G.L. c. 71, § 37H^{3/4}

An Associate Principal may remove a student from school temporarily when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the principal's judgment, there is no alternative available to alleviate the danger or disruption. The temporary removal will not exceed two school days following the day of the emergency removal.

The Associate Principal will immediately and reasonably make an effort to orally notify the student and the student's parent of the emergency removal, the reason for the need for emergency removal. A written notice will be provided to the student and parent with the following information:

- Hearing date, time and location which will take place no more than 2 days of the emergency removal, unless an extension of time is agreed by all parties involved
- At the hearing that student may present any evidence and/or witnesses on their behalf
- Associate principal may render a decision orally the same day of the hearing and will share in writing the decision by no later than the following day.

SUSPENSIONS AND EXPULSIONS

For suspensions from school of fewer than ten days, administrators will state the nature of the offense and the consequences, orally and in writing, to the student and parent. The student and parent/guardian will be provided an opportunity to respond to the charges. A hearing will be scheduled for any out of school suspensions. For in-school suspensions, a hearing may occur with parents, students and Associate Principal if one is requested by the family. In any hearing procedure, the student will have the right to share their perception of what had transpired, provide evidence and/or produce witnesses to support their assert

Appeals may be made to the Superintendent/Principal and will be scheduled expeditiously. However, the student will remain under suspension pending the appeal.

If after a suspension hearing is completed and it was determined that the student will be suspended for ten days or more, the charges against the student will be made in writing, along with written notification of the right to appeal. Appeals must be made to the Superintendent/Principal within five days after receiving written notification of the suspension. The Superintendent/Principal will hold a hearing within three days of the request for an appeal. The student may present written or oral testimony on his/her behalf, and shall have the right to counsel. An Educational Service Plan will be developed for students suspended for more than ten days.

Suspension/Exclusion as a Result of Assault, Weapons or Controlled Substances (M.G.L. Chapter 71, Section 37H)

For offenses involving drugs, assault on a staff member, or the possession of weapons, there will be a hearing in front of a committee of at least three administrators. These individuals will function as Principal-designees at the hearing. Students and their families shall be notified in writing about such hearings and have the right to bring advocates. Students will have the opportunity to present any evidence and/or witnesses on their behalf during the hearing. Students have the right to appeal the hearing decision to the Superintendent/Principal within ten days. The student will remain under suspension pending the appeal. An Educational Service Plan will be created for all students suspended for more than ten days.

Suspension/Exclusion/Expulsion for Felony Charge (M.G.L. Chapter 71, Section 37H 1/2)

If a student has been issued a criminal complaint charging that student with a felony, the Principal or Associate Principal may suspend such student for a time deemed appropriate if the student's presence is determined to have a substantial detrimental effect on the general welfare of the school. Students charged with felonies have all rights of due process outlined above. An Educational Service Plan will be developed for students who are suspended pending the resolution of a felony charge. Any student convicted of a felony may be expelled. An Educational Service Plan will be developed for expelled students.

Other Long-term Suspensions/Exclusions (M.G.L. Chapter 71, Section 37H 3/4)

Students who commit other very serious offenses which pose a significant threat or danger to the L-S community will be suspended pending a hearing. Such students may be excluded from the L-S community for an appropriate period of time, not exceeding 90 days. Such students have all rights of due process outlined above. An Educational Service Plan will be created for all students suspended for more than ten days.

EDUCATION SERVICE PLAN FOR SUSPENDED STUDENTS

For suspensions (in or out of school) of less than 10 days, the student will stay in touch with the teacher via email, Google Classroom or an equivalent site used by the teacher. Associate Principal and/or

School Counselor will facilitate communications about any work owed or assessments to be made up. When appropriate in-school days will be used to help the student catch up on missed work.

For suspensions (in or out of school) of 10 days or more, the Associate Principal (AP) with School Counselor and Parent/Guardian and Student, will design and coordinate a plan for students to make academic progress. This may involve one or more of the following:

- Tutoring at an out-of-school location, such as public library
- Alternative placement in another public school or program (e.g. 45 day extended evaluation)
- On-line learning
- Continue with LS classes via distance learning, using Google Classroom, email or other on-line methods.
- If a limited number of credits are needed for graduation, the plan will prioritize the student completing those credits, and may involve withdrawing the student from non-essential classes.

The AP will meet with the student and parent/guardian to review these possibilities, and together they will design an appropriate plan for the student. The AP will facilitate placement in other schools or programs and will verify enrollment, if that option is selected. The AP will facilitate on-line learning enrollment and/or tutoring, and will arrange for a licensed LS staff member to verify completion of learning requirements and credit, if that option is selected.

DISCIPLINARY PROCEDURES FOR STUDENTS WITH DISABILITIES.

Students with disabilities, or students who are suspected to have a disability, are disciplined by the same criteria applied to all students at Lincoln-Sudbury Regional High School. However, students who have been identified as having special needs based on a disability have procedural protections in addition to those provided to other students in accordance with the Individuals with Disabilities Education Act (IDEA). Similar procedures apply to students with accommodation plans under Section 504 of the Rehabilitation Act of 1973 and students who are in the process of evaluation under special education for whom eligibility has not yet been determined.

In general, students with disabilities, or who are suspected of having disabilities, may be excluded from their programs and/or services, just as any other student can be, for up to ten school days per year. (These days do not have to be consecutive, and include in-school as well as out -of-school suspension days.) However, when a student is excluded for more than ten school days in the school year, school staff may be required to provide alternative educational services for the student. In addition, in many instances, the student's Team must convene to determine whether the student's behavior was caused by or had a direct and substantial relationship to the student's disability (a "manifestation determination"). In addition, the TEAM must determine that the student's behavior was not prompted by the school's failure to implement the student's IEP.

If the Team determines the behavior was not caused by the disability, the school may discipline the student according to the school's code of student conduct, except that the district must continue to provide the student with educational services during the period of suspension or expulsion. However, if the Team determines that the behavior was caused by the disability, the student may not be excluded from the current educational placement (except in the case of weapons, drugs, or serious bodily injury) until the Team develops, and the parent/guardian consents, to a new Individualized Education Program. The Team must also conduct a functional behavioral assessment and develop or revise a behavioral plan for the student.

In the event a student possesses, uses, sells or solicits a controlled substance or possesses a weapon, or seriously injures an individual at school or a school function, the school may place a student in an interim alternative education setting for up to 45 days. Hearing officers may also order the placement of a student in an appropriate interim setting for up to 45 days upon determination that the current placement is substantially likely to result in injury to the student or to others.

When a parent/guardian disagrees with the Team's decision on the "manifestation determination" or with a decision regarding placement, the parent/guardian has a right to request an expedited due process hearing from the Bureau of Special Education Appeals.

If the school district has no knowledge that a student is an eligible student under the IDEA before taking disciplinary measures against the student, the student may be disciplined just as any other student may be. If a staff member has previously expressed concerns that the student might have an undiagnosed disability, the student is protected under IDEA.

If, however, a request is made for an evaluation to determine eligibility while the student is subject to disciplinary measures, the district must conduct the evaluation in an expedited manner. Pending the results of

the evaluation, the student must remain in the educational placement determined by school authorities, which may include suspension or expulsion without services. If the student is determined eligible for an IEP as a result of the evaluation, the school district must provide the student with special education and related services in accordance with the IDEA. Exceptions may be made in instances where parents have refused evaluations or services, or when a student has been evaluated and determined not to have a disability.

For additional information regarding the procedural protections for students with disabilities, please contact the Director of Student Services x2385.

CATEGORIES OF INFRACTIONS

The Discipline Code divides unacceptable behavior into three categories. The first covers academic behavior, the second covers offenses of a generally social or behavioral nature, and the third covers the most serious offenses, which may involve legal as well as school consequences.

I. ACADEMIC BEHAVIOR

ACADEMIC DISHONESTY: Academic Dishonesty is intolerable in an academic institution and will be dealt with seriously.

Academic Dishonesty includes (but is not limited to):

- Unauthorized sharing or learning of specific questions of tests, quizzes or other assignments before they are given.
- Inappropriately sharing or obtaining information during tests, quizzes or other assignments.
- Copying another student's answers
- Plagiarism, i.e., submitting another's work or ideas as one's own, without proper citation.

All Academic Dishonesty has a harmful effect on learning and the school environment. Therefore, teachers will assign failing grades to all work involving Academic Dishonesty. All incidents of Academic Dishonesty will be reported to the student's Associate Principal who will apply additional appropriate educational and disciplinary interventions.

All Academic Dishonesty on summative work (including but not limited to tests, papers, quizzes, or projects) and any Academic Dishonesty on formative work which occurs after an Associate Principal has already provided educational and disciplinary consequences for previous Academic Dishonesty, will be dealt with as follows:

1. Academic Dishonesty #1:
 - A. The teacher will notify the Associate Principal who will keep a record of the event.
 - B. The student will receive a failing grade on the exercise.
 - C. The parent(s)/guardian(s) will be notified.
2. Academic Dishonesty #2:
 - A. The teacher will notify the Associate Principal who will keep a record of the event.
 - B. The student will receive a failing grade on the exercise.
 - C. The student's grade for the quarter will be lowered at least one full letter grade
 - D. The student may be ineligible for awards.
 - E. A conference, either in person or by telephone with the student, teachers, parent(s)/guardian(s), and Associate Principal will be held.
3. Third Academic Dishonesty: (In addition to the above):
 - A. The teacher will notify the Associate Principal who will keep a record of the event.
 - B. The student will receive a failing grade on the exercise.
 - C. The student will fail the course for the semester, potentially jeopardizing graduation and athletic eligibility.
 - D. A conference with the student, parent(s)/guardian(s), Associate Principal, and Superintendent/Principal will be held.

Consequences for Academic Dishonesty will be cumulative from class to class and year to year.

CLASS ATTENDANCE: Attendance in class is mandatory. Students who have three unexcused absences in a class per semester will lose one credit in that course. In Wellness classes, two unexcused absences per quarter will result in loss of one credit. Students with five unexcused absences per semester will lose both credits in

that course. Parents are notified in writing of unexcused absences. When changing classes or levels during a semester, unexcused absences from the original class will be carried forward to the new class.

For ninth grade students (during the first semester) for the first two unexcused absences, parents will be notified and students will receive detentions; and for the third such absence students will lose a credit in the class. For all other students, the Associate Principal will assign a detention for the second cut, as a warning that a third cut will result in loss of credit. In classes which give credit by the quarter (i.e. Wellness) students will receive detention after the first cut.

All students need to be in school and to attend classes on the day of a contest or event, in order to participate in athletics or other activities.

II. SOCIAL BEHAVIOR

SCHOOL CORRIDORS: L-S is the kind of place that allows students to peacefully congregate during free time in corridors and other public areas. However, behavior needs to be quiet, decorous, civil, and respectful of others and of classroom activities at all times in all areas of the building. If behavior is not within those guidelines, an area may be closed for a period of time.

PUBLIC DISPLAYS OF AFFECTION: Lincoln-Sudbury prides itself on maintaining a friendly atmosphere, where close relationships are fostered and encouraged, and students are permitted to live their lives without too much intrusive adult intervention. However, it is also a public institution, where appropriate norms and boundaries of interaction need to be maintained. In this regard, any sexual activity, including excessive public displays of affection, are not permitted in the school, on the school bus, or on school grounds. Casual and friendly contact, of course, is understandable, physical intimacy is not appropriate in the corridors, classrooms, or grounds of Lincoln-Sudbury.

PROPER ATTIRE/DRESS: L-S does not have a formal dress code but it is expected that students will dress appropriately in school with consideration for public sensibility. Clothing containing images of drugs, alcohol, or violence is unacceptable and students will be asked to change or cover unacceptable clothing.

BEHAVIOR AT SCHOOL, AT SCHOOL ACTIVITIES, AND ON SCHOOL BUSES: Students are expected to behave appropriately. The penalties for misbehavior at school activities or on school buses are the same as the penalties for misconduct during school hours. In addition, misbehavior at a school-sponsored activity or on a school bus may result in revocation of privileges to participate.

INAPPROPRIATE CLASS/CORRIDOR BEHAVIOR: Students are expected to refrain from inappropriate behavior such as yelling, disrupting a class, knocking on a door or window, littering, throwing objects, playing music, pitching coins, writing on desks, etc. Language in hallways, open spaces, and classrooms should be civil. The first time students are reported by a staff member for engaging in such behavior, they will receive a detention. If a student is reported a second time, a more serious penalty will be imposed. Throwing anything in or around the light wells is an offense, which may result in suspension.

FAILURE/REFUSAL TO IDENTIFY YOURSELF: Students are required to give their full name when asked. Students who refuse to give their name or who give a false name may result in suspension.

CAFETERIA BEHAVIOR: Students are expected to behave appropriately in the cafeteria and to clean the table after eating. If students violate these expectations, they may be suspended from spending time in the cafeteria for up to one semester and/or given other appropriate consequences, such as clean-up duty in the cafeteria during free time. Students are not permitted to eat in the halls or library under any circumstances; consequence is detention or cafeteria clean-up duty.

GAMBLING, FIREWORKS, LITTERING, and SNOWBALL THROWING are not allowed and the consequences for infractions will be determined by the administration.

COMMERCE ON CAMPUS: Students are not allowed to buy or sell any items on campus without permission from an administrator. All fundraising for activities and athletics must receive prior approval from the Director of Athletics and Activities. Students who wish to sell items for purposes that are not related to L-S programs must contact their Associate Principal.

RESPECT FOR SCHOOL PROPERTY: L-S is a community and we all need to work together to take care of our school. Defacing school property/writing graffiti is expressly prohibited. Students who violate this expectation will receive appropriate penalties.

PARKING AND SAFE DRIVING: Access to a parking space is a privilege that can be withdrawn at the discretion of the administration. Students may be fined, their car booted or towed, and/or they may lose parking privileges if they break rules such as parking outside student-designated areas, reckless driving during the school day (on or off campus), or unauthorized use of permits. Unpaid fines will become senior obligations to be settled before graduation.

ELECTRONIC DEVICES (e.g. cellular phones, radios, personal stereos): All electronic devices are expressly prohibited from being used in classrooms, unless with the approval of the teacher. Students using these devices while in class will have them confiscated. Students may use phones and listen to music in public spaces as long as they are not disruptive, and do not disturb others.

STUDENT AND STAFF PRIVACY RIGHTS CONCERNING VIDEO AND AUDIO RECORDINGS, PHOTOGRAPHY AND SOCIAL MEDIA: As a general rule, students should not take, share or post photos, videos, or audio recordings of another person without their permission. Teachers will instruct students when it is appropriate to take pictures of notes on the board, assignments on the board, etc. Some exceptions may apply to students with documented disabilities per their educational plans. Infractions which embarrass, humiliate, or compromise others are subject to disciplinary action as violations of the Core Values.

OPEN CAMPUS POLICY: Juniors and Seniors may leave campus with parental permission and a signed I.D. card ("Max-Ed." card). Ninth and tenth graders may not leave campus. The parking lot is considered off-limits for ninth and tenth graders.

- First offense: five detentions
- Second offense: loss of free time for 3 weeks
- Subsequent offenses: additional loss of free time, loss of Max-Ed. privileges and/or parking privileges for the first quarter of junior year

If a student with a Max-Ed. card takes a student who does not have a card off campus, he/she will lose Max-Ed privileges for one month. Subsequent offenses may lead to longer loss of privileges, loss of parking privileges and/or loss of free time and/or suspension.

PRESENCE IN UNSUPERVISED AREAS: Students may not be in unsupervised areas such as laboratories, gyms, the auditorium, the woods, the ropes course, the radio station, computer rooms, classrooms, or stairwells without a teacher or a teacher's explicit permission. Students may never go on the roof. Out of respect for our neighbors, students are not allowed to loiter in the neighborhood surrounding the high school before, during or after school. Violations of these rules will result in an appropriate penalty.

BICYCLES, SKATEBOARDS, SCOOTERS, etc.: Skateboards, stunt bikes, and rollerblades may NOT be used on school property. Other bicycles must be used appropriately with regard to personal safety, the safety of others, and with care to not damage property.

MIND ALTERING SUBSTANCES: Possession and/or use of any mind-altering substance or misuse of any other substance in order to get high is not allowed on campus or at school-sponsored events. In addition, students are barred from participating in any school-sponsored event on a day on which they have used mind-altering substances regardless of the time or location of such use. Violations of this rule will be dealt with in accordance with the drug and alcohol policies of the school.

VAPING POLICY: Vaping, or possession of any vaping materials or devices, is forbidden on school property, on school buses, or at any school-sponsored activities.

TOBACCO POLICY: *Any minor and/or student who smokes on school grounds or within 300 yards of public-school property shall be subject to a fine of one hundred dollars (\$100.00) for a first offense; or shall complete a tobacco education program. The parent(s) and or legal guardian(s) shall be notified of the minor's infraction; each subsequent offense will result in a one hundred dollar (\$100.00) fine.* (Sudbury Town By-Law)

In summary: No student may be in possession/use of a tobacco product on school property or within 300 yards of school property within the Town of Sudbury.

1. First offense or second offense

- A. Parents will be informed and
- B. Students can choose between a tobacco education program or receive a ticket for \$100 payable to the Town of Sudbury
- 2. Subsequent Offenses
 - A. Parents will be informed and
 - B. \$100 ticket payable to the Town of Sudbury

No school employee shall use tobacco products on school property within the Town of Sudbury.

III. ILLEGAL BEHAVIOR

If a student commits an act that violates a state or federal law, the school may report the offense to the appropriate legal authorities. In criminal cases, the school is required to make such a report. Lincoln-Sudbury has a memorandum of understanding with the local police departments, which states the following as mandatory reportable incidents:

- possession, use, or distribution of alcohol by a student
- possession, use, or distribution of an inhalant or any controlled substance
- any incident in which any individual is reasonably believed to be selling or distributing drugs or alcohol
- any incident involving intentional assaultive or negligent behavior that results in personal injury
- possession of a weapon, as defined by G.L.c. Section 10(b) or in the school handbook
- any incident involving domestic abuse, dating violence or a violation of M.G.L.c. Section 209A order
- any incident involving the serious physical neglect or abuse of a child (in addition to a report filed with the Dept. of Social Services pursuant to G.L.c.119 Section 51A)
- any incident involving an actual or suspected hate crime or violation of civil rights
- any incident resulting in significant damage to municipal or private property
- any bomb threat, fire, threatened or attempted fire setting, threatened or attempted use of an explosive device or hoax device
- any creation or possession of a “hit list” of individuals targeted for violence or death
- any incident of “hazing,” involving a threatened or actual risk of physical or emotional harm to a student
- any sexual assault, rape or incident of gender-based harassment

Mandatory Reportable Incidents will be immediately reported to the Police Departments if such incidents:

- occurred on school property or within 1,000-foot radius of school property
- occurred at a school-sponsored function
- occurred in a school owned or contracted bus or another vehicle
- involve a student of the Lincoln-Sudbury Regional High School

THEFT: As it is an affront to our core values, theft will be dealt with extremely seriously to the fullest extent allowable under this Discipline Code. Theft includes anything stolen from vehicles parked on school property. Thefts of money or valuables worth over \$100 will be reported to the local police by the school. Parents may report any theft to the local police. In cases in which such theft takes place outside the boundaries of the Lincoln-Sudbury campus, the school administration reserves the right to issue consequences as though they had occurred on campus if, and only if, the school administrator(s) deems that the theft in question was connected to school. Such consequences will be independent from any criminal charges brought against the student(s).

Consequences for theft may include: a period of suspension, payment of restitution, and include loss of in-school free time. Subsequent offenses may result in exclusion from the L-S community or exclusion from specified areas of the school.

PREVENTING THEFT IS THE BEST DEFENSE AGAINST IT!

Thefts hurt the whole community. Preventing theft and reporting it is everyone’s responsibility. Currently, many of the thefts at L-S occur in the locker rooms. In order to ensure that possessions are safe on school property, the following is recommended:

- Do not bring unnecessary cash or valuables to school.
- Lock up your belongings, or carry them with you.
- Ask coaches to lock up valuables, for extra protection, if necessary.

- Make every effort to look out for one another. If you witness a theft, report it.
- Staff members are concerned about theft, and will continue to supervise areas as well as possible.
- Theft report forms are available in your house office.

ARSON AND PULLING FIRE ALARMS: Pulling fire alarms and arson are violations of state laws. If students set a fire or pull an alarm, the school will file a court complaint against them in addition to imposing a suspension of up to ten days. If a second offense is committed, the school administration will recommend that the student be expelled from school.

DRUGS AND WEAPONS/ASSAULT ON A STAFF MEMBER: Based on Chapter 71, Section 37H of the General Laws of the Commonwealth, any student who is found on school premises or at a school-sponsored or school-related event, including athletic games, in possession of a dangerous weapon, including but not limited to, a gun or knife; in possession of or under the influence of a controlled substance, as defined in Chapter 94 C, including but not limited to marijuana, cocaine, and heroin; or who assaults a staff member may be subject to expulsion from the school district. The hearing takes place before a tribunal comprising three Associate Principals, whose decision may range from suspension to expulsion. In addition, depending on the nature of the offense, it may be determined by the administration that violators will not be permitted to attend future social or athletic events at the school. This prohibition may be modified if the student is willing to participate in a drug education or treatment program. All students who bring prescription drugs to school must notify the nurse's office and follow Health Office protocols for their use. In general, prescription drugs must be held in the nurse's office and dispensed from there. Students found in possession of controlled substances on campus or at school-sponsored events can be found in violation of this part of the Discipline Code, even if the drugs are prescribed for them and may be subject to an expulsion hearing. Any student suspended for a period of more than ten days, or expelled, will be offered an off-campus educational service plan.

ALCOHOL: Use, possession, or being under the influence of alcohol are all strictly prohibited in school, on school grounds, on school buses, or at any school events. In addition, students are barred from participating in any school-sponsored event on a day on which they have used alcohol regardless of the time or location of such use. Students who violate the prohibition against alcohol use will be subject to an immediate three-day suspension from school. In addition, depending on the nature of the offense, it may be determined by the administration that violators will not be permitted to attend future social or athletic events at the school. This prohibition may be modified if the student is willing to participate in an alcohol education or treatment program.

FIGHTING, or any form of violence, is expressly forbidden at Lincoln-Sudbury Regional High School. If students are involved in a fight, they will be removed from school immediately, suspended, and they will not be eligible for school transportation. The punishment given will depend on the circumstances surrounding the fight. In general, each party involved in a fight will be treated equally, because of the difficulty of determining whether one student is more responsible than another. Words or gestures that either incite, or are likely to incite, violence may also result in suspension. Students involved in fights may be referred to Peer Mediation. In cases where fights take place off campus, the administration reserves the right to issue consequences as though the infraction had occurred in school only if it is deemed that the fight, or incitement, was clearly connected to school, or could pose a threat to the safety or welfare of students while in school.

HAZING and INITIATION of one student by another student or group will not be tolerated. Any form of hazing or initiation will result in a student being suspended. The following is the Mass. General Law regarding Hazing:

CH.269.S.17. Whoever is a principal organizer or participant in the crime of hazing, as defined herein, shall be punished by a fine of not more than three thousand dollars or by imprisonment in a house of correction for not more than one year, or both such fine and imprisonment.

The term "hazing" as used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest, or extended isolation.

Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action. Added by St.1985, c.536; amended by St.1987, c.665.

CH.269.S.18 Duty to Report Hazing Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent that such person can do without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than one thousand dollars. Added by St.1985, c.536; amended by St.1987, c.665.

SEARCH POLICY: Lockers are provided only for uses consistent with legitimate school or social purposes. The school retains the right to search student lockers. Possession of contraband, drugs, and weapons is illegal and inconsistent with school policy. Students, their bags, backpacks, lockers, personal computers, network accounts, email accounts, and vehicles may also be searched. Following any search, parents/guardians will be notified. Students who refuse a search will be suspended pending a meeting with their parent/guardian.

VANDALISM: If students vandalize school or personal property, they will be punished and expected to pay for the damage. Writing on walls and defacing property are considered acts of vandalism. In cases in which such vandalism takes place outside the boundaries of the Lincoln-Sudbury campus, the school administration reserves the right to punish such instances as though they had occurred on campus if, and only if, the administrator(s) deems that the vandalism in question was connected to school. The consequences will be independent from any criminal charges brought against the student(s).

MIAA RULE ON TOBACCO, DRUGS, AND ALCOHOL

Students on athletic teams should note that use of tobacco, drugs, or alcohol at any time during the school year is prohibited, and will result in suspension from a team as delineated by the MIAA rules and regulations.

PHYSICAL, VERBAL OR SEXUAL HARASSMENT

Lincoln-Sudbury Regional High School is committed to providing staff and students an environment that allows them to pursue their careers and studies in physical and emotional safety. Therefore, the school and its offices must be free of any type of harassment or physical threat to well-being. Harassment refers to conduct, behavior, or comments that are personally offensive, degrading, bullying or threatening to others. The prohibition against harassment applies to all interactions among students, staff, or any combination of these.

Physical harassment includes pushing, hitting, punching, or other unwanted contact. It also includes any case of an individual or group not permitting another individual freedom of movement by blocking the way or otherwise hampering passage.

Verbal harassment includes any threats or negative remarks based on another's race, gender, physical appearance, sexual orientation, role, religion or national origin, expressed directly or in written or pictorial form. Electronic harassment, over e-mail or via the internet, will be considered a punishable offense. Consistent with these expectations the "n-word" may not be used in the public arena of the LS school environment. The school environment includes campus, the school bus and at any school sponsored events. This also includes postings on social media or any other posting that has a reasonable probability of intersecting with and affecting our school environment. While name-calling or taunting may not rise to the level of harassment, they are unacceptable forms of behavior at L-S, and will be treated as violations of the Discipline Code. Any incident of harassment should be reported immediately to an Associate Principal.

Bullying is the repeated use by one or more students of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at a target that:

- causes physical or emotional harm to the target or damage to the target's property;
- places the target in reasonable fear of harm to him/herself, or of damage to his/her property;
- creates a hostile environment at school for the target;
- infringes on the rights of the target at school; or
- materially and substantially disrupts the education process or the orderly operation of a school.

Cyber-bullying means bullying through the use of technology or any form of electronic communication. When bullying and cyber-bullying are alleged, the full cooperation and assistance of parents and families is expected.

Sexual Harassment is a form of discrimination and is a violation of Title IX of the Educational Amendments of 1972 and of the Massachusetts General Law. Sexual harassment is demeaning and degrading.

It affects an individual's self-esteem and can have a negative impact on performance at work or in class. It can make an individual feel angry, powerless, and fearful. Sexual harassment includes any unwanted sexual attention, physical or verbal, which interferes with an individual's ability to work, learn, or otherwise participate in the services and benefits of school activities and programs. This attention may include spreading sexual gossip, unwanted sexual comments, pressure for sexual activity and/or unwanted physical contact. It can also include publicly displaying sexually offensive signs, clothing, or jokes. The fact that someone did not intend to sexually harass an individual is generally not considered a defense to a complaint of sexual harassment. In most cases, it is the effect and characteristics of the behavior that determine if the behavior constitutes sexual harassment. Retaliation against anyone reporting or thought to have reported sexual harassment behaviors is prohibited. Knowingly filing false charges of sexual harassment will be dealt with as a serious offense.

The consequences for physical, verbal or sexual harassment may include anything from a warning to expulsion from school depending on the severity of the offense, and may include participation in an educational group. Disciplinary actions will be progressive in nature. Harassment and bullying (including cyber-bullying) are prohibited on school grounds, adjacent property, and at school-sponsored or school-related activities. When harassment, bullying and cyberbullying occur at non-school related locations or activities, the school administration will issue consequences as though it had occurred on campus if the behavior:

- creates a hostile environment for the target person at school
- infringes on targeted person's rights at school; or
- materially and substantially disrupts the education process or operation of the school.

Reporting: We expect students, parents, guardians, and others who witness or become aware of harassment, bullying or retaliation to report it. We encourage reporting directly to the Associate Principals or the Safe Schools Initiatives Coordinator, either in person or by telephone. However, reports may be made to any staff member, who are required to report any instance of bullying or retaliation they become aware of to an administrator. Reports may be oral or written. Reports may be made anonymously. The online Safety Reporting Form, available on the school website, is one resource for anonymous reporting. It is also available in the Main Office, the House Offices, and the Health Suite. It is not necessary to use the form to report bullying/harassment.

Students, parents, and guardians who wish to report harassment are entitled to confidentiality and, if desired, anonymity. School personnel will help the student resolve the issue and will inform the student about support services available within the school. (School administrators and staff who fail to report, investigate, or take appropriate action with regard to harassment complaints may face disciplinary action.) No disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report.

Students who are filing a complaint of sexual harassment should follow the procedure outlined below:

1. Students shall meet with their counselor or Associate Principal to discuss the complaint. The counselor/Associate Principal will write up the complaint.
2. The complaint should contain as much information as possible about the alleged incident (names, addresses, phone numbers, location, date and description of incident, print-out of electronic harassment).
3. The complaint will be investigated by two administrators (male and female). Together they will interview all parties involved in the complaint and will respond within fifteen days of the interview.
4. If the administrators' response does not satisfactorily resolve the issue, the complainant may request a hearing before the Superintendent/Principal to be held within ten school days of receipt of the administrators' report. Student complainants are entitled to have their counselor present at every meeting.

L-S BULLYING PREVENTION AND INTERVENTION PLAN

L-S Policy: PROHIBITION AGAINST BULLYING AND RETALIATION

As stated in the L-S Discipline Code, acts of bullying, which include cyber-bullying, are prohibited:

1. On school grounds and property immediately adjacent to school grounds, at a school sponsored or school-related activity, function, or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school; or through the use of technology or an electronic device owned, leased, or used by a school district or school, and
2. At a location, activity, function, or program that is not school-related through the use of technology or an electronic device that is not owned, leased, or used by a school district or school, if the acts create a hostile environment at school for the target or witnesses, infringe on their rights at school, or materially and substantially disrupt the education process or the orderly operation of a school.

Retaliation against a person who reports bullying, provides information during an investigation of bullying, or

witnesses or has reliable information about bullying is also prohibited. The school protects the anonymity of those who report or provide information about bullying. Aggressors and their parent/guardians will be notified verbally and in writing that students who retaliate against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying will face suspension, or even exclusion from school depending upon the severity of the offense, and police involvement as appropriate.

School bullying prohibitions also apply to adults. Adults who engage in these behaviors on school grounds or at school-sponsored activities may be asked to leave the premises. L-S administrators shall involve local law enforcement as appropriate.

As stated in M.G.L. c. 71, § 37O, nothing in this Plan requires the district or school to staff any non-school related activities, functions, or programs.

The L-S Bullying Prevention and Intervention Plan can be seen on the L-S website at lsrhs.net. It summarizes how the plan was developed, which staff committees oversee the plan and its implementation, and what training and ongoing professional development on the topic occurs annually for L-S staff. In addition, the staff receives an annual written notice of the plan's contents and how to access it.

The plan describes the ways L-S curriculum, both academic and extracurricular, addresses the problem of bullying and ways students can recognize, prevent, and intervene to stop it. These include:

- Empowering students to take action by knowing what to do when they witness other students engaged in acts of bullying or retaliation, including seeking adult assistance;
- Helping students understand the dynamics of bullying and cyber-bullying, including the underlying power imbalance;
- Emphasizing cyber-safety, including safe and appropriate use of electronic communication technologies;
- Enhancing students' skills for engaging in healthy relationships and respectful communications; and
- Engaging students in a safe, supportive school environment that is respectful of diversity and difference.

The plan provides procedures for reporting and responding to bullying or retaliation.

Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a staff member shall be recorded in writing. Staff members are required to report any instance of bullying or retaliation they become aware of or witnesses to an administrator. There are a variety of reporting resources available to the school community including:

- The online Safety Reporting Form (on school website www.lsrhs.net)
- Email to any Administrator or to Coordinator of Safe School Initiatives
- Staff mailbox for any Administrator or the Coordinator of Safe School Initiatives

We expect students, parents, guardians, and others who witness or become aware of bullying or retaliation to report it to a staff member. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Students, parents or guardians, and others may request assistance from a staff member to complete a written report.

Responding to a report of bullying or retaliation. The Associate Principals will be responsible for investigating allegations of bullying or retaliation. Before fully investigating the allegations of bullying or retaliation, they will take steps to restore a sense of safety to the alleged target, or any witness or informant. Additional steps to promote safety during and after the investigation will be taken as necessary.

The investigating administrators will notify parents of both the targeted person and the aggressor, and the school's procedures to address it; if there is reasonable basis to believe that criminal charges may be pursued against the aggressor, the administrator will notify local law enforcement agencies. All parties in an investigation will be reminded that retaliation is strictly prohibited and will result in disciplinary action, in accordance with the L-S Discipline Code. The investigating administrator(s) will notify all parties of their findings, and of the plans for providing safety for the targeted student, as well as consequences and remediation strategies for the aggressor.

Collaboration with families. The school communicates with parents and guardians about the bullying prevention curriculum, the dynamics of bullying, and online safety against cyberbullying. This is done in the beginning of the school year letter sent to all families, which conveys information that each student receives in opening meetings, where bullying prevention efforts are highlighted. This information is reinforced for all ninth-grade parents at our annual Ninth Grade Parent Night and to all parents at our annual Back to School Night.

L-S will offer occasional education programs for parents and guardians that focus on school climate and bullying prevention. The programs will be offered in collaboration with the LSPO, the School Council, the School Climate Group, and the Lincoln and Sudbury Public Schools. Bullying and cyberbullying is also addressed in the school's biannual public presentation of the Youth Risk Behavior Data and accompanying forum. Bullying Prevention and explaining the school's bullying prevention initiatives is also part of the School Council's Parent-to-Parent outreach.

DISCRIMINATION GRIEVANCE PROCEDURES

INTRODUCTION

The School Committee has designated a district administrator as coordinator for each federal and state statute regarding discrimination. Complaints under Title IX have their own special procedure; see section C below. Their responsibility is to act as an advisor to any/all parties at any stage of these procedures to ensure that proper steps are followed. The coordinator may also act as mediator when requested to do so by both parties.

A. INFORMAL PROCEDURES

When you think you have a complaint you should first follow these informal steps. If you feel that someone has discriminated against you because of your race, gender, sexual orientation, religion, or ethnic background, you are encouraged to talk to that person directly about your feelings. If you find this difficult to do, you may wish to talk with a student advisor who can inform you of your rights and may go with you when you discuss your concerns. A student advisor is any teacher, counselor, or administrator employed by the Lincoln Sudbury Regional School District. Try to find out whether the discrimination you believe exists is the result of an individual's bias or a school-wide policy. Your concern may be a misunderstanding that can be cleared up by a simple informal conversation. If the person(s) involved have agreed to change the policy or practice, or if you are satisfied that no discrimination exists, you will not have to file a formal complaint. If these steps do not work, you may follow a formal procedure.

B. FORMAL PROCEDURES

Write a clear statement of your complaint including all the facts as you see them. The following information should be included:

1. Your name and home address.
2. A description of what happened including name and address of the person involved, time, date and as many other details as you can remember.
3. Any other information you think is important to help people understand your concerns.

Give a copy of your written complaint to the person charged with the discrimination and the Superintendent/Principal. As you can see, by filing a formal grievance you may have to speak to the same people you met with before. However, the difference this time is that your complaint and the school officials' responses are in writing. By law, you **MUST** be given a hearing and **MUST** receive a written response. All hearings and investigations must follow due process procedures that guarantee that both parties will have the right and opportunity to present evidence and witnesses and to question witnesses at all steps. Confidentiality will be maintained by the involved parties at all levels.

The Superintendent/Principal will conduct an investigation of the formal complaint and give a written decision to both parties and to the appropriate coordinator. See Declaration of Compliance for specific people.

If you disagree with the decision of the Superintendent/Principal, you must appeal the decision, in writing, to the School Committee within five school days after your receipt of a written decision.

The School Committee will, within twenty school days of the receipt of the grievance, investigate the grievance and give a written decision. The School Committee will submit a copy of the decision and the reasons for the decision to both parties, the Superintendent/Principal and the coordinator.

The above time frames may be extended by mutual agreement.

C. SPECIAL PROCEDURES UNDER TITLE IX

As of August 2020, there are new regulations under Title IX (the law that protects people from discrimination of the basis of sex). Dr. Aida Ramos, Director of Student Services, has been identified as the Title IX Coordinator for Lincoln-Sudbury Regional High School. She can be reached at 978-443-9961 x2385, aida_amos@lsrhs.net or for any Title IX inquiries you may email TitleIXcomplaints@lsrhs.net.

The **Title IX Coordinator** is responsible for:

- Making sure complaints are filed and investigated when appropriate
- Contacting the person filing the complaint and explain Title IX protocols
- Identifying the person(s) that will investigate the complaint
- Identifying the person that will make a decision after an investigation is completed. *The investigator(s) and the decision maker cannot be the same person and should not talk to each other while the investigation is taking place.*

The new regulations raised the threshold of what constitutes a violation of Title IX rights. Potential violations must meet criteria of sexual harassment.

Sexual harassment is defined as*:

- Quid pro quo sexual harassment
- Hostile environment sexual harassment, defined as unwelcome conduct determined by a reasonable person to be so **severe, pervasive and objectionably offensive** that it effectively denies a person equal access to the school's education program or activity.

** Excerpts from SafeSchools Training*

School District's Jurisdiction:

The complainant must:

- Be currently enrolled at L-S, or attempting to enroll at L-S.
- Alleged sexual harassment must occur:
 - in a school's "education program or activity" and must be in the United States
 - includes locations, events, or circumstances over which the school exercised **substantial control over both the respondent and the contexts in which the sexual harassment occurred.**

The law requires that any sexual harassment complaint under Title IX must be dismissed if:

- It would not fit within the definition of sexual harassment
- It did not occur in an education program or activity of the school
- It did not occur in the United States

Filing a Complaint:

- The victim and/or parents must contact the Title IX Coordinator
- Complaints must be in writing, although this does not limit the ability of contacting the Title IX Coordinator.
- Only the alleged victim and/or parents can file a complaint. Third party reports will not be considered complaints.
- Title IX Coordinator meets with the alleged victim and will review the Title IX process, and will do an intake of the allegations and ask for the complaint to be put in writing
- Title IX Coordinator will identify a person(s) to investigate the allegations

- Investigator(s) will with the alleged victim, perpetrator(s) and/or any possible witness(es)
- Investigator(s) write a report with all the information gathered. The report will be shared with the alleged victim and perpetrator(s). Both parties will be allowed to provide additional information that might help the investigation.
- The report will include the name of the alleged victim and perpetrator(s) and may include the names of any witness(es).
- After the report is finalized, investigators will share the report with the assigned decision maker. The person will review the report and determine if there has been a Title IX violation.
- Decision maker will send a letter to parents/students with the findings.
- L-S will not have a hearing process. Any disputes may be resolved by Superintendent/Principal Bella Wong.

Important Notes:

- A Title IX investigation is NOT the same as a disciplinary investigation. A student may be disciplined and may, or may not, be found in violation of another person(s) Title IX rights.
- Throughout the process, students maintain these rights:
 - First Amendment - Freedom of Speech
 - Fifth Amendment - Protection Against Self-Discrimination
 - Fourteenth Amendment - Right to Due Process

Complaints alleging violations may alternately be filed in writing with the Superintendent of Schools for immediate School Committee action. A parent, guardian or other person or group who feels that Chapter 622 (282) state or federal regulations have been violated may request that a copy of the School Committee response be sent to the Department of Elementary and Secondary Education, 350 Main Street, Malden, MA 02148-023. A parent, guardian or the person affected may also seek enforcement of these regulations in any court or administrative agency of competent jurisdiction. Complaints alleging violations of Title IX may also be filed with the Office of Civil Rights, Department of Elementary and Secondary Education, 330 Independence Avenue, S. W., Washington D.C. 20210.

DEFINITIONS OF TERMS

DETENTION - Students assigned detention are expected to stay 30 minutes before or after school. Under special circumstances, a student may lose free time during the school day. Detention time will be doubled for those failing to report. The next step is suspension.

SUSPENSION OUT-OF-SCHOOL - Students who are suspended for ten days or fewer will be informed by an Associate Principal of the charges against them, and provided an opportunity to respond. If students are suspended, they are ineligible for school bus transportation, may not appear on school grounds for any purpose during the school day, and may not participate in or attend any extra-curricular activities during the period of suspension. Their parents/guardians will be notified. If a student appeals a suspension, the hearing with the Superintendent/Principal will be held as quickly as possible, but the student must remain out of school until the hearing is held.

SUSPENSION IN SCHOOL - Under certain circumstances, at the discretion of the Associate Principal, students may serve the period of suspension in school, under supervision.

EXPULSION – Students expelled from school lose their right to a public education. Expulsion is a legal procedure that requires action by the Superintendent/Principal. The Superintendent/Principal, acting alone, may expel students for drug violations, weapons possession, or assault on a staff member. In other cases, the School Committee must decide upon expulsion, based upon the recommendation of the Superintendent/Principal.

EXCLUSION - Exclusion from the L-S community can be in the form of in-school or out of school suspension, or expulsion. Exclusion may also include being excluded from certain areas or events.

APPEAL PROCEDURES - Students who believe a disciplinary action is unjust may appeal beginning with the person imposing the original penalty, continuing through the Administration. In each situation, the student may have the opportunity to present facts and may be accompanied by other people to assist or offer other information. However, as noted above, students under suspension must remain out of school unless and until their appeal is successful.

LINCOLN-SUDBURY REGIONAL SCHOOL DISTRICT
L-S COMPUTER NETWORK-ACCEPTABLE USE POLICY

The Lincoln-Sudbury Computer Network consists of Google's G Suite, network file servers, and Internet access.

PURPOSE: It is the policy of the Lincoln-Sudbury Regional School District to provide access for employees and students to the L-S Computer Network and to other external services for educational and administrative purposes. Educational purposes shall be defined as classroom activities, career and professional development activities, and high-quality self-discovery activities of an educational nature.

The purpose of the L-S Computer Network is to assist teachers in preparing students for success in life and work. This is accomplished by providing them with a network that allows them access to a wide range of information and the ability to communicate with others.

The L-S Computer Network shall be used consistently with these educational purposes to increase communication, enhance productivity, provide information to the community, and assist staff in upgrading existing skills and acquiring new skills through a broader exchange of information.

AVAILABILITY: The Superintendent/Principal or the Superintendent/Principal's designee shall be responsible to implement, monitor, and evaluate the L-S Computer Network for educational and administrative purposes.

Access to the L-S Computer Network, including external services, shall be made available to employees and students for educational and administrative purposes, in accordance with administrative regulations and procedures to be developed by the Superintendent/Principal or his/her designee.

Access to the L-S Computer Network is subject to adherence with the District's Acceptable Use Policy and the exercise of good judgment and common sense. ALL USERS shall be required to comply with all administrative regulations and procedures governing use of the system. Copies of this policy may be found in the Program of Studies and Policy Handbook for Students, the Staff Policy Manual and the Support Staff Handbook. Noncompliance with applicable regulations and procedures, or inappropriate use of the L-S Computer Network or external services may result in suspension or termination of user privileges and other disciplinary actions consistent with the policies of the Lincoln-Sudbury Regional School District. Violations of law may result in criminal prosecution as well as loss of user privileges and disciplinary action by the Lincoln-Sudbury Regional School District.

In compliance with the Children's Internet Protection Act (CIPA), L-S will utilize a filter to prohibit access to Websites which contain inappropriate material. The filtering will not impede educationally relevant sites.

ACCEPTABLE USE: The Superintendent/Principal or his/her designee shall be responsible to develop and implement administrative procedures, and student user agreements, consistent with the purposes and mission of the Lincoln-Sudbury Regional School District, as well as with law and policy governing copyright and other applicable law.

PERSONAL COMPUTING DEVICES: Staff and students may bring personal computing devices to L-S. In an effort to protect the L-S information network, the District reserves the right to investigate personal computing devices and/or peripheral devices at any point, if there is any reason to believe these are being used inappropriately, or in such a way as to threaten the network.

MONITORING USE: Electronic mail transmissions and other use of electronic resources by students and employees shall not be considered confidential and may be monitored, accessed, retrieved, downloaded, printed, copied or examined at any time by the network administrator, Superintendent/Principal or the Superintendent/Principal's designee to ensure appropriate use for educational and administrative purposes, and may be disclosed to others, including law enforcement officials. All School emails are public record <http://www.mass.gov/legis/laws/mgl/66-10.htm> and will be archived for 7 years. Emails are available as part of a public request, some are subject to redaction for certain privileged information (set by law.) Staff members should use the L-S email system for any school related issues.

LIABILITY: The Lincoln-Sudbury Regional School District shall not be liable for users' inappropriate use of electronic resources or violations of copyright restrictions, users' mistakes or negligence, or costs incurred by users. The Lincoln-Sudbury Regional School District shall not be responsible for ensuring the accuracy or usability of any information found on external services.

LINCOLN-SUDBURY REGIONAL SCHOOL DISTRICT
L-S COMPUTER NETWORK-ACCEPTABLE USE POLICY
ADMINISTRATIVE PROCEDURES FOR IMPLEMENTATION

Policy Enforcement

- The District shall provide each user with copies of the Acceptable Use Policy and Procedures. Copies of this policy may be found in the Program of Studies and Policy Handbook for Students, the Staff Policy Manual and the Support Staff Handbook.
- Access shall be granted to employees.
- Access shall be granted to students.
- The Superintendent/Principal or the Superintendent/Principal's designee shall be responsible for disseminating and enforcing policies and procedures.

Passwords

- User names shall be recorded on access agreements, where applicable, and kept on file.
- In applications where passwords are utilized, the initial passwords provided by the network administrator should be set to expire on login.
- Passwords are confidential. All passwords shall be protected by the user and not shared nor displayed.
- Individual users shall, at all times, be responsible for the proper use of accounts issued in their name.
- System users shall not use another user's account.

Copyright

- Copyrighted software or data shall not be placed on the L-S Computer Network server without permission from the holder of the copyright and the system administrator.
- System users must comply with copyright laws and respect copyrights. Copyrighted material may be copied or redistributed only when the system user is authorized to do so in writing by the copyright holder or designee, or is authorized to do so under the copyright law "fair use" doctrine. Any system users who have a question about their right to use or redistribute copyrighted material should consult with the Superintendent/Principal, designee or the System Administrator.
- System administrators may upload/download public domain programs to the system/network.
- System administrators are responsible for determining if a program is in the public domain.

General Usage

- The Superintendent/Principal or Superintendent/Principal's designee shall be authorized to monitor, access, retrieve, download, print, copy or examine all system activities including electronic mail transmissions, as deemed appropriate to ensure proper use of electronic resources, and to disclose such transmissions to others, including law enforcement officials.

System Maintenance

- The network administrator or the network administrator's designee shall be responsible for establishing appropriate retention and backup schedules.
- The network administrator or designee shall be responsible for establishing appropriate disk usage limitations, if needed.
- System users should purge electronic information according to District retention guidelines.

Unacceptable Uses

- The L-S Computer Network is to be used for educational and administrative purposes, in accordance with the District's L-S Computer Network - Acceptable Use Policy. The following are some examples, but not an exhaustive list, of uses which are inconsistent with that Policy:
- Using the L-S Computer Network for political or commercial purposes of any kind.
- Forgery or attempted forgery.
- Except in the case of an authorized network administrator, Superintendent/Principal or Superintendent/Principal's designee, attempting to monitor, read, delete, copy, or modify the electronic mail of other users or to interfere with the ability of other users to send or receive electronic mail.
- Using the L-S Computer Network for illegal purposes, the support of illegal activities, or for any activity prohibited by District policy.
- Attempting to harm or destroy equipment, materials, data or programs on the L-S Computer Network or on the network of any other agency connected to the Internet.

- Using vulgarity, ethnic or racial slurs, harassment, slander, or other inflammatory language. Language should always be appropriate to the context in which it is used.
- Pretending to be someone else when sending/receiving messages.
- Transmitting or viewing any sexually explicit or pornographic materials or material not considered to be of value in an educational setting.
- Revealing personal information (addresses, phone numbers, etc.) regarding oneself or another to an unknown party.
- Attempting to impersonate or to gain unauthorized access as a system administrator or as any other user.
- Attempting to harm or destroy data of the L-S Computer Network, another user on the network, or any other agency connected to the Internet.
- Encouraging or supporting the prohibited activities of others.
- Spamming [sending massive, inappropriate and unsolicited information] or flooding [transferring data without intent of meaningful communication].

District Response to Infractions

- Deliberate attempts to degrade or disrupt system performance are violations of District policy and may be criminal activity under applicable state and federal laws. This includes, but is not limited to, the uploading or creating of computer viruses.
- Vandalism is a violation of District policy and may be criminal activity under applicable state and federal laws. Vandalism shall result in the cancellation of system privileges and shall require restitution for costs associated with hardware, software, and system restoration.
- The District shall cooperate fully with local, state, or federal officials in any investigation concerning or relating to misuse of the District's network.

A user who violates District policy or administrative procedures or uses the L-S Computer Network inappropriately shall be subject to suspension or termination of L-S Computer Network privileges and shall be subject to appropriate District disciplinary action and/or prosecution.

LINCOLN-SUDBURY REGIONAL SCHOOL DISTRICT MASK POLICY

Health and safety of our students and staff are of the utmost importance. Personal protection from COVID-19, the novel coronavirus, includes the appropriate wearing of face masks by students and anyone accessing the school buildings, buses, and grounds. Studies have shown that wearing masks can significantly increase protections from spreading the disease.

Therefore, for the 2020-21 school year, we are implementing a strict Mask/Face Covering* Policy. Face coverings will be required to be worn by all students and staff unless they have provided a doctor's note documenting a medical or disability exemption. Face coverings can be disposable or reusable. As determined by the Centers for Disease Control:

Face masks should:

- Reach above the nose, below the chin, and completely cover the mouth and nostrils
- Fit snugly against the sides of the face
- Be made of at least two layers of fabric (if cloth) that you can breathe through
- Be able to be laundered and machine dried without damaging the material or shape (if cloth)

Neck gaiters, open-chin triangle bandanas and face covering containing valves, mesh material or holes of any kind will not be considered appropriate face coverings. If a staff member or student does not have a face covering they will be provided with a face covering by the school district.

Transportation to and from school:

Masks/face coverings must be worn by everyone on the school bus during the entire school bus transportation ride. Students will be spaced at least 3 feet apart during transportation.

Students being transported to school by car, must wear a mask upon exiting the vehicle, and will need to wear the mask when exiting school until securely in the car for dismissal.

Students who are walking or biking to and from school will need to put their mask on within one block of school or whenever physical distance is less than 6 feet.

In school:

All students will be required to wear face masks upon entering school and in school in all shared areas of the school such as classrooms, entrances, hallways, rest rooms, and offices. Students are required to wear a mask/face covering that covers their nose and mouth at all times, except for designated outdoor breaks or designated indoor breaks that can occur when students can be six feet apart. Additionally, students can remove masks to eat (in designated eating spaces) once they are seated and only after using hand sanitizer or washing hands. Students must put their masks back on before getting up from their seats. Students will be required to wear a mask at all times, unless specifically provided a “mask break” at the direction and discretion of the teacher or other supervising L-S adult.

In the classroom:

Upon entering the classroom, students will continue to wear their face mask and keep it on unless the teacher has indicated it is safe to have a ‘mask break’. A spot will be marked to allow for a single student to take a break directly outside the classroom if needed during class time.

Face mask breaks:

Students will be provided opportunities within the school day to safely remove their face masks for breaks. These mask breaks will be determined by the supervising adult, including school administrators, teachers, teaching assistants, instructional aides, support staff or safety monitors. The mask break will only be allowed when conditions determine it is safe to do so.

Mask refusal:

Students who refuse to wear a mask for reasons other than a disability will be addressed immediately and not be able to attend class or move freely within school.

Potential responses will include, but are not limited to:

1. Conversation with student (warnings and expectations)
2. Aspen Incident Report
3. Communication with parent/guardian
4. Temporary removal from in-person class(es)
5. Temporary reassignment to home for remote learning
6. Suspension
7. Additional consequences determined by Associate Principal

*How to Safely Wear and Take Off a Cloth Face Covering:

<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/how-to-wear-cloth-face-coverings.html>

Legal Ref: Commonwealth [Your Guide to Masks](#) of Massachusetts, COVID-19 Order No. 31 -

<https://www.mass.gov/doc/may-1-2020-masks-and-face-coverings/download>

Center for Disease Control and Prevention – Considerations for Wearing Masks -

<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/cloth-face-cover-guidance.html>

Massachusetts Department of Elementary and Secondary Education – Reopening Guidelines -

<http://www.doe.mass.edu/covid19/>

Commonwealth of Massachusetts – Mask Up MA! – <https://www.mass.gov/news/mask-up-ma>

<https://advances.sciencemag.org/content/early/2020/08/07/sciadv.abd3083>

<https://advances.sciencemag.org/content/advances/early/2020/08/07/sciadv.abd3083/F3.large.jpg>

LINCOLN-SUDBURY REGIONAL HIGH SCHOOL
STUDENT GUIDELINES FOR VIDEO CONFERENCING

All synchronous online classes will be held using Google Meet. Some teachers may choose to use Google Meet to host video conferencing as a way of holding office hours or checking-in with students. Google Meet is the only LSRHS-approved video conferencing platform that you will be invited to use by school staff. Please remember that when you are on these Meets, the expectations are the same as if you were in a school classroom or on school property.

To help us to make these video calls as effective as possible, please follow these guidelines.

Requirements for Students on L-S Video Calls

- For all online classes, students will be expected to be present and visible, with cameras on, for the entirety of each synchronous class meeting. (Parents/Guardians may ask for exceptions through their student's House Office.)
- Dress and behavior should be classroom appropriate.
- Regular attendance as per the teacher's requirements. (Student absences must be reported to house offices in the same manner as in person absences.)
- Before each and any call, inform others in your living space that you will be on a video/audio call
- Before clicking the "Join now" button, double-check your surroundings and yourself – the background of the video you'll share, any ambient noise, and the way you are presenting yourself – to make sure they are appropriate for a class setting and not distracting.
- You may **NOT** record the video call as video, audio, or still images (screen captures, etc.).
- You may **NOT** invite others (share the link) to any Meet hosted by an L-S staff member.
- All LSRHS [policies and guidelines](#), such as the Discipline Code and the Acceptable Use Policy, should be followed, as applicable.

Best Practices and Digital Citizenship

- Use Chrome browser (or app) for Meet (works best in Chrome; may not work in other browsers).
- Find a space where you are least likely to be interrupted or distracted or be subject to background noise. Sit at a desk or other space that allows you to participate fully in class.
- Since your profile picture may be on display at times, make sure that your L-S Google/Gmail profile picture is appropriate (or, even better, represents you well) ([to change profile pic](#)).
- When your camera is on, remember that people can see you (what you do, your facial expression) and think about lighting so you are not in shadow.
- Mute (Turn Off) your microphone when you're not talking.
- Using headphones/earbuds can help with everyone's audio quality and avoid feedback.
- If available, turn on the noise cancelling feature in your google meet settings. [Directions below](#).
- Remember that this is a school environment – please stay on topic and do not have personal, side conversations that disrupt the main topic of the Meet.
- If you need to leave the Meet for an extended time, use the Leave Call icon – you can always rejoin the Meet.
- Keep in mind the L-S core values:
 - Fostering caring and cooperative relationships
 - Respecting human differences
 - Pursuing academic excellence
 - Cultivating community

All members of the LS community are reminded to ensure their conduct, including during remote learning, complies with District policies. The District's policies regarding the use of District technology and prohibiting actions that create a hostile educational or work environment, including based on race, gender, national origin, sexual orientation, gender identity, etc., apply to the digital learning environment. This includes the use of background images in a school sponsored Google Meet.

ACADEMIC INFORMATION

THE SCHOOL YEAR

The school year at Lincoln-Sudbury is divided into two semesters. The first semester generally runs from late August or early September through January and the second semester from late January or early February through June. Each semester is divided into two quarters (or terms), each of which is approximately 10 weeks in length. Academic warnings are issued in the middle of each quarter or term and report cards are issued at the end of each quarter.

COURSES, CREDITS, GRADES

Ninth, tenth, and eleventh grade students are required to take seven (7) courses per semester. Twelfth graders are required to take six (6) courses per semester. Students may earn two credits per semester for most courses in which they earn a passing grade. For Wellness courses, students earn 1 credit per quarter (term) in which they earn a passing grade. Students earn letter grades (A+ through F) in most subject areas. Certain courses or subject areas may be graded Pass/Fail or A/Pass/Fail. The guidelines which teachers use in grading are as follows:

A+ extraordinary work	C+ 77-79
A 93 and above	C 73-76
A- 90-92	C- 70-72
B+ 87-89	D+ 67-69
B 83-86	D 63-66
B- 80-82	D- 60-62
	F 59 and below

ADD/DROP POLICY

Schedule changes will be made by the student's school guidance counselor only after parental permission and department coordinator approval is secured.

ADDING A COURSE

Students may add a course during the first ten days of a semester only (see below for Level Change deadlines).

DROPPING A COURSE

Semester Courses:

- Semester I/Semester II dropping a course within the first 25 days of either semester will result in no grade recorded for the dropped course.
- Semester I/Semester II dropping a course after the 25th day of the semester will result in a grade of WP or WF recorded on the transcript.

Full Year Courses:

- Full year courses dropped within the first 25 days of Semester I will result in no grade recorded for the dropped course.
- Full year courses dropped after the 25th day of Semester I or Semester II will result in a grade of WP or WF recorded on the transcript for the semester.
- Full year courses dropped within the first 25 days of Semester II will result in a grade of W for Semester II

LEVEL CHANGES

- Semester I level changes MUST be completed within the first 25 days of Quarter 1; or within the first 10 days of Quarter 2.
- Semester II level changes MUST be completed within the first 10 days of Quarter 3.

When a student makes a level change, the grades earned in the original course may be considered by the teacher in the determination of the grade given in the new course. When a student makes a level change, only the new course will appear on the student's transcript.

REPEATING A COURSE

In the rare circumstance that a student is allowed to repeat a course at Lincoln-Sudbury, the student must earn a semester grade that is two grades higher (e.g. D to B) than the semester grade earned in the original course in order to receive two credits for the semester of the repeated course. A student may earn one credit when they achieve a semester grade that is one grade higher (e.g. D to C) but the student will receive no credit if the semester grade is less than one full grade higher than the semester grade earned when the course was taken previously. Wellness and FATA exceptions to this policy are listed in the sections for each of those departments.

WARNINGS, MID-QUARTER CHECK-INS AND REPORT CARDS

Warnings: Sent to parents of students via email shortly after the first 5 weeks of each term. Please consult the school calendar for the exact dates of warning and report cards.

Mid-quarter Check-ins: Communicated directly to students. Teachers apprise students of their academic standing during the fifth week of each quarter.

Report Cards: Issued four times a year. They are made available to students in November, February, April, and at the end of the school year.

MID-YEAR AND FINAL ASSESSMENTS

Four days are set aside at the end of each semester for course assessments. No classes are scheduled on these days. The type and length of these examinations are determined by each Department. Seniors take their final exams during class in May. Details regarding administration of exams are provided well before each semester ends.

POSTPONEMENT OF FINAL EXAMS

When a student misses a final exam in June because of a pre-arranged absence, the student will receive an incomplete grade and must make up the exam prior to the opening of school. When a student misses a final exam because of an illness or injury, the student will receive an incomplete grade and the exam must be made up by the end of the second full week of school at the beginning of the following school year. A student may ask the Superintendent/Principal for an extension of this date.

INCOMPLETE GRADES

Students who receive an incomplete grade (I) on their report card will have up to the end of the next quarter, at the discretion of the teacher, to make up the work necessary to receive a grade and credit. If the work is not made up, the grade the student would have received at the end of the quarter when the incomplete (I) was given will be recorded.

RELIGIOUS HOLIDAYS

Students of many different religions attend Lincoln-Sudbury. Teachers handle homework assignments and tests at the time of religious holidays with sensitivity and respect for the religious commitments of the individual student. At a time of known religious holidays, teachers alter class assignments and tests appropriately. Individual students are also encouraged to alert their teachers regarding any significant individual religious responsibilities in order to make special arrangements when appropriate.

AWARDING L-S CREDIT FROM OUTSIDE INSTITUTIONS/SUMMER SCHOOL

L-S students are expected to take coursework offered at L-S to fulfill prerequisites and graduation requirements. In certain situations, students will need to take coursework at other institutions in order to meet L-S requirements. Courses taken for remediation that qualify for L-S credit will be placed on the L-S transcript as described below. The outside course credit application form may be found on the L-S website under "Student Forms".

1. To earn Lincoln-Sudbury credit and be placed on the transcript, a course must be pre-approved and:
 - a. be necessary for credit recovery, or
 - b. be a repeated course necessary to meet the grade requirement for sequence progression in Math or World Language.
2. Courses of 51 hours or greater are eligible to receive 2 credits. Courses of more than 25 hours but less than 51 hours are eligible to receive 1 credit.
3. The student must earn a passing grade in the course in order to earn L-S credit.

4. The student must submit an official transcript of the course grade to the L-S Registrar.
5. A student repeating a course originally taken at L-S must earn a grade which is 2 grades higher than the semester grade earned in the original course (e.g. D to B) to receive 2 credits. A student may earn 1 credit for a grade which is 1 grade higher (e.g. D to C). The student will receive NO CREDIT if the grade is less than 1 full grade higher than the grade earned in the original course.
6. Courses taken and grades earned at L-S remain recorded on the transcript. The outside institution course is recorded on the transcript in addition to the course taken at L-S.
7. The student may earn no more than 2 credits from outside institutions toward Lincoln-Sudbury graduation requirements within each department.
8. Outside course credit may not be used to fulfill the Arts or Computer Technology graduation requirement.
9. The student may not earn credit for individual tutoring or from a non-accredited organization.
10. Courses taken from any outside institution for the purposes of *enrichment* (as opposed to remediation) will not be included on the L-S transcript.
11. For students who plan to participate in athletics in college, it is the responsibility of the student to ensure that the course meets all the requirements of an NCAA-approved course.

WHEN STUDENTS MISS SCHOOL IN ORDER TO PURSUE ENRICHMENT OPPORTUNITIES

Our Philosophy

L-S supports students and families in pursuing educational opportunities beyond L-S. We believe students should pursue their passions, and expose themselves to a variety of different learning experiences. At the same time, we recognize, and wish to protect, the quality and integrity of an L-S education, and the centrality of the classroom in that education. Therefore, it is in the interest of everyone in the L-S community to ensure that the needs of students who have chosen to miss school for extended periods of time do not divert faculty attention from students who are in attendance. Additionally, it should be noted that the richness of the learning that happens at L-S cannot be easily replicated in other settings. While students may benefit greatly from their time away, missing classes may create gaps in knowledge and skills that can create difficulties when they return. Families choosing to pursue outside learning opportunities within the school year should be cognizant of this, and recognize that it is their responsibility, not the responsibility of the L-S staff, to provide any support needed as a result of voluntary extended absences from school.

When students are not at L-S for one month or less:

- Students and families must request a meeting with the student's school counselor and Associate Principal at least three months in advance of the proposed activity. They must bring a description of the proposed activity in writing, including a timeline and a proposed plan for making up missed work.
- The counselor will then reach out to the student's teachers and relevant department coordinators with a proposed plan, work with them to refine and modify it as needed to meet the demands of each specific course to be missed. Teachers may, with the approval of the department coordinator, choose to have students' complete make-up work on their return, rather than providing assignments ahead of time. In these cases, students will be given adequate time to make up for missed work. When necessary, grades of incomplete may be given and L-S policies on incomplete grades will be followed.
- In some cases, particularly, but not exclusively, in quarter-long classes, it may be determined by the teacher and the department coordinator that there is no way for a student to fulfill the demands of the course without being present in the class. These classes might need to be dropped, with credits to be made up later, or the course names modified, depending on department policy.
- The Associate Principal will then bring the plan to the administrative team for approval, and will notify the counselor, student, family and teachers of the result.
- In the weeks before students leave for their enrichment opportunities, they must meet with their teachers to finalize specific plans for keeping up with their studies while away, and to set up timelines for submitting work and making up missed assignments.
- Students and families should note that while L-S teachers are responsible for providing and grading work, they are not responsible for tutoring students in what they miss. Nor are counselors responsible for monitoring student progress. It is the responsibility of students and families who choose to pursue

outside learning opportunities to pursue self-study, hire tutors as needed and meet all pre-established deadlines for make-up work.

- As a general rule, course content and final exams will not be modified for students who miss school to pursue outside learning opportunities.

When students are not at L-S for more than one month but less than one semester:

- All students who leave L-S for more than one month must be withdrawn from L-S by their parents/guardians.
- Students will be re-enrolled upon their return. In order to facilitate smooth re-enrollment, students must bring with them a transcript attesting to the courses they have taken outside L-S. Credits earned from accredited institutions will be transferred per L-S Course Credit Guidelines.
- Students must work with their school counselors before they leave to make plans for applying outside credits toward an L-S diploma. Credits earned from accredited institutions that are to be applied to L-S graduation requirements must adhere to L-S Course Credit Guidelines and must be approved in advance by the relevant department coordinators.
- In cases where students will be leaving for less than a semester, students must, in conjunction with their counselors, work with their teachers and relevant department coordinators to refine and modify their proposed study plans as needed to meet the demands of each specific course to be missed.
- In some cases, particularly, but not exclusively, in quarter or semester-long classes, it may be determined by the teacher and the department coordinator that there is no way for a student to fulfill the demands of the course without being present in the class. In these cases, classes might need to be dropped, with credits to be made up later, or the course name modified, depending on department policy.
- L-S teachers are not obligated to provide work, study supports, or assessments to un-enrolled students. However, teachers recognize that when students withdraw, with the intention of re-enrolling later in the year, it is in the best interest of the student to keep up with course material. Teachers will take one of two approaches:
 1. Allow the student's new school to design all curriculum and assessments. When the student re-enrolls, the teacher will factor in the outside institution's grade into the L-S quarter or semester grade and will delete any final or midterm exam content that the student has not covered. If the content missed means that significant course goals have not been achieved by the returning student, the teacher, upon approval of the department coordinator, may rename the course with a "Topics" designation.
 2. Provide information on curriculum to be missed to the receiving school. At a minimum this includes a list of topics to be taught and a timeline for teaching them. Teachers will respond to emails from students so that students can reintegrate easily into class. Teachers may choose to provide more support than this, but under no conditions are L-S teachers expected to provide assignments, assessments, or other kinds of support for students enrolled in other institutions. L-S staff are not expected to track the progress of withdrawn students. Nor are they responsible for initiating contact with withdrawn students or their receiving institutions. Teachers will factor in the outside institution's grade into the L-S quarter or semester grade. Students will be held responsible for the topics sent to the receiving school on any midterm or final assessments.
- Counselors are not obligated to provide counseling services (including academic advising, social/emotional support and post-secondary planning) to un-enrolled students unless otherwise agreed upon prior to a student's departure. It is the responsibility of students and families to communicate with their L-S counselor about the support they will need before they leave and to find outside support if needed during the student's time away. Under no circumstances is initiating communication with withdrawn students or their receiving institutions the responsibility of the L-S counselor.

When students are not at L-S for one semester or more:

- All students who leave L-S for more than one month must be withdrawn from L-S by their parents/guardians.
- Students will be re-enrolled upon their return. In order to facilitate smooth re-enrollment, students must bring with them a transcript attesting to the courses they have taken outside L-S. Credits earned from accredited institutions will be transferred per L-S Course credit Guidelines.
- Students must work with their school counselors before they leave to make plans for applying outside credits toward an L-S diploma. Credits earned from accredited institutions that are to be applied to L-S graduation requirements, must adhere to L-S Course Credit Guidelines and when possible should be approved in advance by the relevant department coordinators.

- Returning students who plan to continue on in level sequential classes (for example, in Mathematics or World Language) may need to take placement exams.
- Counselors are not obligated to provide counseling services (including academic advising, social/emotional support and post-secondary planning) to un-enrolled students unless otherwise agreed upon prior to a student's departure. It is the responsibility of students and families to communicate with their L-S counselor about the support they will need before they leave and to find outside support if needed during the student's time away. Under no circumstances is initiating communication with withdrawn students or their receiving institutions the responsibility of the L-S counselor.

Drop-out Prevention

Lincoln-Sudbury strives to meet the needs of all of our students, and to provide appropriate support to enable them to graduate. If students stop coming to school for ten consecutive days or express that they are thinking of dropping out, Associate Principals reach out via phone calls, US mail, and email to schedule meetings with these students and families. At these meetings, students and families share their needs and concerns. Associate Principals and school guidance counselors share information about the importance of a high school diploma, and propose supports and alternative pathways to help the student earn one. School guidance Counselors and Associate Principals then work to assist students and families in creating and carrying out alternative educational plans which will lead to a diploma. If a student does not follow through with a plan, the Associate Principal will reach out to that student and family annually for the next two years, offering to make a new educational plan.

PROMOTION POLICY

<u>To move from:</u>	<u>A student must have earned:</u>	<u>And be:</u>
9th to 10th grade	20 credits	Not deficient by more than 2 credits in required courses.
10th to 11th grade	44 credits	Not deficient by more than 2 credits in required courses.
11th to 12th grade	68 credits	Not deficient by more than 2 credits in required courses.

Student Recognitions and Awards

Lincoln-Sudbury recognizes the accomplishments of the students in our school in a variety of areas, including excellence in academics and the arts as well as effort and improvement in academics. Individual departments recognize students' accomplishments with special awards. Social Service is highly valued and recognized as well. The following are some of the awards available to our students:

- Lincoln-Sudbury Scholar - Students are designated Lincoln-Sudbury Scholars at the end of each semester if their grades for the semester are all B- or higher.
- College Book Awards - These special awards for students at the end of the junior year are based on academic achievement and co-curricular activities.
- National Merit - Students who earn very high scores on the PSATs in October of their junior year will be considered for National Merit recognition by the National Merit Corporation.
- Cum Laude Society - Students who meet the personal and academic standards of the Society are inducted into the Cum Laude Society at the end of their senior year. Standards are available on the school website.
- Faculty Plaque - Awarded to that member of the graduating class who best exemplifies the qualities of scholarship, character and service that are representative of the standards of the Regional High School.
- Frank Heys Award - Given to the graduating student who exemplifies the personal and academic qualities most cherished by Frank Heys.
- DeNormandie Award - Given to the Junior student who best exemplifies the qualities of courtesy, cooperation, and educational growth that are characteristic of the useful citizen.
- LSPO Communications - Presented to six students, one junior and one senior in each of three categories: Written Word, Spoken Word, Artistic Expression.
- Cultural Awareness Award - Given to one 9th, 10th and 11th grade student who demonstrates an appreciation for different cultures. This student speaks more than one language and shares an appreciation and awareness of cultural differences, tolerance, and understanding in the LS community.
- Other departments and groups (clubs, co-curricular organizations etc.) which offer additional special recognitions include - Art, Athletics, Computer Science, Drama, English, History, Math, Music, Newspaper, Science, Wellness, World Language, Yearbook, and more.

LS GLOBAL SCHOLAR PROGRAM

The LS Global Scholar Program provides students with the skills, attitudes, and knowledge necessary to participate in an increasingly interdependent world. Through immersion and the study of culture, world language, multicultural and international issues, students acquire skills, content knowledge and perspectives that equip them to become life-long, active participants in our global community, while also demonstrating an appreciation for the importance of cultural diversity and global responsibility. For more information regarding the application process and coursework requirements please go to Student Forms on the LS website (www.lsrhs.net/academics/global_scholar).

Course & Department Descriptions

All course offerings are subject to change due to staffing and budget constraints.

Please visit www.lsrhs.net/students/course_scheduling for information about the course scheduling process.

Should you need to refer to the LS Program of Studies in the future, please be sure to always use the version on our website (www.lsrhs.net), under the drop-down menu, “About LS.” The current version of the Program of Studies can always be found there, and supersedes all previous versions and all printed copies.

COMPUTER SCIENCE DEPARTMENT

Lincoln-Sudbury's computer science department offers semester long and full year courses. Elective style courses – such as Creative Computing, Intro to Programming, Game Programming, are semester long courses that meet five times every two weeks. Full year courses – such as Java Programming, Mobile App Development and AP Computer Science Principles meet eight times every two weeks. It is the goal of the Computer Science Department to develop students' ability to use technology appropriately to create, investigate and communicate and use the experience of learning technology skills to become more independent learners.

(771) AP COMPUTER SCIENCE PRINCIPLES

Year Long Course – 4 credits

Open to: 10-12

In AP Computer Science Principles students will learn the foundation of computer sciences and will explore the impact of technology and computing on the world. Programming is a major part of the course. In the first semester, students learn the fundamentals of programming using the C programming language. In the second semester, web programming is covered using HTML, Python and Javascript. Two major projects are included in the course and are part of the College Board AP evaluation. Students will be expected to participate in several afternoons and evening events, including a puzzle day, a hackathon, and a final project exhibition. Extensive use is made of videos and other materials provided by Harvard University's CS50 introductory course. (This course meets the Computer Technology Requirement.) **8x/2wk**

(772) WEB PUBLISHING

Semester course - 2 credits

This will be a hands-on course that introduces students to web publishing. At the end of the course, all students should be able to use a web page editor to make web pages with text, images, tables, and links. Students will be able to create simple pages using HTML and CSS, and will be able to modify more complicated pages. Students will learn principles of layout and design and will be able to optimize images for the web. Some more advanced topics that will be covered as time allows. (This course meets the computer technology requirement.) **5x/2wk**

(773) EXPLORING WEB COMMUNITIES AND SOCIAL NETWORKING

Semester course - 2 credits

This will be a hands-on course in which students will learn principles of: web page design and layout, image creation and editing, internet safety and protocol, use and understanding of social networking and the web as an interactive communication tool, and community building in the internet age. Possible topics and tools may include HTML, CSS, Javascript, blogs, wikis, podcasts, social networking, and other information creation and sharing applications. Students will create a final project that may become part of the school website. (This course meets the computer technology requirement.)

5x/2wk

(774) INTRO TO PROGRAMMING

Semester course - 2 credits

This is an introductory course that explores elementary programming concepts including variables, loops, conditional statements, functions, and objects. The course is designed to allow students access to many computer features, and to make small window-based applications throughout the course. Students will complete a more complex independent programming project at the end of the course. (This course meets the computer technology requirement.) **5x/2wk**

(775) GAME PROGRAMMING

Semester course - 2 credits

This course teaches programming skills in the context of game development. General programming techniques will be supplemented with material specific to developing game software: real-time programming and game engine design; types of graphics used in games; artificial intelligence; game design and balance; intellectual property as it relates to games. (This course meets the computer technology requirement.)

5x/2wk

(776) JAVA PROGRAMMING (Intermediate)

Full year course - 4 credits

Open to: 10-12

Prerequisite: A previous programming course or permission of instructor

Java Programming is a course that introduces the fundamentals of computer science and software development using the Java programming language as a platform. This course will build upon the work completed in INTRO TO PROGRAMMING. Students will learn how to design, code, debug and document programs, focusing on JAVA language syntax, variables, functions, control structures, program structure, and formatted input/output. Other topics to be covered include data structures, recursion, and object-oriented

programming. Students will be expected to complete an independent programming project of their own choosing. (This course meets the Computer Technology requirement.) **8x/2wk**

(777) CREATIVE COMPUTING

Semester course - 2 credits

This course explores the use of computers to create, investigate and communicate. Students will create multimedia projects including slideshows, movies and web pages. Project work in different academic disciplines will incorporate research on the Internet, electronic databases, advanced word processing skills and the use of spreadsheets. Students will become comfortable experimenting with new software and will acquire the ability to transfer computer skills learned in the course to other learning environments. (This course meets the computer technology requirement.) **5x/2wk**

(762) MOBILE APP DEVELOPMENT

Full year course - 4 credits

Open to: 10-12

Prerequisite: Intro to Programming, Game Programming, AP Computer Science Principles or permission of the department.

This course is an introduction to the design and programming of mobile applications. Students will learn the basics of both iOS and Android programming, and will create more complex projects for the platform of their choice. While this course will be accessible to students with varying programming backgrounds, all students will be expected to work independently to solve problems, read and use tutorials and reference materials, and take an active role in their own learning. During the second semester, students will research, design and program more complex apps of their choice. (This course meets the Computer Technology Requirement). **8x/2wk**.

ENGLISH

Four years of English at Lincoln-Sudbury Regional High School provide an integrated and diverse study of language and literature. The program is designed to teach the student to read effectively, to write well, and to speak persuasively. In accordance with our belief that writing is best taught in conjunction with literature study, there is an emphasis on writing in all literature courses. Writing assignments may include both analytical and creative writing as well as in-class exercises. Students are expected to write a minimum of three papers per semester. Assessment of writing may include teacher comments and corrections, conferencing, draft revision and peer editing.

Course placement in English classes is based upon student interest and need, teacher recommendation, parent approval and scheduling availability. To assist in the selection of appropriate classes, information about the range of difficulty of the material in each course appears at the end of each description, along with a numerical range of difficulty from 1 to 5, with 1 being the most challenging. During the course selection process and in all classes, the English Department encourages students to challenge themselves. All courses, with the exception of Ninth Grade Composition and Literature, are open to grades 10-12. Not all courses are offered every year.

WRITING AND SKILLS COURSES

(001) NINTH GRADE COMPOSITION AND LITERATURE (E9)

Full-year course - 4 credits

Open to: Ninth grade only

Ninth grade English consists of a year-long focus on writing and literature. Students are introduced to a variety of informal, formal, and creative writing experiences. Students are also introduced to a variety of genres: the novel, short story, drama, poetry and nonfiction.

Informal assignments may include personal narrative, journals and informal essays. Formal essays include brief analytical papers or persuasive essays. Short stories, poems, novels or films may be the basis for these assignments. Creative writing assignments include dialogues, poems, or short stories. Writing instruction will teach skills such as: peer editing, writing from models, and the revision process from first draft to final composition. Teachers provide individual attention to specific writing problems.

The year-long intensive reading of literary texts may be organized around a specific theme, such as justice and vengeance, choice and responsibility, prejudice, family relations. Literary study will emphasize the analysis of various aspects of a work, such as style, structure, and setting. Students will respond to the literature with various kinds of writing. There will be a minimum of three substantial writing assignments per semester to which the teacher will respond seriously and critically.

There is an emphasis on critical thinking and analytical skills in reading and writing. Reading skills are a central aspect of English study at L-S; it is essential that students develop reading skills in order to be successful in further course work.

(072) EXPOSITORY WRITING

Semester course - 2 credits

Students in this course make a serious effort to master several forms of non-fiction writing, which will likely include personal or analytical essays, position papers, reviews, and/or research papers. Working both independently and in groups, students learn to revise and edit their writing with the goal of developing a personal voice through the effective uses of language. They should expect to share their work with others and practice speaking skills. In addition to frequent writing assignments, both formal and informal, students read exemplar essays to inform their own style and craft. These readings range from accessible (personal essay samples) to challenging (*Shooting an Elephant* by George Orwell, *A Modest Proposal* by Jonathan Swift). (1-3)

(073) CREATIVE WRITING

Semester course - 2 credits

In a workshop format, students explore several creative genres such as poetry, drama and the short story. They should be prepared to present their work to the class for discussion and constructive criticism. Appropriate readings may be assigned on an individual or class basis. Students should demonstrate initiative and self-discipline.

Readings for Creative Writing range from accessible (Roald Dahl, Joyce Carol Oates) to highly challenging (Jorge Luis Borges, Julio Cortazar, Emily Dickinson) and are studied as models of writing. The original writings required of students increase in level of difficulty over the course of the semester. (1-4)

(o76a/o77b) ENGLISH WORKSHOP

Semester or full year course - 2 credits per semester

This class is for those students who want to become more confident learners by improving their skills. It may be recommended by your English teacher or guidance counselor. Using short stories, novels, plays, research materials, and films, students learn and practice five-paragraph essays, note-taking and outlining, vocabulary in context, and analytical and critical thinking skills. The first semester will give credit for World Literature. The second semester will give credit for American/British Literature. The material in this course is highly accessible, and the focus is on building student skills. This course also satisfies the writing requirement. (3-5)

Placement in this class is by teacher recommendation only.

(512) LANGUAGE & LITERATURE

Full-year course - 4 credits

Language and Literature is a course designed to reinforce the fundamentals of basic language acquisition. This course is for students who require speech and language support related to expressive and receptive language, vocabulary development and basic remedial reading, comprehension and writing skills. Placement in this class is by teacher recommendation only.

(520) FOUNDATIONS OF READING AND WRITING

Full-Year Course - 4 credits

This course provides remedial instruction designed to develop foundational reading skills. Curriculum includes instruction in the Wilson Reading System and the Wilson Just Words program. Students will read aloud from high-interest novels, poetry and plays in order to enhance reading comprehension, build vocabulary, and improve written language/essay writing skills. Other evidence-based programs such as Visualization/Verbalization, Project Read, and the EmPOWER Writing System may be used. A team determination of a student's level of need is necessary prior to enrollment in this class.

(515) EXCEL ENGLISH

Full-Year Course - 4 credits

For course description please refer to the EXCEL section in "Special Programs"

LITERATURE COURSES

The Department believes it is vital for students to know about the literature and ideas of their own culture and tradition and also to be aware of these aspects of other cultures. The Lincoln-Sudbury graduation requirements mandate that students earn two credits from the literature categories: American or British, and World. Literature courses are designated below, indicating the category to which each belongs.

American/BritishSemester

(025) Analysis of Literature and Film
(033) The Making and Remaking of Race
(037) Drama in Production
(042) Shakespeare I
(043) Shakespeare II
(045) American Voices
(048) Early British Literature
(049) Modern British Literature
(052) The American Novel
(053) American Literature: 1600-1920
(054) American Literature: 1920-Present
(055) Detective Fiction

WorldSemester

(026) Adolescents in Literature
(030) Heroes in Literature
(031) Irish Literature
(032) The Novel
(035) Ideas in Drama
(039) Bible & Classical Literature

Full year

(041) Postcolonial Literature
(056) The Russian Literary Imagination
(064) The Western Literary Tradition

(099) LITERARY NONFICTION

Semester course - 2 credits

This course features literary narratives about real people and events. These narratives transport us into new worlds and give us access to areas of knowledge that we might never encounter otherwise. Nonfiction is perhaps the most popular genre of writing today and examples frequently top bestseller lists.

Students in this course will explore the wide range of topics available through the genre as well as the similarities and differences between works of fiction and literary non-fiction. Students will be introduced to various sub-genres of literary non-fiction -- adventure, historical, biography, literary journalism and contemporary issues. Students will also be given the opportunity to pick their own work of literary nonfiction that they want to read and present to the class. Among the titles the students may read are: *The Perfect Storm*, *Devil in the White City*, *Into Thin Air*, *The Boys in the Boat*, *In the Heart of the Sea*, *Just Mercy*, *Beyond the Beautiful Forevers*, and *Shadow Divers*. Students must be capable readers able to handle regular reading and independent work.

Readings in Literary Nonfiction are mostly accessible. *Note: While students who successfully complete Literary Nonfiction will earn 2 English credits, this course does not meet either the American/British or the World Literature graduation requirement.* (1-4)

AMERICAN/BRITISH LITERATURE

(025) ANALYSIS OF LITERATURE AND FILM

Semester course - 2 credits

This course is a thematic and structural examination of storytelling across media whose aim is to deepen students' literacy and visual literacy using both written fiction and film. In this course, students will work on writing in a variety of forms as they respond to transcendent themes in literature and film. They will also broaden their cultural understanding through critiques of a range of narratives and literary genres. Some possible texts include Cormac McCarthy's *No Country for Old Men*, Dave Egger's *The Circle*, Oscar Wilde's *The Picture of Dorian Gray*, Arthur C. Clarke's *2001: A Space Odyssey*, Philip Roth's *Goodbye, Columbus*, Aldous Huxley's *Brave New World*, Alice McDermott's *That Night*, Doris Lessing's *The Fifth Child*, and William Goldman's *Marathon Man*.

Films for each unit reflect the thematic and stylistic issues in the readings. For example, in teaching *Brave New World*, a teacher might screen films such as Michel Gondry's *Eternal Sunshine of the Spotless Mind*, Ridley Scott's *Blade Runner*, or Alfonso Cuarón's *Children of Men*. Other films explored in recent years include Steven Spielberg's *Jaws*, Larry and Lilly Wachowski's *The Matrix*, and M. Night Shyamalan's *The Sixth Sense*. Parents and guardians will be made aware at the beginning of the semester of the films that the students will be watching.

Readings for Analysis of Literature and Film range from accessible (*Goodbye, Columbus*) to challenging (*No Country for Old Men*). Films in the course are chosen for artistic merit as well as thematic connection and will receive equally close critical attention as the written texts. (1-4)

(033) THE MAKING & REMAKING OF RACE

Semester course - 2 credits

The course explores issues of race and identity from a variety of sources and in a variety of forms. The focus is on the relationship between, and the construction of, race and identity in American culture. Students will consider the nature and significance of racial identity in relation to the group and to the individual. Students may be assessed on participation, in-class writing, essays, quizzes, and projects, among others. Material for the course may include fiction, non-fiction, and visual works by Alexie, Alvarez, Haley, Haggis, Jen, Johnson, Kincaid, Kozol, Lee, Senna, West, and Wise, to name a few.

Readings for Race are generally accessible (*Indian Killer* and *American Born Chinese*) but can require sustained effort (*Passing* and *Benito Cereno*). The variety of forms — non-fiction, short stories, novels, and plays — provides for multiple points of entry to the literature. (1-4)

(037) DRAMA IN PRODUCTION

Semester course - 2 credits

This course is devoted to the production of a play. The 2021-2022 LSB Players' spring production will be *Sense and Sensibility* by Kate Hamill, based on the novel by Jane Austen. Students can act in, work backstage, or work on the business side of the production; however, they must be involved in some way with the production. (Note: being in the course does not guarantee a part in the production; auditions for the play will be open to all students.) Although most of the work will be done during class or after school, there will be evening work in connection with the production. This work will constitute a significant portion of the grade. In addition to producing the play, the class will read other plays by British and American authors (such as Noel Coward, Tom Stoppard, Alan Bennett, David Ives, Sam Shepard and Neil LaBute), and learn about staging and stage history. There will be at least one formal essay on each play, as well as informal and creative written work, quizzes/tests and performance activities.

Readings for Drama in Production range from accessible (Alan Bennett's *The Lady in the Van*) to challenging (Shakespeare's *Measure for Measure*). The plays in the course require close attention, as individual interpretation and directorial opinions will be explored. (1-4)

(042) SHAKESPEARE I

Semester course - 2 credits

This course focuses on Shakespeare's plays as drama through close reading and discussion of the plays. Shakespeare's England and the nature of the Elizabethan Theater are considered. Central to the course, however, is an examination of personality, power, and social history in the selected dramas. Works may include: *Macbeth*, *Hamlet*, *Othello*, *Twelfth Night*, *Midsummer Night's Dream* and *Merchant of Venice*. There will be writing assignments on each play.

Readings for Shakespeare are challenging, especially the first plays read; however, with practice the reading becomes more accessible. The comedies (*A Midsummer Night's Dream*, *Merchant of Venice*) are more accessible than the tragedies (*Othello*, *Hamlet*, and *Macbeth*). Although the readings are demanding, the dedicated and interested student, who may find the readings initially challenging, should be able to succeed. Nightly reading assignments increase in length as the students become more familiar with Shakespeare's use of verse and Elizabethan vocabulary. (1-3)

(043) SHAKESPEARE II

Semester course - 2 credits

This course is an extension of Shakespeare I, open for any student who wishes to explore Shakespeare's plays in greater depth. Students will study Shakespeare's England and the nature of Elizabethan theater through the plays. Works will include two history plays - *Richard III*, and *Henry IV parts I and II* - as well as a tragedy and a comedy and /or romance. There will be writing assignments and/or creative projects for each play. Prerequisite: Enjoyment and interest in Shakespeare. (1-3)

(045) AMERICAN VOICES

Semester course - 2 credits

American Voices is a course that includes works by American authors that are often overlooked in the traditional American canon. Students explore current issues and high interest topics through the close analysis of literature. The course includes all genres -- novel, poetry, non-fiction, drama, short story, and film. There will be nightly reading assignments. Students also will be expected to produce frequent, short writings based on personal experience and several formal analyses. Works of prose include but are not limited to the following: *Rule of the Bone*, *All Souls*, *Women of Brewster Place*, *Maus I and II*, *Sleepers*, *The Bluest Eye*, *The Color of Water*, *What is the What?*, *Different Seasons*, *Slaughterhouse Five*, *Room*, *Salvage the Bones*, *Tell the Wolves I'm Home*, *The Girl Who Fell From the Sky* and *The Absolutely True Story of a Part-time Indian*.

Readings for American Voices range from accessible (*Nineteen Minutes*, *Maus I and II*, *Rule of the Bone*) to challenging (*The Bluest Eye*, *All Souls*, *What is the What?*). There is an emphasis on supporting students as they work through these texts. (2-4)

(048) EARLY BRITISH LITERATURE

Semester course - 2 credits

Legends and stories from Beowulf to King Arthur and his knights to *The Canterbury Tales* are an important part of early British literature. In addition to such works, the course will involve the study of a play from the Elizabethan era, readings from Milton's *Paradise Lost* and examples of satire of the eighteenth century. We will conclude the semester with a selection by Jane Austen. As we study these works, we will look at the world that produced them and the ideas that shaped them.

Possible readings include: *Beowulf*, *The Canterbury Tales*, *Sir Gawain and the Green Knight*, *Paradise Lost*, *The Tempest*, *Henry V*, *The Tragical History of Dr. Faustus*, *Moll Flanders*, *Pride and Prejudice*, *Emma*, the poetry of John Donne, Edmund Spenser, Alexandra Pope, and others. Students will do individual reading and study on writers they choose and share some of their knowledge with the class. Writing assignments will include analytical and creative pieces for each unit. There will be oral presentations.

Readings for Early British Literature range from moderately challenging (*Beowulf*, *Sir Gawain and the Green Knight*), to challenging (*Dr. Faustus*, *Pride and Prejudice*). Although most works are challenging and the pace is relatively fast, the range of forms (verse heroic epics, plays, novels, and poetry) and the nature of the writing assignments provide for multiple points of entry into the literature. (1-3)

(049) MODERN BRITISH LITERATURE

Semester course - 2 credits

Modern British Literature covers the several literary and cultural movements that have shaped -- and been shaped by -- the literature and events of the nineteenth and twentieth centuries: Romanticism, Realism and Naturalism, and the post-World War I Modernist period. Time permitting, the course may also touch upon the Postmodernist period after World War II.

Possible works include: Romantic, Victorian, and twentieth-century poems; the novels *Frankenstein*, *Jane Eyre*, *Great Expectations*, *Dracula*, *Alice in Wonderland*, *Dr. Jekyll and Mr. Hyde*, *Heart of Darkness*, *Mrs. Dalloway*, *1984*, and *The Remains of the Day*; and the plays *The Importance of Being Earnest*, and *Arcadia*. Students should expect regular reading and writing assignments.

The reading in the course ranges from accessible (*The Importance of Being Earnest*) to highly challenging (*Jane Eyre* and *Arcadia*). (1-3)

(052) THE AMERICAN NOVEL

Semester course - 2 credits

This course requires intensive reading of several canonical novels, which are approached both historically and analytically. Each novel is explored in depth to determine its uniqueness and relationship to the form, the development of the genre, and its place in the American literary landscape. Beyond such formal study, the course will explore both universal literary themes and those themes particular to American Society and culture. Students will be evaluated on participation, in-class writing, reading, quizzes and formal essays as well as the semester exam. There may also be projects and/or presentations. Students in the course should be enthusiastic readers. Possible novelists include: Melville, Stowe, Wharton, Faulkner, Hemingway, Steinbeck, Ellison, Heller, McCarthy, Morrison, Irving, Proulx, Eugenides and Jones. Most of the works are challenging. (1-3)

(053) AMERICAN LITERATURE: 1600 - 1920

Semester course - 2 credits

This course studies American Literature primarily from the 19th century. It may also include some

pre-19th century American works and some works from the first two decades of the 20th century. Artistic, social, and historical contexts may be considered and common “American” themes across literary periods may be explored. Possible authors include: Edwards, Wheatley, Bradstreet, Poe, Emerson, Hawthorne, Melville, Whitman, Twain, Douglass, Dickinson, Johnson, Chopin, Gilman, Masters, and Morrison. Much reading and discussion are required.

The reading in this course ranges from accessible (*Narrative: Life of a Slave, The Awakening, and The Yellow Wallpaper*) to highly challenging (*A Mercy, The Scarlet Letter, and Adventures of Huckleberry Finn*). Although most works are challenging, the range of forms and lengths (short nonfiction pieces, plays, longer novels, and poetry) and the nature of the assignments provide for multiple points of entry into the literature. (1-3)

(054) AMERICAN LITERATURE: 1920 – Present

Semester course - 2 credits

This course studies American Literature from the 20th century. Artistic, social, and historical contexts may be considered and common “American” themes across literary periods may be explored. Possible authors include: Fitzgerald, Faulkner, Hemingway, Hurston, Miller, Williams, O’Connor, Kesey, Walker and Morrison. Much reading and discussion are required.

The reading in this course ranges from accessible (*Their Eyes Were Watching God* and *Death of a Salesman*) to highly challenging (*The Great Gatsby* and *As I Lay Dying*). Although most works are challenging, the range of forms and lengths (short nonfiction pieces, plays, longer novels, and poetry) and the nature of the assignments provide for multiple points of entry into the literature. (1-3)

(055) DETECTIVE FICTION

Semester course - 2 credits

This one-semester course will explore the origins and evolution of the detective fiction genre primarily in the British and American tradition from the nineteenth century to the present. The course will begin with the detective tales of Edgar Allen Poe and the Sherlock Holmes stories of Sir Arthur Conan Doyle; students will then read works from the British Golden Age, and then move on to the American hard-boiled tradition. Time permitting, the course concludes with contemporary detective stories. Among the themes, students will examine – through narrative conventions and devices – the way detective fiction reflects and challenges cultural values about gender, race, sexuality and class. The course will also give students the opportunity to examine adaptations of and experiments with the form over time. Students should expect to be evaluated on participation, formal and informal writing, quizzes, tests and a semester exam. There may also be projects and/or presentations.

Readings for Detective Fiction are generally accessible and provide multiple points of entry to the literature. (1-4)

WORLD LITERATURE

(026) ADOLESCENTS IN LITERATURE

Semester course - 2 credits

Readings in this course focus on conflicts young people face as they mature in a complex, bewildering society. They emphasize the choices facing young people in American and other cultures, and the consequences of their choices. Films, television programs, speakers, and other activities may be used to clarify and deepen students’ understanding of the pressures they experience during these crucial years.

Writing is designed to encourage students to reflect on the issues and on their own experience or to analyze themes, symbols, and characters in the reading.

Readings may include such novels as *Annie John*, *Margherita Dolce Vita*, *The Swell Season*, *A Monster Calls*, *I am the Messenger*, *The Book Thief*, and *Between Shades of Gray*. Students may also read anthologized short stories, poems, and plays.

Readings appeal to students’ inherent interest in themselves. The difficulty level ranges from accessible to challenging, and there is an emphasis on helping students as they work through each text. (2-4)

(030) HEROES IN LITERATURE

Semester course - 2 credits

In this course students examine the idea of the hero and heroine, and there is frequent reference to the definition of the hero and heroine in the modern world. Students work on some of the reading and writing in class to enable them to sharpen their skills and to develop their ability to write essays and papers about their reading. There are nightly reading assignments and regular writing assignments. There may also be a project. Readings may include: *The Power of One*, *The Dwarf*, *Haroun and the Sea of Stories*, *Siddhartha*, *The Moon is Down*, *The Stranger*, *One Day in the Life of Ivan Denisovitch*, *Oedipus Rex*, *Purple Hibiscus*, *An Iliad* and *Paddy Clarke Ha Ha Ha*.

While most of the works are accessible, the readings for Heroes in Literature do range from accessible (*Haroun and the Sea of Stories*; *The Moon is Down*) to challenging (*The Power of One*, *The Dwarf*, *The Stranger*). There is an emphasis on supporting students as they work through these texts. (2-4)

(031) IRISH LITERATURE

Semester course - 2 credits

This course covers Irish literature primarily from the nineteenth and the twentieth centuries. Since the literature of Ireland reflects its troubled past and rich culture, students will also touch upon Ireland's history and culture to understand the myth and tragic reality of a torn nation. One of the essential questions is: "What is Ireland?"

Novels may include: Doyle's *A Star Called Henry*, Doyle's *The Snapper*, Joyce's *A Portrait of the Artist as a Young Man*, MacLaverty's *Cal*, McGahern's *Amongst Women*, Barry's *A Long Long Way* and Trevor's *Felicia's Journey*. Plays may include: Friel's *Translations*, Friel's *Dancing at Lughnasa*, Lady Gregory's *Spreading the News*, McDonagh's *The Cripple of Inishmaan*, O'Casey's *Plough and the Stars*, Synge's *Playboy of the Western World*, Synge's *Riders to the Sea*, and Yeats and Lady Gregory's *Cathleen ni Houlihan*. Poets may include: Boland, Delanty, Heaney, Kavanaugh, Longley, Mahon, Meehan, and Yeats. There may also be non-fiction reading, short stories, and films. Students taking the course must be capable readers, able to handle nightly reading and frequent writing assignments. There may be independent projects.

Readings for Irish Literature range from accessible (*A Star Called Henry* and *Translations*) to highly challenging (*A Portrait of the Artist as a Young Man* and Yeats' lyric poetry). Although most works are challenging, the range of forms — plays, novels, short stories, and poetry — and the nature of the assignments provide for multiple points of entry to the literature. (1-3)

(032) THE NOVEL

Semester course - 2 credits

This course requires intensive reading of several iconic novels, which are approached both historically and analytically. Each novel is explored in depth to determine its uniqueness and relationship to the form and development of the genre. Beyond such formal study, the course seeks to explore a variety of pressing human concerns, with a particular emphasis upon matters of personal identity, as well as discussions of ethical dilemmas and historically charged events. In the broadest terms, students will be evaluated on participation, in-class writing, reading quizzes, and formal essays as well as the semester exam. There may also be projects and/or presentations. Students in the course should be enthusiastic readers. Possible novelists include Calvino, Coetzee, Dostoevsky, Endo, Garcia, Gide, Hesse, Ishiguro, Kadare, Llosa, Marquez, Mahfouz, Obrecht, Saramago, Sijie, Silone, Szczypiorski, and Tolstoy.

Readings for The Novel range from accessible (*The Attack; Demian*) to highly challenging (*Anna Karenina; Blindness; One Hundred Years of Solitude; Crime and Punishment*). Most of the works are challenging. (1-3) *Subject to budget constraints, this course may be requested as a double enrollment during the initial scheduling process.*

(035) IDEAS IN DRAMA

Semester course - 2 credits

This course includes the reading and discussion of plays from various times and places from the classical to the modern. The plays will focus on a theme or a style of drama. In addition to studying plays as literature, students may produce and perform scenes. Some course readings will be chosen to correspond to plays being performed in the area and at school—at the American Repertory Theater and the Huntington Theater, for example—so that students can see drama in performance as well as in literature.

Readings will be chosen from among the following authors: Shakespeare, Brecht, Ibsen, Strindberg, Williams, O'Casey, Friel, Stoppard, Kopit, Durrenmatt, Fugard, Ionesco, Beckett, Anouilh, Wilson, Hellman, Pirandello and selections from traditional Chinese and Japanese drama. There will be analytical and creative writing assignments.

While most of the works are accessible, the readings for Ideas in Drama do range from accessible (Anouilh's *Antigone; Pretty Fire*) to challenging (*A Doll's House, No Exit*). There is an emphasis on supporting students as they work through these texts. (2-4)

(039) BIBLICAL & CLASSICAL LITERATURE

Semester course - 2 credits

In this course one quarter is spent studying the Bible; in the other quarter, some major works of classical literature are considered. The content of the course is designed to help students acquire a knowledge of some of the fundamental myths which are the very basis of Western culture and to develop a deeper understanding and appreciation of the fact that so much of the world's literature repeatedly alludes to and is based on biblical and ancient sources. Books of the Bible studied may include: Genesis, the David narratives, Psalms, and a Gospel of the New Testament. In Greek literature, works are selected from Homer's epics and the tragedies of Aeschylus, Sophocles and Euripides. There will be analytical and creative writing assignments.

Readings for Biblical and Classical Literature can be challenging (*The Odyssey*, Greek tragedies) but also accessible to the dedicated reader (The Bible). Nightly reading assignments may be lengthier than in some other classes, and epic poetry challenges some readers, both of which may add to the level of difficulty. (1-3)

(041) POSTCOLONIAL LITERATURE

Full year course - 4 credits

This course introduces students to the immense body of literature written by people formerly colonized by the West, including works from Africa, Asia, the Middle East, and the Caribbean. Readings and films

provide multiple perspectives that resist historical and present-day misconceptions, helping students to better understand global relationships and their roles as Western readers. Characters and themes will raise complex questions about power, hope, language, justice, group membership, representation, globalization, and human dignity. Students will gain tools to look critically at how issues of identity and culture function both inside and outside the text. Possible readings include: *Nervous Conditions*, *Half of a Yellow Sun*, *Kartography*, *A Small Place*, *This Earth of Mankind*, and *A Bend in the River*. Possible films include: *Rang de Basanti*, *Rabbit-Proof Fence*, and *Paradise Now*.

Readings range from accessible (*Kartography*) to challenging (*A Bend in the River*). The reading and writing schedule are demanding, but varying approaches provide for multiple points of entry. One should really like to read to succeed. (1-3)

(056) THE RUSSIAN LITERARY IMAGINATION

Full year course - 4 credits

Of all the great literary traditions, Russian Literature has helped a special grasp over the Western imagination and a particular influence on the way we think and perceive the world and our relationships. It is a fascinating literature to study because of the extent to which so many elements of it are both universal and uniquely Russian. Since the literature of any culture reflects intimately the times during which it was written, this course will focus on novels, plays, poetry, and nonfiction as expressions of their own times as well as mirrors of our own.

We will read the works of nineteenth century masters, such as Pushkin, Lermontov, Dostoevsky, and Chekhov before moving onto the more fraught literary landscape of the twentieth century with writers such as Teffi, Bulgakov, Pasternak, Mandelstam, and Akhmatova. The two centerpieces of the course are the novels *The Brothers Karamazov* and *The Master and Margarita*,

The student who wishes to study Russian Literature must be a capable reader, able to handle nightly reading assignments and write thoughtfully and creatively. There will be both analytical essays and creative projects assigned throughout the year. Students should expect to engage in regular class discussions as well. (1-3)

(064) THE WESTERN LITERARY TRADITION

Full year course - 4 credits

This course touches on the major periods of the Western literary tradition. Most of the reading comes from the following list of authors and works: Sophocles, Plato, Aristotle, Virgil, The Bible, St. Augustine's *Confessions*, *The Consolation of Philosophy*, *The Romance of Tristan and Iseult*, *The Treasure of the City of Ladies*, *The Inferno*, *The Lais of Marie de France*, *The Decameron*, Petrarch's sonnets, *The Prince*, Shakespeare's sonnets, *King Lear*, Donne, Marvell, Herbert, Sor Juana, *Candide*, *The Sorrows of Young Werther*, Romantic poetry, *Ourika*, *Père Goriot*, *The Communist Manifesto*, *Hedda Gabler*, Freud, Kafka, Yeats, Joyce, T.S. Eliot, Sartre, Duras, *The Stranger*, *Waiting for Godot* and José Saramago's *The Cave*. Students will have the opportunity to write in the three basic modes of expression: formal, informal and creative. Students taking the course must be capable readers, able to handle nightly reading.

Readings for Western Civilization range from accessible (*Tristan and Iseult*; *The Decameron*; *Candide*) to highly challenging (*The Consolation of Philosophy*; *King Lear*; *Père Goriot*). Although most works are challenging and the pace is relatively fast, the range of forms — plays, novels, short stories, poetry, philosophy, and nonfiction — and the nature of the writing assignments provide for multiple points of entry to the literature. (1-3)

FINE, APPLIED, and TECHNICAL ARTS (Applied Technology, Art, Media Arts, Music, Theater Arts)

The Arts Graduation Requirement:

Students are encouraged to develop their own artistic and creative problem-solving ability and to study the functions of Art in different cultures and time periods. Classes that meet the Arts Requirement include an examination of theory and practical application through research and project or performance-based work.

Classes that meet the Arts Requirement have a hands-on component, requiring students to creatively solve problems in a way that demonstrates understanding of key concepts, mastery of technical skills, and the application of safe work habits.

Students also learn:

- To work cooperatively in a communal studio, lab, or ensemble
- To assess and reflect on their own progress
- To respectfully participate in larger group critiques

The following courses meet the Arts requirement;

Applied Technology - Woodworking, Architectural Design, 3D Modeling & Rapid Prototyping, Transportation Systems

Art/Media Art - All Courses

Drama/Theater Arts - All Courses

Music – All Courses with the EXCEPTION of: CHAMBER SINGERS, JAZZ CHOIR, JAZZ COMBOS, SMALL ENSEMBLES, FLUTE CHOIR & WRAPS

Policy on Repeat classes:

In order for students to have the opportunity to focus on advanced level work, some FATA classes may be repeated. Others may not be repeated for credit. Those classes that may be repeated are noted in the course description and below:

Classes that may be repeated:

<p style="text-align: center;">Applied Technology</p> <p>Woodworking II</p> <p style="text-align: center;">Art/Media Arts</p> <p>Metal Arts II Portfolio Prep Drawing & Painting II Ceramics II Filmmaking II</p>	<p style="text-align: center;">Drama/Theater Arts</p> <p>Drama I</p> <p style="text-align: center;">Music</p> <p><i>All music classes may be repeated with the exception of:</i> Music Technology & Composition Beginning Guitar Songwriting & Popular Music Piano</p>
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APPLIED TECHNOLOGY

The Applied Technology program at Lincoln-Sudbury is a blend of traditional “hands-on” project based Industrial Arts courses, “system” based Technology Education courses and high-tech Engineering courses. All courses are part of a comprehensive action-based program that is designed to meet a wide range of students and grade levels.

(902) EXPLORING ENGINEERING

Semester course - 2 credits

This course will explore some of the many facets of engineering and how it affects our daily lives, as well as providing an opportunity to gain insight into engineering as a career. A wide variety of hand, power tools and machinery will be used during the many hands-on activities in this course. Students can expect to study alternative energy, explore structural engineering, design and build a prototype vehicle, explore drafting, electronics and more. (This meets the Arts requirement.) *(As of 2020-2021, the course is no longer offered please see Science section for new course.)*

(909) ENGINEERING DESIGN PROCESS

Semester course - 2 credits

Students electing this course will design, create, test, evaluate, and redesign projects to meet or exceed certain specifications. Students will be presented with “real world” problems or needs which they must solve by applying the engineering design process. Working in teams of 2 to 6 people, students will have to research the problem or need, develop a plan or product to resolve it, produce a prototype, test it to see if it works, collect and analyze the data, redesign, rebuild and retest as needed, and present their findings to the class. (This meets the Arts requirement.) *(As of 2020-2021, the course is no longer offered. Please see the Science section for new course.)*

(911) TRANSPORTATION SYSTEMS

Semester course - 2 credits

This is an introductory level course that involves the study of the four areas of transportation (land, air, water and space). Students will work on projects and activities within each area that will allow them to design, construct, test and evaluate model and prototype vehicles. This may include crash testing vehicles, land speed vehicles, radio-controlled vehicles, hovercrafts, model rockets, submarines, and vehicles powered by alternative energy sources (wind, solar, electric.) (This course meets the Arts requirement.)

(927) WOODWORKING

Semester course - 2 credits

This beginning level course is designed to provide a hands-on opportunity in wood fabrication. The individual experience will depend on the skills and interests of the student. After two initial required projects students may design or choose a third project that may be more traditional while others may follow a direction of exploration and curiosity. (This course meets the Arts requirement.)

(929) WOODWORKING II

Semester course - 2 credits

Prerequisite: grade of C or better in WOODWORKING

In this course students are expected to incorporate previous experiences in the area of woodworking. Students will be required to complete an advanced project and then have the freedom to select larger and more difficult projects. More advanced instruction in techniques of construction, joinery, and finishing are offered. (This course meets the Arts requirement and may be repeated.)

(915) ARCHITECTURAL DESIGN

Semester course - 2 credits

Students taking this class will start by experiencing many of the basics of architectural drawing and finish by creating a photo-quality computer model and a complete set of computer-generated construction documents for their individual “dream home”. This CAD, project-based course includes single-family dwellings, public spaces and commercial buildings. Several professional quality computer programs allow participants to explore the Architectural Planning Process through building function, layout, design and construction. (This course meets the Arts requirement OR the Computer Technology requirement.)

(918) 3D MODELING AND RAPID PROTOTYPING

Semester course - 2 credits

This course will allow students to apply the design process experience by developing a set of drawings on different planes that can be assembled into a 3-D model on a computer screen. These models can then be animated on the screen or they can be downloaded into a program that will allow actual parts to be manufactured on the 3D printer, CNC milling machine, CNC lathe or CNC router. This whole process will provide students with real-life experience in the process of design and manufacturing. (This course meets the Arts or Computer Technology requirement.)

ART

Courses in art help develop visual awareness. Students will learn to use the elements of design; line, shape, color and texture to create two or three-dimensional works of art. All art courses listed are “studio” courses providing opportunities for active participation and personal involvement with different media. Success in art requires hard work and perseverance. Achievement in art courses is determined by regular attendance, completion of projects, quality of craftsmanship, the ability to use the vocabulary of art in design appropriately when analyzing and discussing work, creative effort and problem solving abilities. All art courses are open to grades 9-12

NOTE: The program and courses offered by the Art Department will be dependent upon the availability of staff.

(700) ADVANCED PLACEMENT ART AND DESIGN*

Full year course - 4 credits

Prerequisites: Drawing, Painting, Drawing and Painting 2 and former art teacher recommendation

The AP Art and Design course is for students interested in a rigorous and focused study in art. Students will develop a quality portfolio that shows evidence of experimentation, practice and revision of a variety of concepts related to art making. This course is based on a student creating a body of work that explores a student generated sustained investigation. This portfolio will be submitted to the College Board for college credit. The course will meet for a full year and meets all 8 blocks in the 2-week cycle. This course requires regular completion of studio based homework assignments and research.

*This class replaces Advanced Placement Studio Art

(700) ADVANCED PLACEMENT STUDIO ART

Full year course – 4 credits

Prerequisites: 3 Visual Arts courses (one at the advanced level) and permission of the instructor.

The AP Studio Art Portfolio course is for students interested in a rigorous and focused study in art. Students will develop a quality portfolio that masters concept, composition and execution of drawing, 2D or 3D design. This course is based on a student creating a body of work (24 pieces minimum) that demonstrates quality, concentration and breadth. This portfolio will be submitted to the College Board for college credit. The course will meet for a full year and meets all 8 blocks in the 2-week cycle. As in any college level course students will be expected to spend a considerable amount of time outside of class in order to complete assignments. *(As of 2020-2021, course is not longer offered, see above.)*

(701) PORTFOLIO PREPARATION

First semester course - 2 credits

Open to: 11-12

Prerequisites: 3 Visual Arts courses (one at the advanced level) and permission of the instructor.

This course meets during the Fall Semester only and is for students who want to create a portfolio of art work but may not be able to commit to the full year AP Art course. The curriculum is exactly the same as the AP Art curriculum and all the same requirements apply. This class meets all 8 blocks out of a 2-week cycle. (This course meets the Arts requirement and may be repeated.)

(702) DRAWING

Semester course - 2 credits

Learn to draw what you see! Drawing teaches the art of perception; learning to “see” accurately enables you to create more realistic drawings. Students will learn to use lines, values, shapes, and spaces to create drawings from both observation and imagination. A range of materials, from traditional graphite to pastels, will be explored as you create imaginative and expressive drawings. This class is a good choice for anyone who wants to acquire basic drawing skills. The ability to draw will prove helpful in all areas of art and is essential for those who wish to advance to more challenging art courses such as Drawing and Painting II or AP Art and Design. (This course meets the Arts requirement.)

(703) PAINTING

Semester course - 2 credits

This is a studio course suitable for beginners or more advanced students. In Painting students will learn the basics of color theory and explore ways to create the illusion of space on a two-dimensional surface. Different methods of completing underpaintings, which are used to map out the placement of colors and values, will be introduced. Students will also learn to use the language of art and design when discussing and analyzing work. Art history and the art of many cultures will be explored as students work on individual solutions to class assignments. Projects are designed to increase technical skill and provide opportunity for personal expression. Drawing as a prerequisite is highly recommended but not required. (This course meets the Arts requirement.)

(704) DRAWING and PAINTING II

Semester course - 2 credits

Open to: 10-12

Prerequisite: DRAWING and PAINTING or permission of the instructor.

This course is for students who have already taken Drawing and Painting and would like to continue at an advanced level of commitment and competence. Emphasis will be on drawing and painting but mixed media and three-dimensional works will also be included. Most projects will be theme based in an effort to develop creative solutions and personal styles. Long-term projects may necessitate working outside of class time. Since this class may be repeated, assignments will be modified and tailored to meet the needs of repeat students. (This course meets the Arts requirement.)

(705) METAL ARTS

Semester course - 2 credits

This course introduces students to the basic techniques of metal working including: sawing, filing, soldering, texturing, forming, and finishing. Additional techniques, including etching, casting, stone setting and metal weaving, may also be explored. Problem solving and engineering are a big part of the experience in metal arts. Time will be spent discussing the elements and principles of design. Students design their own projects and learn to speak about them during critiques. Projects may include: jewelry, small objects and/or sculpture. Copper and brass are free, but students will be required to pay for silver and gemstones. (This course meets the Arts requirement.)

(706) METAL ARTS II

Semester course - 2 credits

Open to: 10-12

Prerequisites: METAL ARTS or permission of the instructor

This class offers metal arts students the opportunity to delve more deeply into the field. Students will be encouraged to design and create more challenging projects. Techniques including die forming, raising, forging, advanced stone setting, casting and metal weaving will be introduced. Students will also be introduced to a brief history of 20th Century metalwork and have the opportunity to visit a nationally renowned gallery or museum that displays contemporary metal work. (This course meets the Arts requirement and may be repeated.)

(709) EXPLORING ART

Semester course - 2 credits

Whether you think of yourself as "artistic" or someone who can't draw a straight line with a ruler, you'll learn some of the tricks and exercises that artists use to capture their ideas in a variety of art media. Students have the opportunity to experiment with lots of different art materials. Areas of exploration may include drawing, painting and printmaking, collage, and 3 dimensional projects. You'll discover which materials you enjoy working with while uncovering hidden talents in areas that you may choose to develop later in more advanced courses. Field trips to museums may also be included as a resource in understanding and appreciating art. (This course meets the Arts requirement.)

(707) DIGITAL IMAGING

Semester course - 2 credits

Students will learn to create and manipulate digital images using Adobe Photoshop: a software application for graphic design, web publishing, print production, photo retouching and compositing. Through a series of creative projects, students will be producing original images from scratch, manipulating images, and combining text and images to create unique works of art and design. Some computer experience is useful but not necessary. (This course meets the Arts requirement OR the Computer Technology Requirement.)

(729) FLASH: WEB ANIMATION

Semester course - 2 credits

In this project-based course, students will explore Flash's drawing, animation and audio capabilities and build interactive content to be shared over the internet. Students will learn how to create interesting motion graphics. They will learn about the aesthetics of design, motion and sound. By constructing user interactive projects, students will be challenged to think in a non-linear way. Students will learn to use a combination of logical reasoning, critical thinking and artistic creativity. (This course meets the Arts requirement OR the Computer Technology Requirement.)

(730) CERAMICS I

Full Year Course – 4 credits

Note: The course will meet for a full year and meets for 5 blocks in the 2-week cycle.

Students will learn several different hand building techniques, including pinched forms, building with coils and making and using slabs. Basic wheel working techniques will also be introduced. Assignments will allow students the opportunity to learn the advantages each construction technique offers as they create sculptural and functional forms. The clay we use in the studio is a cone 6 stoneware, which means any functional work produced will be safe to use in the oven and microwave and safe to clean in the dishwasher. Students will also explore several different glazing and surface decoration techniques. (This course meets the Arts requirement)

(708) CERAMICS

Semester course - 2 credits

Students will make a variety of functional and sculptural objects while acquiring hand building skills such as building with coils, using paper patterns and slabs. Basic wheel working techniques will be briefly introduced. Students may work with different types of clay and explore several different glazing and surface decoration techniques. (This course meets the Arts requirement.) *(Course is no longer offered)*

(728) CERAMICS II

Semester course - 2 credits

Prerequisite: successful completion of CERAMICS 1

Students taking this course will learn advanced hand building techniques and learn basic wheel working techniques. Theories and issues related to working with clay and creating three-dimensional work will also be explored. (This course meets the Arts requirement.)

(721) SCULPTURE

Semester course - 2 credits

This course will teach students to think and express ideas in three dimensions. Students will work with a variety of materials including: found objects, plaster, wire cardboard, metal and fibers. We will explore some of the history along with more modern ideas about sculpture. Class assignments will involve creative problem-solving and technical challenges of material manipulation. This will be an involved experience in which students should come prepared to get their hands dirty. (This course meets the Arts requirement.)

(710) PHOTOGRAPHY

Semester course - 2 credits

Open to: 10-12

Students will learn the fundamentals of black and white photography: using a 35mm camera to properly expose film, processing negatives, and printing images in the darkroom. Assigned readings and projects will increase technical skills, help students develop their own unique image making styles, and introduce different ideas about the roles that photography plays in society. A limited number of cameras will be available for use during class time. However, it is recommended that students have their own manual 35mm cameras. (This course meets the Arts requirement.) *Course is no longer offered.*

(722) B/W FILM PHOTOGRAPHY

Full year course – 4 credits

Note: This course will meet for a full year and meets for 5 blocks in the 2-week cycle

This YEAR LONG course is an introduction to the fundamental, technical, and aesthetic issues of black and white photography. This includes instruction in 35mm camera operation, film and print processing; composition and basic lighting concepts. The course will also include the creation of digital negatives and various methods for creating prints that combine aspects of both film and digital photography. Assigned readings and projects will increase technical skills, help students develop their own unique image making styles, and introduce different ideas about the roles that photography plays in society. (Students will be required to provide some of their own film and paper) (This course meets the Arts requirement)

(726) PHOTOGRAPHY II

Semester course - 2 credits

Open to: 10-12

Prerequisite: Successful completion of Photography or permission of the instructor.

For those students who have acquired the darkroom skills of film developing and printing, this class offers four levels of instruction. Advanced Photo 1 continues to focus on technique learned in basic photography and broaden the student's range of ability by introducing additional skills. Photo 2 will focus on the role of black and white photography in the contemporary art and media world and explore Photography as a tool of expression outside of the idea of representation. Advanced Photo 3 will focus on traditional ideas in photography pushed beyond tradition, and Advanced Photo 4 will focus on Photography Portfolio development. Students at all levels of experience will share work and learning through group critique and discussion. (This course meets the Arts requirement and may be repeated.)

(711) DIGITAL PHOTOGRAPHY

Semester course - 2 credits

Using digital still cameras and computers, students learn how to capture and compose images, which reflect the unique way they see the world around them. The elements of composition and design are introduced through a variety of exercises and assignments. Students learn the basic functions of digital cameras and learn how to manage and manipulate images with Adobe Bridge and Photoshop. These are powerful programs that enable photo enhancement, manipulation, correction and organization. Critiques and image analyses help students to develop ideas and gain a deeper understanding of the media and artistic expression. (This course meets the Arts requirement.)

(725) GRAPHIC DESIGN

Semester course – 2 credits

This course is designed to help students explore graphic communication through an understanding of the elements and principles of design. Through individual and group project work, students examine the many ways that design thinking has become a powerful force in the 21 century. Using industry standard software, students will gain skills in digital illustration and page layout. This course exposes the student to typography, color psychology, branding, and provides opportunities for critical thinking and concept development. (This class meets EITHER the Computer Technology requirement OR the Arts Requirement.)

DRAMA/THEATER ARTS

(750) DRAMA I

Semester course - 2 credits

This course is designed to give students a foundational experience in creating and performing theatrical work, focused mainly on techniques and skills in physicality, creating characters, and building relationships onstage. Course work will include ensemble and trust building games, physical activities designed to connect actors with their bodies and enhance character work, the beginning “mechanics” of acting, including basic stage directions and theatrical conventions scoring scripts establishing objectives and creating characters and relationships in scene work. Scripted scenes in small groups, as well as devised (student-generated) scenes, will be explored and performed. Students are not graded on ability, but on participation and effective effort. Students will also be urged to attend and be involved in LSB Players productions in any and all areas. (This course meets the Arts requirement and may be repeated.)

(718) COLLABORATIVE THEATER

Semester course - 2 credits

Open to grades 10-12.

The goal of this course is for the student actors to work as collaborators in the playmaking process to build, develop and refine a performance piece based on an issue facing students/community/state/nation today. The first quarter will be dedicated to exploring and understanding the playmaking process, and what devised theatre means. Students will explore improvisation exercises created by various theatre artists, and different types of devised theatre techniques (forum theatre, applied theatre, etc.) Students will research theatre artists who have made a mark in the devised theatre world, as well as theatre groups, both in the U.S. and beyond, whose work is mostly in the devised world. Using the knowledge base established during quarter one, students will begin the playmaking work in quarter two, and through physical acting exercises, improvisation, and exploratory writing prompts, they will generate scenes and create a storyline and script, shaping them toward a final performance. Students will be encouraged to “think outside the box,” and experiment with structure and style, and to incorporate music, movement, poetry, etc. A final performance of the devised work will take place in class and potentially during the annual LSB Players Collage in June. (This course meets the Arts requirement and may be repeated.)

MEDIA ARTS

(716) INTRODUCTION TO ANIMATION

Semester course - 2 credits

Animation includes a wide range of materials and techniques that go far beyond the concept of cartoons. These include “claymation” and other 3-D objects, cutouts and collage, and many other experimental methods. While drawing skills are helpful, it is not necessary in creating animated productions. This is a hands-on project-based class in which students will learn about production planning, storyboarding, timing, animation physics, spatial concepts, character design, composition, and narrative storytelling. Working in groups, students will produce a series of exercises and experiments and possibly collaborate on one or two larger projects. (This class meets the Arts requirement.)

(787) DOCUMENTARY VIDEO PRODUCTION

Semester course - 2 credits

Documentary Video, or non-fiction film, is an area that offers a wide range of topics and creative approaches. The class will examine an overview of styles and genres, including propaganda, filmmaking for social change, instructional videos, historical documentary, and films for the humanities. Films or excerpts by such artists as Leni Riefenstahl, Ken Burns, Michael Moore, and others will be screened as an example of the various approaches to communicating ideas and information. Students will learn proper interview technique, how to research and develop an idea, and will work in teams to produce group projects each quarter. (This course meets the Arts requirement and may be repeated.)

(790) VIDEO PRODUCTION

Semester course - 2 credits

While video production has become widespread with improved technology and the availability of smart phones, it's still important to know some film theory and technique which form the foundation of digital storytelling in order to produce high quality projects that an audience will want to watch, understand and enjoy. Students will begin with simple projects that use an experimental and exploratory approach to film

making and then advance to learning about film theory, the proper use and care of video equipment, pre-production planning, story development, editing and workflow management, and many of the tasks involved in creating a quality production. While most work is group oriented, students will also have the opportunity to work independently if they wish. (This course meets the Arts requirement).

(792) FILMMAKING II

Semester course - 2 credits

Prerequisite: VIDEO PRODUCTION, DOCUMENTARY VIDEO, BROADCAST JOURNALISM or permission of the instructor. Open to grades 10-12.

FILMMAKING II is a course designed for those students who are interested in learning more about film making as a narrative and visual art and who would like to further develop their video production skills. Selected examples of excellent filmmaking techniques will be screened throughout the course so that students can have examples of various approaches, styles, and methods of telling a film story. Creating original music scores, acting and directing technique, and advanced editing skills will be included in group project work. Working alone or in groups, students will be expected to produce two short films by the end of the semester. (This course meets the Arts requirement and may be repeated.)

(795) AUDIO and RADIO PRODUCTION/BROADCAST JOURNALISM

Semester course - 2 credits

NOTE: Students may take this class as 2 distinct quarters for 1 credit per quarter

Audio/Radio Production: Students will learn the fundamentals of radio production including the use of voice, diction, interview technique, public service announcements, news reporting, musical programming, and audio recording. Working in groups, students will use audio production software to create and edit programming, create an audition recording, and produce a collaborative class project suitable for broadcast or podcast.

Broadcast Journalism: In this course students will learn how to analyze news coverage, plan and produce video news segments, and create group collaborative projects. Selected finished work will be edited into a longer program and may be broadcast via cable TV to homes in Lincoln and Sudbury and/or shared on the internet. (This course meets the Arts requirement when both quarters are completed.)

(798) MEDIA and VISUAL LITERACY

Semester course - 2 credits

Are you an informed consumer of media? This course is designed to help students develop an informed and critical understanding of the nature of an ever expanding and increasingly dominating mass media. Through individual or group project work, students examine, interpret, and evaluate the messages contained within visual media, and their social, cultural and political implications. This course exposes the student to a history of visual communication, and provides opportunities for critical thinking and analysis of media. (This course meets the Arts requirement.)

(799) MEDIA AND VISUAL LITERACY II

Semester course - 2 credits

Students may repeat **MEDIA AND VISUAL LITERACY II** once as an advanced course. Students will be in class with Media and Visual Literacy I students and will be expected to help beginners with projects. While there will be some repeat projects or film screenings, the instructor will also be tailoring the class to meet the specific needs of level II students or offer alternative project choices.

MUSIC

Welcome to the Music Department! Participating in a music ensemble will be one of the most rewarding and memorable experiences of your high school career. You will develop lasting friendships and learn skills that will enrich your life in high school and beyond.

The goal of the Music Department is to develop lifelong musicians. The music faculty is dedicated to providing diverse and rewarding musical experiences for all L-S students, offering a wide range of ensembles and courses for both beginners and more advanced students. If you are a string, wind, or brass player, a percussionist, a "garage band" musician, or a singer, there is a place for you here.

The public enthusiasm and good will generated by the Music Department's performing ensembles make these activities among the most visible, productive, and rewarding experiences in the school.

Major Ensembles: These are the largest instrumental and vocal ensembles at L-S, open to all students.

Select Ensembles: Auditions for select ensembles take place in September, during the first few weeks of school. Students must be a member of one of our major ensembles to audition for a select group. You may indicate your interest in a select group by including it on your course selection form, but this does not guarantee placement.

Additional Ensembles: These ensembles offer opportunities for students to pursue more specialized musical experiences. Membership in a major music ensemble is required.

Supplemental Courses: Singers and instrumentalists are encouraged to enroll in these courses to supplement their musical studies in the performing ensembles. All students are eligible to enroll in these courses, regardless of previous musical training.

Extracurricular opportunities: Music students are encouraged to take private voice and/or instrumental lessons. Contact us for a list of teachers. Students are invited to meet with the music faculty for individual or group lessons during free blocks.

We also encourage students to audition for special performance opportunities such as the Massachusetts Music Educators Association Eastern District Music Festival (Students must be a “member in good standing” in one of the major ensembles to audition).

Music Facilities: There are two large ensemble rooms, and smaller practice rooms. There is also space to store instruments during the school day.

Major Music Ensembles

Our curriculum features a variety of ensemble and musical study opportunities for string, wind, and brass players, percussionists, and singers.

(732t) TREBLE CHOIR

Full year course – 4 credits

Treble Choir is a choral ensemble for sopranos and altos which performs a variety of music with a focus on contemporary music, including Broadway, gospel and jazz styles. Music is performed a cappella and/or with accompaniment, which may include piano, guitar, bass and drums. There is no audition. Note: Treble Choir will meet for 6 class periods over the two-week cycle with 2 frees. (This course meets the Arts requirement and may be repeated.)

(737e) TREBLE CHOIR WRAP

Semester course - 0 credit

**Grades 10-12 only. Requires teacher permission.*

This course allows students to participate in the Treble Choir approximately once per week, under one of the following conditions:

- If a student wants to take Treble Choir and fulfill the Computer Technology Requirement that year, the student must take Treble Choir Wrap during the semester they take their Computer Technology Requirement class and take Treble Choir for the other semester. Students should register for Treble Choir, a computer technology course that meets on the elective model, and contact the Choral Director with the intent to register for Treble Choir Wrap.
- A Symphonic Band or String Orchestra student may take Treble Choir Wrap to participate in Treble Choir once a week for the full year by wrapping with their wellness class. Students should register for Symphonic Band or String Orchestra and contact the Band or Orchestra Director and Choral Director with the intent to register for Treble Choir Wrap.

****Grade 9-12 Learning Skills students may wrap Concert Choir with their wellness class. Requires teacher permission.***

(737) L-S CONCERT CHOIR

Full year course - 4 credits

The L-S Concert Choir is the largest choral ensemble at L-S and meets as an elective during the school day. This concert choir of mixed voices (soprano, alto, tenor and bass) performs a variety of music, including classical, Broadway, jazz, folk, and multicultural music. Concert Choir is open to all students. There is no audition; no prior musical experience is required. Joining Concert Choir is a great way to meet new people and form lasting friendships. Note: Concert Choir will have free blocks. Over a two-week cycle L-S Concert Choir meets for 6 class periods (This course meets the Arts requirement and may be repeated).

(737e) CONCERT CHOIR WRAP

Semester course - 0 credit

**Grades 10-12 only. Requires teacher permission.*

This course allows students to participate in the Concert Choir approximately once per week, under one of the following conditions:

- If a student wants to take Concert Choir and fulfill the Computer Technology Requirement that year, the student must take Concert Choir Wrap during the semester they take their Computer Technology Requirement class and take Concert Choir for the other semester. Students should register for Concert Choir, a computer technology course that meets on the elective model, and contact the Choral Director with the intent to register for Concert Choir Wrap.
- A Concert Band student may take Concert Choir Wrap to participate in Concert Choir once a week for the full year. Students should register for Concert Band and contact the Band Director and Choral Director with the intent to register for Concert Choir Wrap.
- A String Orchestra student may take Concert Choir Wrap to participate in Concert Choir once a week for the full year by wrapping with their wellness class. Students should register for String Orchestra and Contact the Orchestra Director and Choral Director with the intent to register for the Concert Choir Wrap.

****Grade 9-12 Learning Skills students may wrap Concert Choir with their wellness class. Requires teacher permission.***

Participating in the L-S Band Program: There are two bands at L-S, the Concert Band and Symphonic Band. They are separate classes/groups performing different compositions, though both are similar in design, and cover similar instrumental techniques. Both are students from grades 9-12 and are large groups. Membership in one group or the other is determined by the director and based on a combination of balanced instrumentation and distribution of student experience. Both groups have a jazz ensemble available to participate in. One significant distinction between the groups is that students in Concert Band may participate in Concert Choir Wrap, and students in Symphonic Band may participate in Full Orchestra Wrap. Returning students should sign up for the group they are currently registered for and incoming 9th graders and new students should sign up for Symphonic Band. All band students will then be placed in Symphonic or Concert Band by the director.

(739) CONCERT BAND

Full year course - 4 credits

The Concert Band is composed of students in grades 9-12 and provides students an engaging musical environment that promotes: creativity, individual technique, ensemble technique, self-reliance, teamwork, and an active performance schedule. The group performs several concerts per year, and may travel to participate in area festivals. Concert Band students may also participate in Concert Jazz Ensemble as both classes meet during the same block on an alternating rehearsal schedule over a two-week class cycle. (Band meets for 5 class periods, and jazz ensemble for 3 class periods.) Band members that do not participate in jazz ensemble will have free blocks during jazz rehearsals. Band members have the opportunity to participate in chamber groups (i.e. flute choir, brass quintet) and may audition for select instrumental and vocal ensembles as well as for district and regional honor groups including Junior and Senior Districts and All-State. Concert Band members may participate in Concert Choir Wrap. (This course meets the Arts requirement and may be repeated.)

(739s) SYMPHONIC BAND

Full year course - 4 credits

The Symphonic Band is composed of students in grades 9-12 and provides students an engaging musical environment that promotes: creativity, individual technique, ensemble technique, self-reliance, teamwork, and an active performance schedule. The group performs several concerts per year, and may travel to participate in area festivals. Symphonic Band students may also participate in Symphonic Jazz Ensemble as both classes meet during the same block on an alternating rehearsal schedule over a two-week class cycle. (Band meets for 5 class periods and jazz ensemble meets for 3 class periods). Band members that do not participate in jazz ensemble will have free blocks during jazz rehearsals. Band members have the opportunity to participate in chamber groups (i.e. flute choir, brass quintet) and may audition for select instrumental and vocal ensembles as well as for district and regional honor groups including Junior and Senior Districts and All-State. Symphonic Band members may participate in Full Orchestra Wrap. (This course meets the Arts requirement and may be repeated.)

(739e) CONCERT BAND/SYMPHONIC BAND WRAP

Semester course - 0 credit

Grades 10-12 only. Requires teacher permission.

This course allows students to participate in either Concert Band or Symphonic Band approximately 1 -2 times per week, under one of the following conditions:

- If a student wants to take Concert Band or Symphonic Band and fulfill the Computer Technology Requirement that year, the student must take Concert Band/Symphonic Band Wrap during the semester they take their Computer Technology Requirement class and take Concert Band or Symphonic Band for the other semester. Students should register for Concert Band or Symphonic Band, a computer technology course that meets on the elective model, and contact the Band Director with the intent to register for Concert Band/Symphonic Band Wrap.
- A Concert Choir student may take Concert Band Wrap to participate in Concert Band once a week for the full year. Students should register for Concert Choir and contact the Band and Choral Directors with intent to register for Concert Band Wrap.

****Grade 9-12 Learning Skills students may wrap Concert/Symphonic Band Wrap with their wellness class. Requires teacher permission.***

(741) STRING ORCHESTRA

Full year course - 4 credits

The String Orchestra is composed of string players from grades 9-12 and features performances of a wide variety of musical styles from standard string and full orchestral repertoire to contemporary compositions. The course emphasizes the development of individual creativity, strong musicianship skills, and advancing individual and group technique through a dynamic and interactive rehearsal environment. The group performs in school concerts and may attend a regional music festival each year. Additionally, a full orchestral experience with select woodwind, brass, and percussion students from Symphonic Bands is part of the design of the course. Members have the opportunity to participate in chamber ensembles and audition for select instrumental and vocal groups as well as district and regional festivals including Junior and Senior Districts and All-State. Over a two-week cycle String Orchestra meets all 8 class periods (This course meets the Arts requirement and may be repeated.)

(741e) String Orchestra Wrap

Semester course - 0 credit

Grades 10-12 only. Requires teacher permission.

This course allows students to participate in the String Orchestra approximately 1 -2 times per week, under one of the following conditions:

- If a student wants to take Orchestra and fulfill the Computer Technology Requirement that year, the student must take Orchestra Wrap during the semester they take their Computer Technology Requirement class and take Orchestra for the other semester. Students should register for Orchestra, a computer technology course that meets on the elective model, and contact the Orchestra Director with the intent to register for Orchestra Wrap.
- A student who is taking Learning Skills or Strategic Skills and does not otherwise have room in their schedule to participate in String Orchestra may take String Orchestra Wrap wrapped with their Wellness class once a week for the full year. The student should contact the Orchestra Director with the intent to register for String Orchestra Wrap.

(741fow) Full Orchestra Wrap

Semester course – 0 credit

Requires teacher permission.

This course allows Symphonic Band students to participate in the Full Orchestra approximately 1 time per week, under one of the following conditions:

- If a band student wants to participate in Full Orchestra they should sign up for Symphonic Band and contact the Band and Orchestra Directors with the intent to register for Full Orchestra Wrap.

****Grade 9-12 Learning Skills students may wrap String Orchestra Wrap with their skills class. Requires teacher permission.***

Select Choral Ensembles

(735) CHAMBER SINGERS

Full year course - 2 credits

Requires enrollment in a major music ensemble.

Chamber Singers is a select, auditioned chorus of between 12-18 voices that performs SATB music of all styles. Students in any major music ensemble are eligible to audition. Rehearsals: Monday evenings, 7:00 – 8:30pm and once per week during block 7.

(736) JAZZ CHOIR

Full year course - 2 credits

Requires enrollment in a major music ensemble.

Jazz Choir is a select, auditioned chorus of approximately 8 – 12 students that performs a variety of SATB music from the jazz, popular, and musical theater genres. Students in any major music ensemble are eligible to audition. Rehearsals: TBD.

Select Instrumental Ensembles

(744) SELECT JAZZ COMBO

Full year course - 0 credit

Requires enrollment in a major music ensemble and Jazz Ensemble.

By audition only. This group performs challenging arrangements in a jazz combo setting. Students will be one-on-a-part, strengthening their need to play and think independently. The focus is on improvisational skills, which includes harmonic and theoretical knowledge. Students will learn focused intonation skills, individual and ensemble technique, blending and balance, rhythm and pitch reading. The group rehearses after school one day a week from 2:45-4:15 and performs regularly at concerts and throughout the community. Jazz Combo auditions will be scheduled the first two weeks of school in September.

(749) JAZZ WARRIORS/SMALL COMBO

Full year course - 0 credit

Requires enrollment in a major music ensemble.

By audition only. Students will be placed by audition in either combo. These groups perform challenging arrangements in a jazz combo setting. Students will be one-on-a-part, strengthening their need to play and think independently. The focus is on improvisational skills, which includes harmonic and theoretical knowledge. Students will learn focused intonation skills, individual and ensemble technique, blending and balance, rhythm and pitch reading. The group rehearses after school one day a week from 2:45-4:15 and performs regularly at concerts and throughout the community. Jazz Combo auditions will be scheduled the first two weeks of school in September.

Additional Ensembles

(747) CONCERT JAZZ ENSEMBLE

Full year course - 2 credits

Requires enrollment in a major music ensemble.

The Concert Jazz Ensemble plays traditional big band arrangements to contemporary jazz music and everything in-between. The main focus of the group is learning the skills necessary to perform a variety of jazz styles and on developing improvisation techniques. The group performs at several concerts and may travel to one or more regional jazz festivals each year. Instrumentation is based on a standard big band setting: saxophones, trumpets, trombones, guitar, bass, piano and drums plus additional concert band instruments. There is no audition for the jazz ensemble, and membership is drawn from Concert Band students as both classes meet during the same class period on an alternating rehearsal schedule. Over a two-week cycle Concert Band meets for 5 class periods, and Jazz Ensemble meets for 3 class periods. (This course meets the Arts requirement and may be repeated).

(747-06) SYMPHONIC JAZZ ENSEMBLE

Full year course - 2 credits

Requires enrollment in a major music ensemble.

The Symphonic Jazz Ensemble plays traditional big band arrangements to contemporary jazz music and everything in-between. The main focus of the group is learning the skills necessary to perform a variety of jazz styles and on developing improvisation techniques. The group performs at several concerts and may travel to one or more regional jazz festivals each year. Instrumentation is based on a standard big band setting: saxophones, trumpets, trombones, guitar, bass, piano and drums plus additional symphonic band instruments. There is no audition for the jazz ensemble. Jazz Ensemble membership is drawn from Symphonic Band students as both classes meet during the same class period on an alternating rehearsal schedule. Over a two-week cycle Symphonic Band meets for 5 class periods, and Jazz Ensemble meets for 3 class periods. (This course meets the Arts requirement and may be repeated).

(740) SMALL ENSEMBLES

Full year course - 0 credit

Requires enrollment in a major music ensemble.

These ensembles are designed to give students valuable playing experience in a chamber music group. The ensembles can be composed of any combination of three or more instruments and/or voices and are student-organized. Students make most of the decisions regarding repertoire and interpretation, providing a hands-on music-making experience. Groups are scheduled individually in consultation with the music faculty.

(731) FLUTE CHOIR

Full year course - 0 credit

Requires enrollment in a major music ensemble

Flute Choir students will rehearse and perform flute ensemble repertoire. Through this chamber music experience, they will learn focused intonation skills, technique, blending and balance, rhythm and pitch

reading. Students will also have an opportunity to learn arranging and composition skills for the flute choir setting. Students will perform at concerts and events in the community.

Supplemental Courses

(745) PIANO

Semester course – 2 credits

No prerequisite

This course is designed for students with little or no experience to learn how to play the piano. Content will include focus on learning and building technique and applying it to reading music and learning by ear. Additional content and projects will be available for students with prior piano experience to continue learning at their own pace. (This course meets the Arts requirement and may not be repeated)

(720) BEGINNING GUITAR

Semester course - 2 credits

No prerequisite

Have you always wanted to learn to play the guitar? This course is designed for students with little or no experience, and covers the basic technique and music theory for aspiring guitarists. The school will provide guitars for any students who do not already own a guitar. Students will learn skills including playing riffs, open chords, power chords and songs, and reading music notation and guitar tabs. This class will include units on the electric guitar and the ukulele. We explore a wide variety of musical styles including Rock, R&B, Country, Blues, and others. Students will progress at their own pace, and will have some choice in which songs they learn. (This course meets the Arts requirement and may not be repeated.)

(719) INTERMEDIATE GUITAR

Semester course - 2 credits

Prerequisite: Beginning Guitar or Permission of Instructor

Intermediate Guitar extends the work of the Beginning Guitar class. This class will focus on acoustic and electric guitar in musical styles such as rock, folk and blues. Skills developed will include barre chords & riffs, fingerpicking, improvisation, playing technique. Students will learn music by ear and use guitar tabs, music notation and chord charts. Students need to be able to work independently, and will have some choice in which projects and skills they pursue. Students with prior playing experience at an intermediate or advanced level or have taken private lessons are welcome to sign up for Intermediate Guitar with permission of the Instructor. (This class meets the Arts requirement and may be repeated).

(757) MULTIMEDIA, MUSIC AND COMPUTER TECH

Semester course –2 credits

No prerequisite

Students will create original multimedia presentations about topics in music using various software, Keynote, iMovie, Garage Band etc. Students will use programs like Finale to learn basics of music notation and elements of popular and classical music. The class will include and introduce how composers write music for films, resulting in projects where students use Garageband to write their own film scores for students in video production classes and clips from professional films. Current issues related to copyright and ethics in computer technology will be researched and discussed. (This class meets the Computer Technology requirement OR the Arts requirement and may NOT be repeated). Course is no longer offered.

(757) MUSIC TECHNOLOGY & COMPOSITION

Semester course - 2 credits

No prerequisite

Through this course, students will learn how to create beats on the computer. Students will learn how to use synthesizers, MIDI piano and guitar controllers, and microphones to create music and to improve music listening skills. Students will also watch film clips from Harry Potter and other Hollywood movies to discuss film scoring, and produce their own music for videos from L-S film classes utilizing Garageband or Logic loops or their own musical material. Other software may include Noteflight, Finale, Keynote, and other online music tools. This course is designed for both beginners and advanced students as students can apply their prior and newly acquired musical skills to the projects. (This class meets the Computer Technology requirement OR the Arts requirement and may NOT be repeated).

(758) SONGWRITING AND POPULAR MUSIC

Semester course - 2 credits

No prerequisite

Students will learn to write their own popular songs by analyzing and listening to all types of popular music, from the Beatles to Beyoncé. A wide range of musical styles and song forms will be discussed. Basic music theory will be explored. Students will use “Garage Band” and other programs to compose, sequence, and record their own music. (This course meets the Arts requirement and may not be repeated).

(759) SONGWRITING AND POPULAR MUSIC II

Semester course - 2 credits

Prerequisite: Songwriting and Popular Music or permission of instructor

Through exploring and writing songs in popular styles, students will continue the work started in the prerequisite course. By studying songwriters past and present, students will hone their skills in the styles of various artists by creating their own songs. Topics and composers may include Lennon/McCartney, Brian Wilson, Bob Dylan, Paul Simon, Carole King, Billy Joel, Elton John, Phish, Dave Matthews, or those of the student's choosing. This project-based class will require students to work independently in small groups using programs like Finale or Garageband to record music. Prior experience in vocal or instrumental music and an ability to read music is helpful, but not required. (This class meets the Arts requirement and may be repeated.)

Teaching Assistant for FATA courses

Students with a strong interest in Fine, Applied and Technical Arts may wish to apply to be a teaching assistant. In return for access to labs, studios, and other facilities, students are expected to:

1. Assist the teacher in the classroom (set-up, clean-up, etc.).
2. Develop their communication and teaching skills by assisting other students and the instructor, help facilitate discussions, and answer other students' questions.
3. Be actively involved and participate in student projects.
4. Actively develop their own artistic expression in consultation with FATA faculty.
5. Provide feedback to other students on the progress of their work.

This program is by teacher approval only.

HISTORY AND SOCIAL SCIENCES

The goal of the History Department is to teach students the skills necessary to analyze the past, and thus gain perspective on the present. The curriculum includes courses that provide an awareness of our own history, an appreciation of the many cultures that enrich the human experience, and an understanding of the political, social, and economic issues that confront us as citizens.

In order to graduate, students must earn 12 credits in History and the Social Sciences, including 4 credits in the category of American History. Students are encouraged to fulfill this requirement in their sophomore year. Courses that meet this requirement are listed below under AMERICAN HISTORY. (Note that RACE, POWER and IDENTITY IN US HISTORY, HISTORY OF AMERICAN POPULAR CULTURE IN THE 20TH CENTURY, HISTORY OF ENTERTAINMENT CULTURE and SPORTS IN AMERICAN SOCIETY do not satisfy the requirement.)

To assist in the selection of appropriate classes, information about quantity and difficulty of work appears at the end of each description with a numerical range from 1-5, 1 being the most challenging.

In planning a program in history each student is strongly encouraged to take a course in three of the following four categories, and must confer with a department member about selecting an appropriate sequence of courses. IT SHOULD BE NOTED THAT SOME HISTORY ELECTIVES MAY NOT BE AVAILABLE IN A PARTICULAR YEAR.

AMERICAN HISTORY

- (104) MODERN AMERICA
- (105) ADVANCED PLACEMENT UNITED STATES HISTORY
- (107) TWENTIETH CENTURY AMERICAN HISTORY
- (106) RACE, POWER and IDENTITY in U.S. HISTORY
(does not satisfy US History requirement)
- (108) TRENDS IN 20th CENTURY AMERICAN HISTORY
- (110) GREAT ISSUES in UNITED STATES HISTORY
- (134) HISTORY OF AMERICAN POPULAR CULTURE IN THE 20TH CENTURY
(does not satisfy US History requirement)
- (137) SPORTS IN AMERICAN SOCIETY (does not satisfy US History requirement)
- (154) HISTORY OF ENTERTAINMENT CULTURE (does not satisfy US History requirement)

EUROPEAN STUDIES

- (115) PHILOSOPHY & HISTORY IN WESTERN EUROPE
- (117) DICTATORS
- (127) MEDIEVAL EUROPEAN HISTORY
- (119) RUSSIAN HISTORY

AREA STUDIES

- (101) FOUNDATIONS IN WORLD HISTORY
- (120) MODERN WORLD HISTORY
- (129) HISTORY OF ART: A GLOBAL PERSPECTIVE
- (130) ANCIENT CIVILIZATIONS
- (132) WORLD CRISES IN HISTORICAL PERSPECTIVE
- (135) ASIAN STUDIES
- (136) A HISTORY OF AFRICA AND ITS PEOPLE

SOCIAL SCIENCES

- (140) PSYCHOLOGY
- (142) LAW AND AMERICAN SOCIETY
- (144) GLOBAL ISSUES
- (146) ECONOMICS AND FINANCE
- (156) STREET LAW
- (128) THE WORLD TODAY

AMERICAN HISTORY

Since they cover the same material, students may take ONLY one of the following for U.S. History credit:

GREAT ISSUES IN AMERICAN HISTORY
MODERN AMERICA,
TWENTIETH CENTURY AMERICAN HISTORY
TRENDS IN TWENTIETH CENTURY AMERICAN HISTORY

(104) MODERN AMERICA

Full year course - 4 credits

After a review of the Constitution this course focuses on Reconstruction and then explores the economic, political, and social developments of the late nineteenth century that facilitated the country's rise to power in the 20th century. Among these topics are: expansion, industrialization, urbanization, and immigration. In the 20th century, the course explores the Progressive Era, the "Great War," the affluence and anxieties of the 1920's, the Depression, World War II, post war growth and social change, Cold War America, the turbulence of the 1960's and the movements for social change, Vietnam, the post-Watergate era, the Reagan Revolution through to the Clinton administration.

Students are expected to be positive, active participants in the classroom. A variety of assignments will be given, including primary source readings, with particular attention paid to the development of skills in organization and analytical writing. (1-4) **Students in this course will participate in a Civics Project.**

(105) ADVANCED PLACEMENT UNITED STATES HISTORY

Full year course - 4 credits

ADVANCED PLACEMENT UNITED STATES HISTORY is designed for students who wish to prepare for the Advanced Placement Examination in United States History. The course will acquaint students with the writings of major American historians as well as important schools of American historiography. Students will be required to do extensive reading. Important historical works as well as significant journal articles will supplement a college level American history textbook, Davidson's *Nations of Nations* textbook which will be issued during the preceding June. Students will be required to independently master the first four chapters and write one essay during the summer break. In preparation for the Advanced Placement Examination, students will also be expected to learn a great deal of factual material. Only students who are seriously considering taking the Advanced Placement Examination should take this course. (1-3) **Students in this course will participate in a Civics Project.**

(106) RACE, POWER & IDENTITY IN U.S. HISTORY

Full year course - 4 credits

This course will examine the history and development of racism, prejudice, and discrimination in United States history. Using materials from *Facing History and Ourselves*, as well as primary sources, popular films and documentaries, academic articles and biographies, this course will ask students to practice introspection and reflect honestly on the challenges and benefits of living in our democratic society. We will study eugenics, a "scientific" practice whose goal in the late 1800s was to eliminate "undesirable" human traits. In addition, we will analyze the founding documents and contemporary media of the United States through the lens of race, class and gender. Our unit on Immigration will focus on how different groups have struggled with acceptance and assimilation in American society. Students will be expected to engage in formal discussions and debates, reports on contemporary events, a research paper, and creative projects throughout the year. (2-4) **This course does not satisfy the United States history requirement.**

(107) TWENTIETH CENTURY AMERICAN HISTORY

Full year course - 4 credits

TWENTIETH CENTURY AMERICAN HISTORY is a detailed survey course that proceeds by decades, and examines the relationships of major events during each period of modern American history. While conventional political topics are discussed, social history and important cultural events are also emphasized. Students are encouraged to consider different interpretations of the same event. Students will be required to do an extensive amount of reading from a college level text, Nash's *The American People*, and also from supplementary sources. Classes will mix lectures with discussion. There will be regular homework assignments, and at least one major research paper. This course requires excellent organizational skills. (1-3) **Students in this course will participate in a Civics Project.**

(108) TRENDS IN TWENTIETH CENTURY AMERICAN HISTORY

Full year course - 4 credits

TRENDS IN TWENTIETH CENTURY AMERICAN HISTORY is a full year course based on TWENTIETH CENTURY AMERICAN HISTORY (107), and appropriately scaled for students who need skills work. The course will emphasize both skills development and historical content. (4-5) **Students in this course will participate in a Civics Project.**

(110) GREAT ISSUES IN UNITED STATES HISTORY

Full year course - 4 credits

This course surveys American history from Reconstruction through the 1990s. After a review of the Founding Documents, students will explore topics such as the lives of free people in the South after the Civil War, industrialization and immigration, World War I, the “Roaring Twenties”, the Great Depression, and the New Deal, US involvement in World War II, the 1950s and the Cold War, the Civil Rights Movement, the Vietnam War, the Watergate era, the Reagan Revolution, and the Clinton Presidency. We also look at how ordinary Americans attempted to achieve the “American Dream”, and the challenges and successes they experienced along the way. The course also helps develop study skills, including organization, consistent homework completion, essay writing, and time management. Students will also strengthen their critical thinking skills, such as recognizing point of view, formulating their opinion, and expressing their ideas and opinions in class. (3-5) **Students in this course will participate in a Civics Project.**

(134) HISTORY OF AMERICAN POPULAR CULTURE

Full year course – 4 credits

This course will explore 20th & 21st century American history through the lens of American popular culture. This course explores the ways in which entertainment culture is very much connected to and often a reflection of the broader historical world. Over the course of the year, students will be encouraged to consider the ways in which popular culture embodies ideas about gender, class, race, and national values. Topics covered in the course include music, film, television, radio, sports, advertising, social media, and cultural icons. Over the course of the year, students will learn to be more savvy consumers of popular culture and to consider the ways in which they are not only a consumer of pop culture but also influenced by that same culture. Within the course, there are many opportunities to explore topics of the student’s choosing and that exploration is most often done in the form of projects and papers rather than tests. Class time is divided between discussion, lectures, consuming various forms of media, debates, writing, individual/group projects, and creative assignments. The majority of work for the course is done during class time. This course features a strong emphasis on the development of skills in organization, note-taking and research-based analytical writing. (2-4) **This course does not satisfy the United States history requirement.**

(154) HISTORY OF ENTERTAINMENT CULTURE

Full year course - 4 credits

The goal of this course is for students to learn more about 20th & 21st century American history through the lens of entertainment. Students will explore the way that entertainment is often a response to events that are happening in the U.S. and at the same time, an influence on society. Topics explored include film, television, music, technology and sports. The course prioritizes demonstration of learning through projects and papers rather than tests. This project-based approach offers students many opportunities to explore topics of their choosing within the course context. This course features a strong emphasis on the development of skills in reading, writing, organization, note taking and research and nearly all work for the course is done within the class itself. (3-5) **This course does not satisfy the United States history requirement.**

(137) SPORTS IN AMERICAN SOCIETY

Full year course – 4 credits

This course will examine the impact of organized sports on American politics, economics and culture throughout the 20th and 21st centuries. This is not a course meant to highlight statistics or “great moments in sports.” Instead, this course analyzes how sports have both caused and been affected by shifting values, norms, conflicts and progress in American history. Students will explore how athletics have become intertwined with almost every facet of American life & culture. Specific topics include: the commercialization of sports (from youth to professional), sports as expression of cultural movements and trends, the role of race, sexuality and class in sports, and how athletes have become the face of various political movements.

Students will demonstrate their learning primarily through projects, debates and analytical writing rather than tests. This course emphasizes the development of skills in research, analytical writing and public speaking. Class time is divided between discussions, lectures, debates, writing, and individual/group projects. Being an active and positive participant is necessary. The majority of work for the course is done during class time. Students can also expect one homework assignment weekly. (2-4) **This course does not satisfy the United States history requirement.**

EUROPEAN STUDIES**(115) PHILOSOPHY AND HISTORY IN WESTERN EUROPE**

Full year course - 4 credits

This course is an introduction to the major philosophers of the west and their ideas, with an emphasis on ethics and political philosophy. Philosophical ideas will be presented in their historical contexts. The course will start with the beginnings of western philosophy in ancient Greece, and continue through the twentieth century. Students will examine moral and political ideas and see how they apply to the contemporary world and their own lives. Readings will be drawn from actual philosophical works and commentary on them. Some

fictional sources will also be used. Students will be expected to participate actively in class discussions and activities, read materials closely, and write analytical essays. (1-3)

(117) DICTATORS

Full year course - 4 credits

The history of the world in the twentieth century is marked by the rise of dictators who were able to gather a great deal of power and use it ruthlessly for their own ends. Under these dictators, more than one hundred million people lost their lives as these dictators tried to establish total control over their people. DICTATORS will focus on Hitler's rule in Nazi Germany, Stalin's rule in the Soviet Union, and Pol Pot's role in Cambodia.

We will analyze how these men came to power, what their totalitarian governments looked like, and what the tragic results were in the countries where they ruled. Throughout the course, we will also look at current events happening in the world in order to understand what dictatorships look like today. Ultimately, this course is designed not just to teach the content of the periods and places studied, but is meant to help students to identify and oppose oppression both locally and globally.

Students will be expected to read from a number of different sources—textbooks, magazine articles, fiction and non-fiction books, and primary sources. In addition, students will be expected to write a research paper for this class as well as a number of shorter papers. Students will also have the opportunity to do original research with survivors of the Stalinist purges. (2-4)

(119) RUSSIAN HISTORY

Full year course - 4 credits

This course will explore the rich history of Russia, beginning with a foundation unit on the introduction of Christianity and Russia's political origins. The majority of the course will focus on the past three centuries, from Peter the Great through Vladimir Putin. Students will gain a deeper understanding of the Russian Empire, the Soviet Union and the Russian Federation, with a specific emphasis on Russia's role as an Empire, a Cold War power, and a modern-day global leader. The course will include the study of history, economy, geography and political science, as well as an introduction to Russian culture and language. (1-3)

(127) MEDIEVAL EUROPEAN HISTORY

Full year course - 4 credits

This course is a survey of Medieval European History from the collapse of the Western Roman Empire and the rise of Christianity to the Black Death and the Renaissance (circa 300-1500 C.E.). A wide variety of political, economic, religious, social, cultural, intellectual and military trends will be examined. Readings will be taken from a textbook and from primary source documents. (1-3)

(112) MODERN EUROPEAN HISTORY

Full year course - 4 credits

Open to: 9 only

Focusing on Europe since 1600, this course presents a chronological survey of the following topics: the English; French, Russian, and Industrial Revolutions; the rise of colonialism and nationalism; World Wars I and II; the rise of dictatorships; the cold war and contemporary Europe. Reading and other materials are selected from a variety of sources as a supplement to the textbook. Student work is designed to teach historical, social, and geographic content as well as to develop verbal and analytical skills. (1-4)
(As of 2019-2020, this course is no longer offered.)

AREA STUDIES

(100) FOUNDATIONS IN WORLD HISTORY

Full year course - 4 credits

Open to: 9 only

This smaller class is designed for students who have had significant difficulty with the reading, writing, and conceptual skills demanded in history courses. Individualized instruction helps students to begin to master various history skills involving chronology, cause and effect, bias, geography and research. Reading, note-taking and writing skills will be the primary focus throughout the course. (4-5)

(101) NINTH GRADE HISTORY LAB

Full year course - 4 credits

Open to: 9 only

This smaller class is designed for students who have had significant difficulty with the reading, writing, and conceptual skills demanded in history courses. Individualized instruction helps students to begin to master various history skills involving chronology, cause and effect, bias, geography and research. Reading, note-taking and writing skills will be the primary focus throughout the course. (4-5) *(As of 2019-2020, this course is no longer offered)*

(120) MODERN WORLD HISTORY

Full year course - 4 credits

Open to: 9 only

This course is the study of the globalizing world from 1500 through the beginning of the 21st century. Topics of study include how societies organize themselves in order to survive and thrive, interact with each other and the environment, and cooperate and confront each other to create the Modern World. Reading and other materials are selected from a variety of sources as a supplement to the textbook. Student work is designated to teach historical, social and geographic content as well as to develop verbal and analytical skills. (1-4)

(129) HISTORY OF ART: A GLOBAL PERSPECTIVE

Full year course – 4 credits

This cultural history course examines history through the lens of art and architecture. Focusing upon paintings, sculpture, architecture and objects from cultures and countries throughout the world, students will learn how to conduct a formal analysis of a work of art and then ask additional questions about its conception, production, context, and life to gain greater insights into the world we live in and see. The goal of this class is to give students another lens to examine the world and history. Topics to be covered include comparing portraits by American, Mexican and Indian artists; the human figure in sculpture in Greece and modern-day works; religious architecture in Europe and Asia; and the influence of trade on everyday items globally. The goal is not only to use art as a form of source material but also to think critically about what art reveals, its biases, and its impact. Class time will be divided between lectures, discussions, writing exercises, student presentations, and creative projects. Students should expect to be assessed in a variety of formats including homework, unit tests, various written reflections, art analyses, and a research project. This course features a strong emphasis on the development of skills in reading, analysis, writing, organization, and note-taking. (2-4)

(130) ANCIENT CIVILIZATIONS

Full year course - 4 credits

The course Ancient Civilizations is concerned with understanding social, political and cultural experience in a past that is the foundation of the Western world. Study will include working with historical and literary documents, engaging in discussions, writing essays and traditional lecture. The course begins with an examination of the seven themes of civilization and a look at the first urban centers such as Uruk, Eridu, and Ur. After our study of Mesopotamia, we will explore Egypt and the Near East kingdoms. The majority of the course will focus on Greece and Rome.

The study of Greek civilization will incorporate the period from the Bronze Age to the successors of Alexander. There will be an emphasis on understanding the place of Greece with respect to other Mediterranean and Near Eastern cultures and civilizations, the interrelationships between art, culture, politics, and society and Greece's influence and connection to the modern world. After Greece, the course will examine the art, architecture, history, religion, and culture of the Romans and their antecedents, both at Rome and throughout its empire. (1-3)

(132) WORLD CRISES IN HISTORICAL PERSPECTIVE

Full year course - 4 credits

This college seminar-style class stresses creating and practicing systems for research, analysis, empathy, discussion, debate, presentation, written expression, and problem solving. In the first semester, World Crises students learn basics about the history of the international system and international relations theory then examine foreign policy crises of the 20th century in order to glean historical lessons from those situations. Equipped with those lessons, in the second semester students use history as a tool to analyze current foreign policy issues and work to craft their own policy suggestions and to evaluate policy makers' efforts.

Recent areas of study include: US foreign policy in the Middle East, North Korea & Nuclear Weapons proliferation, managing the threat of terrorism, the wars in Afghanistan and Iraq, and diplomatic and security concerns with China. The goal of the course is to help students develop skills for learning about the world around them and their government's foreign policies in order to help them become thoughtful, engaged participants of their democracy. (1-3)

(135) ASIAN STUDIES: TRADITION AND CHANGE IN CONTEMPORARY ASIA

Full year course - 4 credits

Asian Studies aims to introduce students to the history, traditions and beliefs of a region that claims two-thirds of the world's population. Special attention will be paid to exploring the areas of China, Japan, and India as students will learn the foundations of non-Western cultures and apply these perspectives to analyzing contemporary challenges facing the region in modern history. Central to the course will be questions concerning the relationships between tradition and change in Asia. What are some of the most significant Asian Traditions? How are they changing? What are their impacts in Asia today?

A feature of the course is the use of experiential learning and experimentation to cultivate an appreciation for different values and multiple perspectives that are increasingly important in a globalized world. Such activities could include trying on Chinese brush painting or calligraphy, yoga, or even taking a field trip into Boston to

participate in a traditional Japanese tea ceremony. In-class activities are varied and include discussions, lectures, large and small group activities, debates, and simulations. Course materials will be drawn from a variety of sources including primary texts, novels, diaries, art, music, ritual, and film. Assessments are diverse and reflect the varied skills used in the course. Creative art projects and analytical history essays, tests and reflection papers form the bulk of what students produce, in addition to the 3rd quarter research paper. (1-3)

(136) A HISTORY OF AFRICA AND ITS PEOPLE

Full year course - 4 credits

As Nigerian author Chimamanda Adichie says, *"The problem with stereotypes is not that they are not untrue...but they are incomplete."* This course invites students to move beyond superficial and misconstrued notions of Africa to look deeply at a continent's past and make connections between past, present, and future. We will ask many questions, but they might all be embraced by the larger question, "How did Africa come to be as it is today?" Units of study include: pre-colonial Africa, the trans-Atlantic slave trade, European conquest and colonial rule, independence and case studies: Rwanda, and South Africa. The readings are substantial, but not overwhelming if students work steadily. There is a 3rd quarter research paper, as well as reflection papers (2-3) and analytical essays. An African music and film series presents Africans' voices and their diverse forms of cultural expression. We also discuss current events on a regular basis. In class activities are varied and include: lectures, debates, discussion, role plays, and independent/small group activities. All students are welcome in this course. As with most things, what you get out of this course will depend on you and your willingness to think imaginatively. (1-3)

SOCIAL SCIENCES

(140) PSYCHOLOGY

Full year course - 4 credits

This course covers core concepts in psychology beginning with the use of the scientific method in research and the physiological basis for behavior. Topics covered in the first semester include perception, learning, memory, and states of consciousness. During the second semester, the focus is on human growth and development, personality, stress and adjustment, abnormal behavior and psychotherapy, and social psychology.

Class time is divided between lecture, films, discussions, experiments, and demonstrations. During the first semester, students take frequent unit tests, write a paper on a movie selected by the instructor, and write a five-page research paper. Second semester, students take frequent unit tests, read two books on which papers are assigned, construct a personal timeline, and write a seven-page research paper. By special arrangement, students may prepare to take the Advanced Placement examination in Psychology. (2-4)

(138) PSYCHOLOGY OF HUMAN DEVELOPMENT

For course description please refer to the EXCEL section in "Special Programs".

(142) LAW AND AMERICAN SOCIETY

Full year course - 4 credits

This course explores some of the ways that the American legal system enters the lives of citizens and attempts to address pressing social problems. Topics include freedom of speech, criminal justice and the correctional system, race and Affirmative Action and locker searches in public schools. Students will learn about the balance between the desire of Americans to enjoy personal and societal freedoms, and the need for order, safety, and fairness. In addition, the class will consider some aspects of civil law, such as contracts or torts, and what it is really like to be an attorney or judge in America.

Class time will be divided between discussion, lecture, films, oral or visual presentations, writing exercises, and the use of the school's computer laboratories. Occasional field trips, such as a tour of the Billerica House of Correction and a mock trial are planned to enrich the curriculum. Students should expect to complete regular homework assignments, take tests and quizzes, and write essays of various lengths. This course features a strong emphasis on the development of skills in reading, writing, organization, and note-taking. (2-4)

(144) GLOBAL ISSUES

Full year course - 4 credits

The goal of Global Issues is for students to know what is happening in the world and to understand how these events impact their lives as global citizens. Global Issues is an interdisciplinary course that combines the study of history, political science, cultural geography, and economics in order to provide a framework for analyzing current events. These issues are ones that directly impact the United States, such as our ability to thrive in an increasingly globalized world, our depleting natural resources, our relationship with the Middle East, and our role in the global community when it comes to upholding human rights. There is no textbook for Global Issues as students learn from scholarly essays and current news articles. Within the course there are also many opportunities to explore topics of the student's choosing. Class time is divided between lectures, films, discussions of current events, creative projects, formal debates, and student presentations. This course features a strong emphasis on the development of skills in reading, writing, organization, and note taking. (2-4)

(146) ECONOMICS AND FINANCE

Full year course - 4 credits

The goal of this course is to give students an understanding of the economic issues they face as voters and participants in the economy. Emphasis will be placed on linking students' buying and working experience with economic theory. Economic theory will be studied and then used to analyze economic and political issues. Economic concepts and possible applications include: supply and demand, money and banking, credit cards, fiscal and monetary policy, balancing the Federal budget, tax policy, international trade and the gap between rich and poor. Major assignments include a household budget project, a current events policy paper, creating investment portfolios using stocks and mutual funds, a Great Economist project and a business startup project. Students should expect a mixture of tests and quizzes, analytical essays, oral reports and group projects. (2-4)

(156) STREET LAW

Full year course – 4 credits

This course will study the origins of laws and how they, along with the government, impact society. Students will study the Constitution and why this document plays an important role in our everyday lives. They will also analyze the conflict between society's expectation of retaining individual rights versus its expectation of safety. By focusing on specific Constitutional Amendments, civil court cases and criminal court cases, students will build arguments that will be expressed in various formats.

Class time will be divided between interactive lectures, group activities, whole class discussions and small group debates. During the first semester, students will be assessed through more traditional tests and quizzes as well as write brief argumentative responses to key legal questions. During the second semester, assessments will be more project based and students will begin working on a research-based project. The goal of the assessments over the course of the year is to build a strong foundational knowledge of basic legal concepts in conjunction with analytical thinking, speaking and writing skills. (3-5)

(128) THE WORLD TODAY

Full year course – 4 credits

The goal of this course is for students to understand how world events impact their lives. The World Today is an interdisciplinary course that combines the study of history, political science, cultural geography, and economics in order to provide a framework for understanding current events. The issues we will explore in depth are those that directly affect the United States, such as free trade in the global economy, the black market and environmental resource consumption. Within the course there are also many opportunities to explore topics of the student's choosing. This course features a strong emphasis on the development of skills in reading, writing, organization note taking and independent research. (3-5)

MATHEMATICS

The Mathematics Department offers a variety of courses including Algebra I, Geometry, Algebra II, Trigonometry/Precalculus, Calculus (both full year and semester courses) and Statistics (both full year and semester courses). These courses are offered in levels varying in difficulty. All courses are taught at a college preparatory level.

Most incoming ninth graders will be enrolled in one of the following courses: Geometry Accelerated Advanced, Geometry Advanced, Geometry Standard, Algebra I, Algebra I Linear Foundations.

- **Accelerated Advanced (Acc Adv)** courses are designed for students who enjoy examining topics in mathematics more deeply and exploring non-routine, abstract and challenging math problems. Students are expected to analyze complex, multi-step problems with minimal repetition, readily apply concepts to new problems (even in testing situations) and consistently demonstrate mastery of previous topics and skills without re-teaching.
- **Advanced (Adv)** courses are designed for students who are able to learn new concepts and analyze complex multi-step problems with limited repetition and guidance. Students are expected to apply concepts to new problems with some guidance from the teacher and consistently demonstrate proficiency with previous topics and skills with minimal review.
- **Standard** courses are designed for students who are able to learn new concepts and reach an understanding of fundamental mathematical problems and relationships with repetition and guidance. Students are expected to learn new ideas and skills with guidance from the teacher and to demonstrate increasing competence with previous topics and skills as they continue to be practiced in class and on homework.
- **Foundations** courses are designed for students who are able to learn new concepts with repetition and guidance from the teacher. Students are expected to apply concepts to new problems with considerable guidance from the teacher, to demonstrate increasing competence with previous topics and skills as they continue to be practiced in class and on homework, and to learn well from periods of direct instruction in combination with in-class guided practice.

Ninth graders are placed in mathematics courses by eighth-grade mathematics teachers based on their Algebra competence, study habits, level of motivation and their interest in mathematical challenge. Those students who are ready to begin algebra are placed in Algebra I or Algebra I Linear Foundations; those who have successfully completed a full year of Algebra are placed in the recommended level of Geometry.

Although only two years of mathematics are required for graduation, most students take math for four years. It is important that entering ninth graders and their parents consider goals. Most students who plan to continue their academic education beyond high school take at least Algebra I, Geometry and Algebra II.

In order to continue in sequence at the same level, a student must receive a C- or above in each semester of the prerequisite course as well as the recommendation of the current teacher.

SEQUENCE OF MATHEMATICS COURSES

	Entering <u>Geometry</u>	Entering <u>Algebra</u>	Entering <u>Algebra I Linear</u>
Grade 9	Geometry	Algebra I	Algebra I Linear
Grade 10	Algebra II	Geometry	Algebra I Quadratic
Grade 11	Trigonometry/Precalculus	Algebra II	Geometry
Grade 12	FULL YEAR COURSES AP Calculus AP Statistics Calculus SEMESTER COURSES Calculus Statistics Discrete Math Problem-Solving through Puzzles and Games Financial Literacy	Trigonometry/Precalculus	Algebra II

(303) ALGEBRA I STANDARD

Full year course - 4 credits

This course covers all the topics traditionally associated with elementary algebra.

(305) ALGEBRA I LINEAR FOUNDATIONS

Full year course - 4 credits

This course is the first of a two-year elementary algebra curriculum. This first year will cover traditional linear function topics.

(306) ALGEBRA I QUADRATIC FOUNDATIONS

Full year course - 4 credits

This course is the second year of a two-year elementary algebra curriculum. This second year will cover traditional quadratic function topics.

(309-312) GEOMETRY

Full year course - 4 credits

Prerequisite: a grade of C- or above in ALGEBRA I and teacher recommendation

This course covers plane Euclidean geometry together with topics in analytic and solid geometry. Because Algebra is integrated throughout the course, a solid understanding of Algebra I concepts and strong Algebra skills are expected. This course is also offered at the Acc Adv, Adv, Standard and Foundations levels.

(316-318) ALGEBRA II

Full year course - 4 credits

Prerequisite: a grade of C- or above in GEOMETRY and teacher recommendation

This course covers intermediate algebra incorporating the use of the graphing calculator. This course is also offered at the Acc Adv, Adv, and Standard levels.

(320) ALGEBRA II FOUNDATIONS

Full year course - 4 credits

Prerequisite: a grade of C- or above in GEOMETRY and teacher recommendation

This course will cover many of the topics of Algebra II. Emphasis will be placed on applications and the use of computer and graphing calculators. Students will explore mathematical concepts and create projects using internet research, presentation software, and mathematics software. (This course meets either the Math graduation requirement or the Computer Technology requirement)

(325-327) TRIGONOMETRY/PRECALCULUS

Full year course - 4 credits

Prerequisite: a grade of C- or above in GEOMETRY and ALGEBRA II and teacher recommendation

This course includes trigonometry, vectors, parametric equations, limit theory, and other topics in advanced algebra and advanced geometry. Use of the graphing calculator will be incorporated. This course is also offered at the Acc Adv, Adv and Standard levels.

(328) TRIGONOMETRY/PRECALCULUS FOUNDATIONS

Full year course - 4 credits

Prerequisite: a grade of C- or above in ALGEBRA II and teacher recommendation.

This course will cover many of the topics in Trig/PreCalc. Emphasis will be placed on applications and the use of the computer and graphing calculators. Students will explore mathematical concepts and create projects using internet research, presentation software, and mathematics software. (This course meets either the Math graduation requirement or the Computer Technology requirement).

(330) CALCULUS SURVEY

Semester course - 2 credits

Prerequisite: a grade of C- or above in Trig/PreCalc and teacher recommendation

This course covers introductory calculus topics and applications including both differential and integral calculus

(329) CALCULUS (Adv)

Semester course - 2 credits

Prerequisite: a grade of C- or above in Trig/PreCalc and teacher recommendation

This semester course is a comprehensive calculus course, covering topics and applications including both differential and integral calculus.

(323) CALCULUS STANDARD

Full year course - 4 credits

Prerequisite: A grade of C- or above in Trig/PreCalc and teacher recommendation

This year-long course is a comprehensive calculus course, covering topics and applications in differential and integral calculus.

(331) STATISTICS

Semester course - 2 credits

Prerequisite: Teacher recommendation

This course will cover a study of introductory statistics topics, including distributions, sampling, central limit theorem, hypothesis testing, survey design, and linear regression.

(333) MATHEMATICAL PROBLEM SOLVING THROUGH PUZZLES & GAMES

Prerequisite: Teacher recommendation

Semester course - 2 credits

This course approaches mathematics through solving puzzles and playing games. The topics to be covered may include: geometric ideas such as tiling, dissection, symmetry and proof, and algebraic ideas such as notation, equation solving and modeling, combinatorics and logic.

(334-335) ADVANCED PLACEMENT CALCULUS AB or BC

Full year course - 4 credits

Prerequisite: TRIG/PRECALC ACC ADV or TRIG/PRECALC ADV and teacher recommendation

Both courses include topics from differential and integral calculus, with attention both to theory and to practical applications. Both courses are intended to be equally rigorous but CALCULUS BC covers more topics than CALCULUS AB. The courses follow the College Board Advanced Placement Calculus syllabus. Enrollment in AP Calculus will be limited to students who have demonstrated a high level of achievement and interest in mathematics.

(337) ADVANCED PLACEMENT STATISTICS

Full year course - 4 credits

Prerequisite: TRIG/PRECALC ACC ADV or TRIG/PRECALC ADV taken previously or concurrently and teacher recommendation

Topics studied in this course include: summarizing and graphing of data, use of the normal distribution and other probability distributions to model data, the central limit theorem, confidence intervals, hypothesis testing, regression and correlation calculations, and mathematical models. This course follows the College Board Advanced Placement Statistics syllabus. Enrollment in AP Statistics will be limited to students who have demonstrated a high level of achievement and interest in mathematics.

(341) DISCRETE MATH

Semester course - 2 credits

Prerequisite: Teacher recommendation

Topics covered in discrete math may include: voting methods, fair division, matrices, critical path analysis (PERT), Steiner points, graph coloring, and network or graph science.

(344) FINANCIAL LITERACY PART 1 and PART 2

Semester or Full year course - 2 or 4 credits

Prerequisite: Financial Literacy Part 1 is a prerequisite for Financial Literacy Part 2.

Open to: 12TH Graders

Two semesters covering different material are offered.

This real-world applications course will cover general interest topics that all students should be exposed to in order to be mathematically literate in today's world. Students may take one or both semesters of this course. The following topics will be covered: financial goal setting, budgets, checking accounts, college and career development, investing, borrowing/credit and insurance.

(TA3) MATH Teaching Assistant:

Semester course - 2 credits

(Requires Math Teacher recommendation and permission from course instructor)

This program is available for students who want to challenge themselves in the development of teaching skills. It is necessary for students to have prior experience and a strong grasp of skill and understanding in the specific content area. This learning opportunity is for students who:

1. Would like to develop their communication and leadership skills.
2. Possess special knowledge or skills that will be beneficial to share with fellow students.
3. Want to assist in preparation and delivery for some lessons.
4. Are interested in facilitating student interaction through guided discussion and feedback.

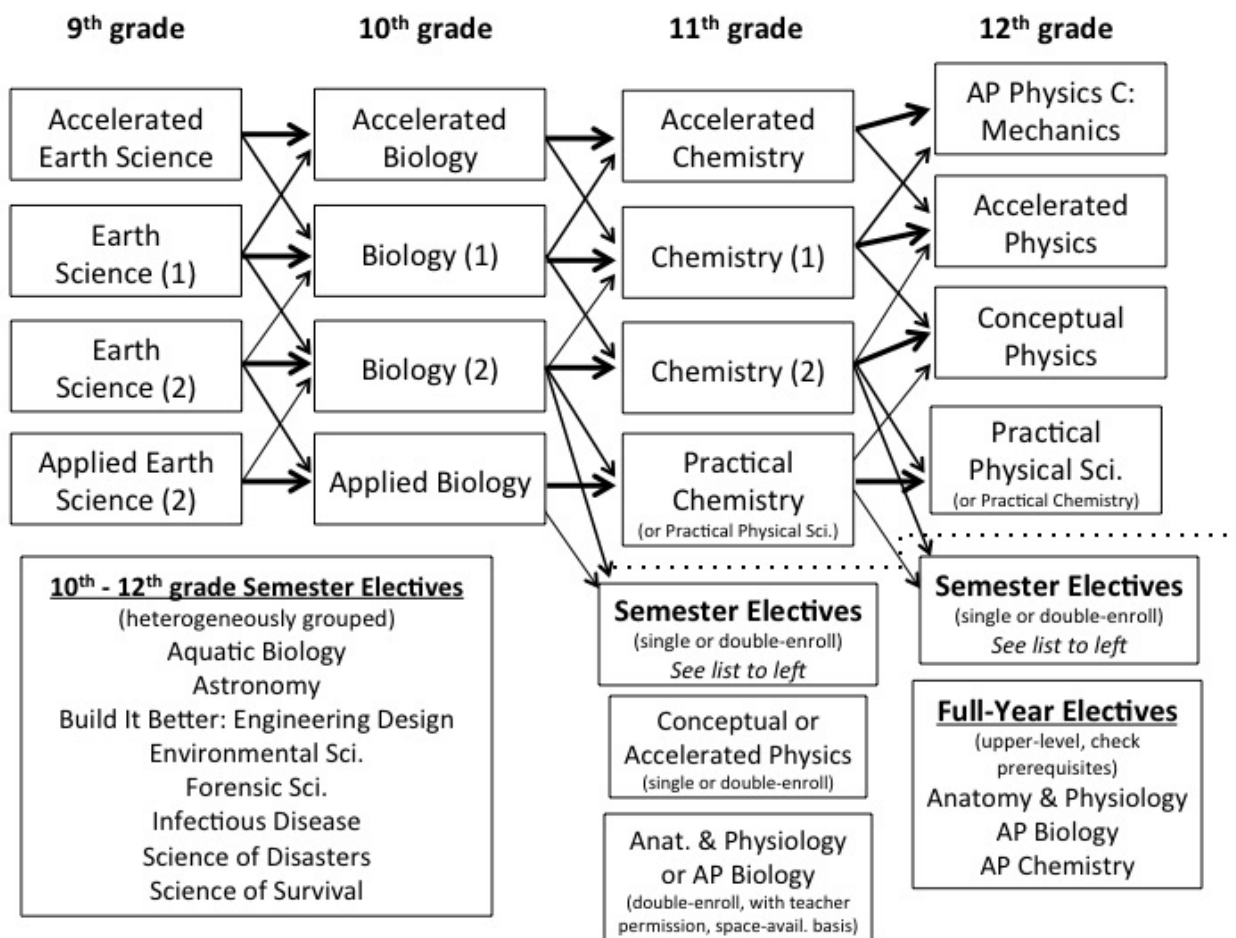
SCIENCE

The core science curriculum within the Science Department is a four-year sequence of Earth Science, Biology, Chemistry, and Physics. All science courses use laboratory equipment and other technologies in experimental design, modeling, and applied problem solving. In an age of ever-increasing emphasis on the sciences, a well-rounded background in the four core disciplines provides a foundation for more sophisticated thinking, and the knowledge base necessary to make educated personal and societal decisions. For these reasons, it is strongly recommended that all students take the full four years of study covering all the disciplines.

All 9th graders are required to take a course in Earth Science, and all 10th graders are required to take a course in Biology. LS students typically take Biology MCAS in June of the 10th grade, at the end of their Biology course. In 11th and 12th grade, students typically continue with a course in Chemistry and then a course in Physics. The increasing math demands and abstraction of these courses matches this typical grade placement.

11th and 12th grade students are also eligible to take Science electives (full-year or semester long), as prerequisites and teacher recommendation allow. These electives may be taken as a double-enrollment in Science, or, in certain paths, as a student's only Science class.

Most possible paths through the Science Program are shown here:



EARTH SCIENCE

Earth Science is a physical science that looks at the underlying unity and interrelationships of the sciences through study of the earth and its systems. The subject matter, planet Earth, provides a framework for observing and experimenting, making connections to other sciences, and addressing current and topical issues. Areas of study include geology, oceanography, meteorology, astronomy, and hydrology. Current environmental topics are studied in the context of the earth systems they impact. The course emphasizes the development of study, problem solving and laboratory skills. Laboratory investigations and activities are important components of the course. Teachers may assign long-term projects on related topics. Computers are used in some areas for simulation and data analysis.

(401) ACCELERATED EARTH SCIENCE (LAB)

Full year course - 4 credits

Classes are fast-paced and require learners to function independently at a high level of comprehension, analysis, application, and synthesis. Homework, projects, laboratories, and tests require abstract thinking that goes beyond a concrete learning style. Successful students in this course hold themselves to high standards of achievement, are self-motivated to explore and question material on their own initiative, and take responsibility for their own learning. They are timely in completing assignments and labs, work well in groups, and are able to focus in class during lectures. The course employs a college level text; therefore, students must have strong reading comprehension skills. Students are expected to demonstrate their comprehension through clear and well-structured writing. Excellent mathematical skills are required for homework, laboratories, and tests.

The major factors which the Lincoln-Sudbury Science Department considers in determining placement of eighth graders in ACCELERATED EARTH SCIENCE include:

- An application, including a student essay
- An acceptable score on the skills-based placement test administered to all applicants
- Middle school performance
- Successful completion of Algebra I.

(402) EARTH SCIENCE (1) (LAB)

Full year course - 4 credits

This course is an enriched, college-preparatory Earth Science course. Expectations for this course include strong math and graphing skills, reading at or above grade level, ability to express oneself in writing, working in groups, and prompt and complete submission of assignments. The course emphasizes critical thinking skills, connections to other disciplines, and the application of course content to the student's own experiences and to unfamiliar situations. *It is recommended, but not required, that students have successfully completed Algebra I before taking Earth Science (1).*

(403) EARTH SCIENCE (2) (LAB)

Full year course - 4 credits

This course is a college-preparatory Earth Science course. In EARTH SCIENCE (2) the emphasis in study is on topics which can be demonstrated through hands-on manipulation and/or conceptual models. Similar classes enable more frequent teacher check-ins and active monitoring of the completion of homework and laboratory assignments. Course work includes laboratory assignments, quizzes and tests, homework, and projects.

Quizzes and tests require the student to demonstrate an understanding of concrete concepts as they apply to earth systems. Course content and instructional methods are optimized for earth science concepts as they apply to their lives and future decision making.

(450) APPLIED EARTH SCIENCE (2) (LAB)

Full year course - 4 credits

PREREQUISITE: Department approval is required for enrollment.

Applied EARTH SCIENCE (2) is a highly differentiated lab-based college-preparatory class for students who benefit from a stimulating academic environment while receiving consistent support integrated into the curriculum. Small class sizes (fewer than 15 students per section) and a low student-to-teacher ratio allow frequent teacher check-ins. Specialized instruction includes vocabulary development, map reading, graphing skills and reading comprehension with an emphasis on overall skills needed to be a successful high school Science student. Methodologies employed in the course are selected to support the needs of all students.

BIOLOGY

All biology full-year courses are survey courses that cover a wide range of topics including Cellular Biology, Biochemistry, Evolution, Genetics, Molecular Biology, Ecology, and Human Anatomy and Physiology. All introductory biology courses include a unit on Fetal Pig Dissection. An emphasis is placed on the process of science and the importance of experimentation and evidence in constructing a framework of knowledge. All Biology courses strive to foster a curiosity about the living world and the interconnectedness of its many varied systems, both on a microscopic as well as macroscopic level. Students are encouraged to explore the social and cultural issues surrounding these topics.

Dissection is an important part of the biology curriculum and a valuable learning experience in which all students are encouraged to participate. The learning objectives of dissection are openly discussed with all students prior to the activity and care is given to address all student questions and acknowledge their concerns. The Science Department strongly supports the ethical, humane, and respectful use of all animals in our curriculum, and understands that for some students, dissection poses an ethical conflict, which could prevent them from achieving the learning objectives of the curriculum. Dissection alternatives are available for these students upon request and require a meeting with the teacher to evaluate and discuss the request. Requests must be submitted to the teacher, at least one week prior to the start of the unit.

(406) ACCELERATED BIOLOGY (LAB)

Full year course - 4 credits

Open to: 10-12

Prerequisite: Recommendation of current science teacher

ACCELERATED BIOLOGY is an in-depth survey course intended to prepare students for further study in the biological sciences at the college level. The science of Biology is approached from a cellular and biochemical point of view. Students are expected to be active and independent learners who read above grade level and are computer literate. They are expected to have the ability to readily develop a sophisticated conceptual understanding of the material and to have an ability to apply the material to new situations.

Course work includes rigorous scientific reading, laboratory assignments, exams and quizzes, homework, and projects/presentations. Exams and quizzes typically assume the student's ability for factual recall and focus primarily on conceptual understanding, application, and data analysis.

With some independent study, students in ACCELERATED BIOLOGY can successfully complete one of the SAT subject tests in Biology (E or M version).

(407) BIOLOGY (1) (LAB)

Full year course - 4 credits

Open to: 10-12

Prerequisite: Recommendation of current science teacher

BIOLOGY (1) is an enriched college preparatory survey course intended to prepare students for further study in science at the college level. Students are expected to take responsibility for missing work and to complete assignments and lab work in a timely manner. The high-performance expectations for this course include reading at or above grade level, ability to express oneself in writing, and the ability to analyze data and graphical information as it pertains to a biological system. Course work includes difficult scientific readings, laboratory assignments, exams and quizzes, homework, and projects/presentations. Quizzes and exams involve substantial recall and require the student to demonstrate an understanding of abstract ideas from the synthesis of concrete concepts.

With significant independent study, motivated students in Biology (1) can successfully complete one of the SAT subject tests in Biology (E or M version).

(409) BIOLOGY (2) (LAB)

Full year course - 4 credits

Open to: 10-12

Prerequisite: Recommendation of current science teacher

This is a college-preparatory survey Biology course. In BIOLOGY (2) the emphasis in study is on topics which can be demonstrated through hands-on manipulation and/or conceptual models. Smaller classes enable more frequent teacher check-ins and active monitoring of the completion of homework and laboratory assignments. Course work includes laboratory assignments, quizzes and tests, homework, and projects/presentations.

Quizzes and tests involve substantial recall and require the student to demonstrate an understanding of concrete concepts as they apply to a biological system. Course content and instructional methods are optimized for a wide range of learning styles and students are expected to develop an understanding of biological concepts as they apply to their lives and future decision making.

(410) APPLIED BIOLOGY (LAB)

Full year course - 4 credits

Open to: 10-12

Prerequisite: Recommendation of current science teacher

APPLIED BIOLOGY is a foundational college-preparatory survey course in which the curriculum is highly differentiated for students who have had previous difficulty in science courses. Small class size allows for frequent teacher check-ins and active facilitation of the completion of classwork and laboratory assignments. Course content and instructional methods are structured for a wide range of learning styles and students are expected to develop an understanding of biological concepts that apply to their lives and future decision-making. This course includes units in Cellular Biology, Biochemistry, Evolution, Genetics, Molecular Biology, Ecology and Human Anatomy and Physiology and has significant emphasis on laboratory investigations, including fetal pig dissection as part of the Anatomy and Physiology unit. This course prepares students for the Biology MCAS

CHEMISTRY

Chemistry is the study of matter and its changes. All chemistry courses are introductory survey courses, which allow students to explore the physical world around them qualitatively and quantitatively. Importance is placed on experimentation and data analysis as tools for developing and reinforcing understanding of concepts. Observations of behavior of materials in the macroscopic world lead to the development of models of sub microscopic structures and behavior. The curriculum is supported by laboratory experiments that incorporate the use of technology and scientific equipment available in the chemistry laboratory rooms.

(411) ACCELERATED CHEMISTRY (LAB)

Full year course - 4 credits

Open to: 11-12

Prerequisite: Recommendation of current science teacher and completion of ALGEBRA II

ACCELERATED CHEMISTRY is an intensive course covering the basic topics in chemistry at an advanced placement level. An introductory college textbook is used in the course. There is an emphasis on the theoretical and quantitative aspects of chemistry along with a significant laboratory component. Students electing this course should be extremely facile in the use of algebra and arithmetic since the class and lab work will develop in-depth problem-solving skills. Topics covered include measurement, nomenclature, stoichiometry, types of reactions, thermochemistry, gas laws, atomic theory, periodicity, equilibria, and acid-base theories. Students will be required to keep a laboratory journal and do 4-5 hours of homework per week.

(412) CHEMISTRY (1) (LAB)

Full year course - 4 credits

Open to: 11-12

Prerequisite: Recommendation of current science teacher and completion of ALGEBRA II

CHEMISTRY 1 stresses the theoretical and quantitative aspects of chemistry as well as the methods of questioning and reasoning used by scientists, and is designed to prepare students for further study in science at the college level. Students electing this course should feel comfortable in the use of algebra and arithmetic as these are the basic tools in both class and lab work. Topics covered include measurement, scientific method, gas laws, mole concept, heat effects in chemical reactions, atomic and molecular structure, properties of the elements and compounds, equilibrium, acid-base, organic chemistry, and nuclear chemistry. About three to four hours per week of outside work, including completing homework assignments, writing lab reports and reading in the text, will be necessary for most students to succeed.

(413) CHEMISTRY (2) (LAB)

Full year course - 4 credits

Open to: 11-12

Prerequisite: Completion of Algebra I

CHEMISTRY 2 is designed to teach students basic chemical principles, as well as the methods of questioning and reasoning used by scientists. The emphasis of study is on principles that can be demonstrated by "hands on" experiments. For this reason, portions of each period are spent "discovering" and applying these principles through hands-on activities and computer models. This course is more lab oriented and less reliant on mathematical calculation than Chemistry (1). Topics covered will include physical and chemical properties, atomic and molecular structure, acids and bases, chemical reactions, measurement, gasses, solutions, and stoichiometry. Other topics may include nuclear reactions, organic chemistry, and redox. About three to four hours per week of outside work, including completing homework assignments, writing lab reports and reading, will be necessary for most students to do well. Achievement in the course is based on unit's tests, quiz scores, laboratory reports, homework, major projects, and a final examination.

(460) PRACTICAL CHEMISTRY (LAB)

Full year course – 4

credits

Open to: 11-12

Prerequisite: 11-12 Recommendation of current science teacher or permission of Science Department

Coordinator.

In PRACTICAL CHEMISTRY students develop an understanding of chemical phenomena through the examination of chemistry found in everyday life. Students will build proficiency in Science Practices (skills): the scientific method, supporting claims with evidence, safe laboratory practice, measurement, graphing, and evaluating technical information from everyday sources.

This course presents all the major themes from the standard chemistry curriculum for students who have had previous difficulty in science courses. Units are presented through several of the following contextual and practical lenses: household chemistry, body and health, food science textiles/material science, consumer science and goods (health and beauty products, automotive technology).

Students will practice skills for becoming critical consumers with respect to chemistry understanding, such as developing the ability to be evaluative label readers who analyze information presented by manufacturers. Students will also focus on obtaining co-curricular 21st century skills such as technology proficiency (Google tools, making presentations, etc.) and relevant social skills (such as effective collaboration, and confidence and clarity in communication).

PHYSICS

Physics is the science of matter, energy, space, and time. Students of physics discover the laws that govern the behavior of the universe through experimentation and problem-solving. Conceptual reasoning is emphasized in all levels of physics. Basic principles are taught in the context of real-world phenomena, from the behavior of automobiles on slippery roads to fundamentals of household electricity. A range of laboratory experiences is provided, using both everyday materials and sophisticated technology.

(422) ADVANCED PLACEMENT PHYSICS C: MECHANICS (LAB)

Full year course - 4 credits

Prerequisite: Recommendation of current science teacher and full year AP CALCULUS taken concurrently or with permission of Science Department coordinator.

This course is designed to be the equivalent of a calculus-based first semester college physics course. The text is the same as that used at several local universities. The course is a rigorous introduction to mechanics, including Newton's laws, conservation principles and rotational dynamics. Additional topics will be covered in the spring as time allows. Considerable instructional time is devoted to building problem solving skills, and frequent problem sets are assigned. Students will be required to do some laboratory work, and will be graded on tests, laboratory write-ups, and homework.

(417) ACCELERATED PHYSICS (LAB)

Full year course - 4 credits

Open to: 11-12

Prerequisite: Recommendation of current science teacher and TRIGONOMETRY/PRECALCULUS taken concurrently

ACCELERATED PHYSICS is a fast-paced introductory physics course. Students are expected to be active and independent learners who read successfully for information from a high-level high school text. ACCELERATED PHYSICS differs from AP PHYSICS in two ways. The coverage of curriculum in ACCELERATED PHYSICS is much broader, and calculus is not used.

ACCELERATED PHYSICS differs from CONCEPTUAL PHYSICS in that students are expected to take increased responsibility for their own learning and be capable of understanding material quickly and with minimal help. Problem assignments and tests, while not requiring calculus, are more challenging and require the ability to analyze and synthesize complex information.

(415) CONCEPTUAL PHYSICS(LAB)

Full year course - 4 credits

Open to: 11-12

Prerequisite: Recommendation of current science teacher, completion of CHEMISTRY or BIOLOGY with a grade of C and ALGEBRA II taken concurrently or completed. Instructor/departments approval necessary if grade requirement is not met.

This course approaches physics with a greater emphasis on understanding and explaining concepts than on mathematical applications, although basic algebraic problem-solving using laws of physics is included. Topics covered in the course include classical mechanics, wave phenomena, electricity and magnetism, and

optics. Hands-on and computer-based laboratory work is done. Students read from Hewitt's text *Conceptual Physics*, and are evaluated through homework, quizzes, tests (including short essays), and laboratory reports.

(416) PRACTICAL PHYSICAL (LAB)

Semester or Full year course - 2 or 4 credits

Open to: 11-12 Two semesters covering different material are offered.

This course presents the main themes from standard Physical Science and Physics curricula for students who have had previous difficulty in science courses. Students will complete activities that provide them with the knowledge and skills to relate Physical Science concepts to their everyday experiences. The course emphasizes hands-on activities to illustrate topics covered. Topics may include electricity, energy, light, sound, the physics of motion, work, and power.

ADDITIONAL SCIENCE COURSE OFFERINGS

(414) ANATOMY AND PHYSIOLOGY (LAB)

Full year course - 4 credits

Open to: 11-12

Prerequisite: Completion of BIOLOGY with a grade of C or better and CHEMISTRY with a grade of C or better or concurrent enrollment in CHEMISTRY 1. Instructor approval necessary if grade requirement is not met.

ANATOMY AND PHYSIOLOGY is a one-year course offered to students who intend to pursue studies in biomedical fields beyond high school OR who have an interest in learning about the human body. The course emphasizes how anatomy (structure) affects the physiology (function) of the human body. The course will cover the anatomy and physiology of human systems such as the skin, skeletal, muscular, nervous, circulatory, respiratory, digestive, endocrine, urinary, immune and reproductive. Special emphasis on nutrition and exercise permeates the study of these systems as well as how to use this knowledge to better one's health and reduce their lifelong risk of the most common diseases that affect our population. Students must be willing to engage in dissection, students will read current medical literature, give a presentation on a topic of their choosing, watch videos of surgical procedures, engage in group projects (such as creating models or cooking a meal that is heart healthy), and do a wide range of different activities and assignments. Many parts of this course also require a great deal of memorization. Student achievement is assessed through laboratory work, quizzes, tests, projects, and homework.

(418) ADVANCED PLACEMENT BIOLOGY (LAB)

Full year course - 4 credits

Open to: 11-12

Prerequisite: Recommendation of current science teacher and completion, with grade B or better, of BIOLOGY and CHEMISTRY at level 1 or higher. Placement will be considered for students who have completed, with a grade of B or better, BIOLOGY at level 1 or higher, and are concurrently enrolled in CHEMISTRY. Although PHYSICS is not a prerequisite, if space in the class is limited, priority will be given to those students who have taken CHEMISTRY and who have taken or are concurrently taking a Physics course.

AP Biology is designed to be the equivalent of a college-level introductory biology course. The text is the same as that used by college biology majors and labs are equivalent to those done by college students. The main goals of the class are to help students develop a conceptual framework for modern biology and to encourage development of inquiry and reasoning skills, such as designing experiments, analyzing data, applying math and statistics in science, and justifying arguments with evidence. The topics covered are: biochemistry, cell structure and function, cellular energetics, cell communication and the cell cycle, heredity, gene expression and regulation, natural selection, and ecology. Students are encouraged, but not required, to take the AP Biology Exam in May.

(419) ADVANCED PLACEMENT CHEMISTRY (LAB)

Full year course - 4 credits

Open to 11-12

Prerequisite: Recommendation of current science teacher AND completion of Accelerated Chemistry (1) with a B or better or completion of Chemistry (1) with an A. Also, students entering this course are expected to have strong mathematical understanding and to have mastered the fundamentals of stoichiometry. Although PHYSICS is not a prerequisite, if space in the class is limited, priority will be given to those students who have taken or are concurrently taking a Physics course.

This second-year college-level course covers topics recommended and developed by the College Board and includes atomic theory, chemical bonding, structures and properties, chemical dynamics, equilibrium, electrochemistry, descriptive chemistry, states of matter, reaction types and kinetics. The course will include challenging laboratory activities recommended by the College Board. Emphasis is placed on laboratory technique, quality of results, error analysis and demonstrating a deep understanding of the principles applied.

These labs will require some additional lab time during Wednesday Activity period. Students should expect and be willing to commit to meeting during a teacher-designated Activity period at least once a month, as a part of course requirements. Students electing this course are encouraged to take the Advanced Placement exam in Chemistry in May. A summer assignment may be required prior to the first-class meeting.

(424) AQUATIC BIOLOGY

Semester course - 2 credits

Open to: 11-12

Prerequisite: One year of BIOLOGY or the approval of the Science Department Coordinator

AQUATIC BIOLOGY examines the organisms found in fresh and saltwater ecosystems, with particular emphasis placed upon fish and marine mammals. Projects and activities are major components of this course. One project involves the set up and maintenance of a classroom freshwater aquarium for the entire semester. AQUATIC BIOLOGY is designed for the general science student who is interested in learning more about the diverse array of organisms that occupy Earth's waters.

(426) ENVIRONMENTAL SCIENCE

Semester course - 2 credits

Open to: 10-12

Prerequisite: Two years of science or the approval of the Science Department Coordinator

Environmental Science explores the interrelationships between the living and nonliving world. This course integrates aspects of many science disciplines and offers students the opportunity to develop an understanding of the complex interactions within the natural world. Students will apply prior knowledge of science and math to laboratory activities designed to analyze natural and human-caused environmental problems. ENVIRONMENTAL SCIENCE is designed for the general science student with an interest in becoming an informed decision maker with respect to current and future environmental issues.

(428) ASTRONOMY

Semester course - 2 credits

Open to: 10-12

This course is offered to all students interested in exploring humankind's current knowledge of the universe. Topics will range from local phenomena such as seasons, eclipses, and tides, to the most grand and mysterious objects known to us, including black holes and supernovae. In addition to the usual classroom activities and nightly assignments, students will explore astronomy through computer simulations, small research projects and papers. Regular observing nights (optional) with state-of-the-art telescopes are planned for those who want to explore the night sky firsthand. Astronomy is offered to the student wanting a non-mathematical yet intellectually challenging science course.

(436) INTRODUCTION TO FORENSIC SCIENCE

Semester course - 2 credits

Open to: 11-12

PREREQUISITE: Successful completion of one year of biological science.

This is a lab-based course that introduces the student to techniques used in crime scene investigations. These techniques will involve the integration and understanding of different aspects of biology, chemistry, anthropology, physics and law. The focus of this course will be on crime scene processing and evidence analysis. Topics include analysis of materials such as DNA, hair, bone, organic tissue, fibers, paint, latent fingerprints and unknown compounds using microscopy, spectroscopy, chromatography, gel electrophoresis, and other techniques.

(432) STUDY OF INFECTIOUS DISEASES- IS IT CATCHING?

Semester course - 2 credits

Open to: 11-12

Prerequisite: Recommendation of current science teacher and completion of BIOLOGY

IS IT CATCHING? Students will learn about immunology, epidemiology and biotechnology by studying diseases that are infectious. Issues that will be considered include: Why are some diseases "catching" and others aren't? Why do some diseases affect lots of people quickly (epidemics) and others do not? How does my body fight off invaders? Why do third world countries experience more diseases than developed countries? Study of epidemics (epidemiology) will be studied by investigating specific cases such as AIDS and influenza. Treatments for infectious diseases will be studied and the role of biotechnology companies in using genetic engineering to create new treatments and drugs will be discussed. The class will involve current lab techniques, reading of current literature and research projects.

(444) SCIENCE OF DISASTERS

Open to: 10-12

Semester course – 2 credits

This course is offered to all students interested in exploring the causes of natural, technological and human-caused disasters and their impact on health and the environment. Course content integrates aspects of many science disciplines and offers students the opportunity to develop an understanding of the complex interactions within the natural world through the lens of disasters. Topics may include geological disasters such as landslides and volcanic eruptions, meteorological disasters such as hurricanes, floods, and tornadoes, human and technological disasters such as the Great Molasses flood, nuclear fallout, and oil spills and biological disasters such as diseases, invasive species and overfishing. Students may explore these topics through computer simulations, small research projects, case studies, short laboratory investigations and activities, presentations, and current events articles. Students will apply prior knowledge to their investigations and research to analyze natural and human-caused environmental hazards. The Science of Disasters is designed for the general science student with an interest in becoming informed about past, current and potential hazards and how to prevent or prepare for them.

(445) SCIENCE OF SURVIVAL

Open to: 10-12

Semester course – 2 credits

This course is offered to all students interested in exploring the different ways that science can help one survive. Course content integrates aspects of many science disciplines and offers students the opportunity to develop an understanding of the complex interactions between oneself and the natural world. Topics may include living off the grid, health, and hygiene, shelter, warmth and light, signaling and navigation, and food and water. Students may explore these topics through computer simulations, small research projects, case studies, long term and short laboratory investigations and activities, and presentations. Students will apply prior knowledge to their investigations and research to analyze different strategies and methods for survival. The Science of Survival is designed for the general science student with an interest in becoming informed about short-term and long-term survival techniques and the science behind those methods.

(446) BUILD IT BETTER: ENGINEERING DESIGN

Semester course – 2 credits

Open to: 10-12

In this project-based course, students will learn and practice skills needed to conduct the engineering design process. These skills include brainstorming, sketching, construction of analytical and physical models, designing and implementing a testing plan, evaluating and redesigning, communication ideas to general audiences, and responding to feedback. For most classes and projects, these skills will be practiced through cooperative learning in teams of students. Students will be asked to present and receive feedback from classmates, instructors, and/or industry professionals. Students will be required to reflect on their performance and their contributions to the group as well as reflect on their projects,

Smaller, more defined projects will be used to teach students the various aspects of the engineering design process and the course will culminate with amore open-ended capstone project where students will work in groups to research and solve a real-world problem by applying and incorporating skills learned throughout the course.

Most student work will be done in groups during class time. However, occasional homework assignments will be required to prepare students for in-class activities and collaborative work. In addition students may need to schedule time during free blocks, ACA, before or after school to complete projects with their group members. Because of this, consistent attendance is essential for this class. In addition, students will be expected to work diligently throughout each class period, Students will be graded based on their projects, class participation, class attendance, and occasional content quizzes.

(TA4) Science Teaching Assistant:

Semester course - 2 credits

(Requires Science Teacher recommendation and permission from course instructor)

This program is available for students who want to challenge themselves in the development of teaching skills. It is necessary for students to have prior experience and a strong grasp of skill and understanding in the specific content area. This learning opportunity is for students who:

1. Would like to develop their communication and leadership skills.
2. Possess special knowledge or skills that will be beneficial to share with fellow students.
3. Want to assist in preparation and delivery for some lessons.
4. Are interested in facilitating student interaction through guided discussion and feedback.

WELLNESS

The Wellness program is designed to provide students with a comprehensive health/fitness education through both required and elective course offerings. Each course reflects a commitment to help students seek a balance between the expression of individuality, a responsible concern for the needs of others, and the opportunity to examine and monitor personal wellness toward the pursuit of a healthy lifestyle. Required classes will automatically be added to student's schedules and students are asked to request non-required classes during the Course Request Scheduling Process in the Spring for the upcoming year and again in late fall for Sem II.

The Wellness Department reserves the right to alter the format of our program dependent on COVID related restrictions and scheduling while still preserving the depth and breadth of our program. If necessary, students will be in a class with their grade level peers for either a semester or for the entire year and the required curriculum will be delivered during this time. In addition to receiving the required curriculum, students will participate in a variety of activities from our elective curriculum.

For School Year 2020-2021 and possible 2021-2022

9th Grade Wellness (modified course if needed): Students will learn content and curriculum from our 2 required 9th grade courses *Introduction to Wellness* and *Foundations of Strength Training**. Students will also be exposed to and participate in a variety of socially distanced and safe options from our elective curriculum offerings in the 9th grade Wellness class.

*Please refer to the descriptions of the 9th grade requirements below.

10th Grade Wellness (modified course if needed): Students will learn content and curriculum from our 2 required 10th grade courses *Outdoor Pursuits* and *CPR and Community Action**. Students will also be exposed to and participate in a variety of socially distanced and safe options from our elective curriculum offerings in the 10th grade Wellness class.

*Please refer to the descriptions of the 10th grade requirements below.

11th Grade Wellness (modified course if needed): Students will learn content and curriculum from our 2 required 11th grade courses *Health Issues* and *Cardiovascular Health**. Students will also be exposed to and participate in a variety of socially distanced and safe options from our elective curriculum offerings in the 11th grade Wellness class.

*Please refer to the descriptions of the 11th grade requirements below.

12th Grade Wellness: This course is offered to 12th grade students who are in need of Wellness credits to graduate. This is an asynchronous, independent Wellness study in which students design and develop a Wellness Goal setting plan based on a specific area of interest. Students are responsible for weekly check-ins and a final project.

Remote Physical Activity Wellness (Cohort R): Students will be offered a fully synchronous Remote Wellness option for the activity portion of Wellness class each week. In addition to the Remote Wellness activity experience, students will join their grade level cohorts each week for the required curriculum* that corresponds to their grade level.

2020-2022:

Grading:

Pass is 70% and above

Fail is 70% and below

GRADUATION REQUIREMENT: 12 credits to be distributed as follows:

4 credits in ninth grade year

- 1 credit in Intro to Wellness
- 1 credit in Foundations of Strength Training
- 2 credits from the Wellness elective choices

4 credits in the sophomore year

- 1 credit in Outdoor Pursuits
- 1 credit in CPR & Community Action
- 2 credits from the Wellness elective choices

4 credits in the junior year

- 1 credit in Health Issues
- 1 credit in Cardiovascular Health
- 2 credits from the Wellness elective choices

12th Grade Wellness Requirement:

All seniors are required to Participate in Escalation Workshop and Senior Service Workshop.

***For 2020-21 school year and possibly 2021-2022:**

9th Grade Wellness 2 credits per semester

10th Grade Wellness 2 credits per semester

11th Grade Wellness 2 credits per semester

12th Grade Wellness 1 credit per quarter

Grading for 2nd Semester of 2019-20 and 2020-21 School Year is Pass/Fail

On the rare occasion that a student cannot meet Wellness credit requirements, a signed and dated letter from the attending physician must be on file in the Health Office before a waiver will be considered.

*Indicates courses that may be repeated in the Wellness Curriculum

GRADING:

- A - (90%-100%) Surpasses course requirements
 - P - (70%-89%) Pass - Meets course requirements
 - F - (Below 70%)Fail - No credit given - course requirements not met
 - I - Incomplete: To be made up during the next quarter
- Students must attend 80% of the classes or make up the credit.

LOCKERS: Students will be assigned a locker for their personal use. Students are responsible for all personal items and are strongly encouraged to secure valuables or bring them to class.

COURSE DESCRIPTIONS

Some of the following courses may not be offered due to enrollment and/or budget constraints.

(628) ADVENTURE RECREATION

1 credit

Through adventure education philosophy this course provides experiences for students to develop a comfort with the outdoors as a place to exercise, socialize and center oneself. Students will explore non-traditional games, nature walks/runs, letterboxing, orienteering and geocaching.

(608) ARCHERY AND FENCING*

1 credit

This course provides instruction and practice in the fundamentals of foil fencing. Emphasis is placed on basic arm and footwork of the ready and guard positions, advance and retreat, extend, lunge and recovery movements. Fencers will learn offensive and defensive strategies using simple and compound attacks, parries and ripostes. Intra-class tournaments will be held during the final classes.

(602) BACKCOUNTRY TRAVEL*

1 credit

This course will resume a program (NIMBUS) that existed at LS from the late sixties to the mid-seventies. Students will leave this course with the skills necessary for extended travel in wilderness areas as well as an understanding of wilderness ecology and one's impact on the environment as a backcountry traveler. The course's unique meeting time will allow for teachers from different disciplines to be involved. For

instance, an English teacher could facilitate reading some wilderness or conservationist literature. Each teacher will bring something different to the course, creating a truly interdisciplinary experience and creating a unique learning environment not yet explored at LS.

(603) BADMINTON*

1 credit

This course teaches students the games of singles and doubles. Skill emphasis will be placed on the offensive and defensive overhead clears, the smash, the drive, the drop shot and two types of serves. Various strategies will be taught for both singles and doubles. Intra-class tournaments will be held during the last few weeks of the class.

(675) BASIC PHYSICAL DEFENSE FOR MEN

1

credit

This course is designed to empower students to make different decisions when confronted with aggressive behavior. Students are presented with options to resist aggression, raise awareness of aggressive behavior, recognize how this behavior impacts their lives, and take steps to avoid these behaviors by analyzing how they can be part of reducing aggression and violence. This class is designed from the police R.A.D. Program.

(605) CARDIOVASCULAR HEALTH

1 credit

This course is required for all 11th graders. This course provides the fundamental principles needed to reduce the risk of heart disease. Students will learn basic anatomy and physiology of the cardiovascular system. Using individualized heart rate monitors, students will also assess their progress and learn how to make proper adjustments to their personal workouts. An introduction to the proper use of the cardiovascular equipment in the Fitness Center will help students become educated health/fitness consumers. (Required for graduation)

(604) COACHING, TEACHING AND RECREATION LEADERSHIP (CTRL)*

1 credit

Working with children/students is a rewarding experience. This course explores teaching techniques and safety protocol that helps each student build confidence and a “games repertoire” that they can take with them. The course stresses wellness concepts such as: meeting kids where they are at; honoring the spirit of the game; the importance of finding your play; competition -vs- cooperation and social connections. Pedagogy concepts such as class management, equipment maintenance, lesson progression and understanding developmental readiness will be addressed. The student will be required to observe peers and professionals, lead classes, participate in classes and plan experiences for a variety of populations. Students who excel in the class may earn a certificate of course completion. The certification, which includes instructor contact information, can be used as a reference when applying for summer job opportunities.

(629) CONFLICT MANAGEMENT

1 credit

This course gives students the opportunity to learn how to resolve their differences peacefully and develop effective ways of working and communicating together. It recognizes that conflict is a normal and natural part of everyone’s life and effective conflict resolution skills are essential to success. Students will learn how to solve problems constructively and creatively in ways that can be integrated into their everyday experience.

(632) COOKING*

1

credit

Students will be introduced to basic cooking techniques and learn how to get comfortable cooking simple, healthy and delicious meals. There will be 3-5 cooking labs. Students will learn and share knowledge about food culture. Topics also include: healthy eating, knife safety/skills, menu planning and food shopping.

(607) CPR & COMMUNITY ACTION

1 credit

This course is required for all 10th graders. This course provides students with the knowledge and skills necessary for infant, child, adult CPR and AED training as well as first aid skills. Successful completion of the course may earn an American Heart Association Certification. (Required for graduation)

Students may choose to meet this graduation requirement out of school. Acceptable courses must be site based with a hands-on component which includes Adult, Child and Infant CPR and AED. Online courses are not acceptable.

(622) DANCE*

1 credit

This course provides students with the opportunity to experience a variety of dance genres and their effects on overall well-being. There is no prior dance experience needed for this course, as it is a movement class vs. a technical dance class. Students will be required to follow peer leaders, choreograph in small groups, perform to a group of peers, and to participate to a level that will enhance fitness. Dance explores Wellness

concepts such as: the joy of movement; barriers to dancing in front of others; self-expression; celebrating unique differences; cultural and historical perspectives of dance and its place in our society; social connections and the art of giving feedback.

(609) FITNESS AND GAMES

1 credit

This course provides students with an opportunity to experience a cardiovascular workout through game play. Basic team strategies and skills will be covered in low to high organizational games. Heart rate monitor technology will be utilized to provide feedback to students about their workout intensity and the resulting physiological effects. In a continued effort to encourage students to pursue an active lifestyle, this course encourages each participant to be creative in the design of their health/fitness workouts as well as experience the benefits of “play” in their recreational and leisure pursuits.

(615) FOUNDATIONS OF STRENGTH TRAINING

1 credit

This course is required for all 9th graders. This course is designed to introduce students to the benefits, methods and safety precautions relative to musculoskeletal growth and development. Basic anatomy and physiology of muscles and their response to training will be covered. Students will learn to assess, achieve, and maintain an appropriate level of muscular fitness. Using properly applied progressive resistance training students will learn the correct form and technique when training with selectorized machines and free weights (Required for graduation)

(611) GOLF*

1 credit

This is a beginner golf course that will introduce fundamental swing mechanics, strategies and etiquette to successfully play a round of Golf. Students will have an opportunity to use video assessment, peer assessment and swing analysis tools to examine different dimensions of the golf swing. Advanced players are encouraged to be leaders in the class and support the growth and learning of all students being introduced to the game. In addition to traditional golf, students will participate in a unit of disc golf. During disc golf students will learn the necessary tossing skills to be successful. Students will explore the various types of discs and when/how to use them in a game of disc golf. Students will be assessed on their skill, knowledge and participation of both units in Golf.

(612) HEALTH CLUB FITNESS*

1 credit

This course is designed to introduce students to a wide variety of group exercise classes that could be taken in a group setting in a Health Club. Exercise modalities may include; spin, step aerobics, body pump, boot camp, cross training, circuit training, strength training, core training, and yoga. Students at all levels of fitness and exercise experience are encouraged to take this course.

(613) HEALTH ISSUES

1 credit

This course is required for all 11th graders. It is designed to foster mature decision making as the course covers current information available on pertinent health issues facing young adults in today’s society. Topics covered are stress resiliency; consent and relationship sexual assault; human sexuality and substance use/abuse. (Required for graduation)

(614) HIGH ADVENTURE*

1 credit

A group experience, this course is based on the adventure education model. It is designed for students who would like to challenge themselves physically, mentally, socially and emotionally through the adventure realm. Students will have an opportunity to explore risk taking while using high and low climbing elements as metaphors for risks that students take in their own lives.

(637) INDOOR TERRITORIAL GAMES*

1 credit

Indoor Territorial Games goals is to introduce/give opportunity to students to participate in a variety of sports such as basketball, broomball, floor hockey, nitroball, tchoukball, speedball, and handball. Each sport would take place for about five classes keeping students engaged, excited, and motivated throughout the quarter. This course will use small sided drills and modified games to help students learn new skills and concepts of the sports. This course alternates with Volleyball.

(616) INTRODUCTION TO WELLNESS

1 credit

This course is required for all 9th graders. The intent of this course is to give students a basic understanding of wellness concepts, to assess personal life-styles, understand human needs, and develop goals for growth. Students will learn the importance of self-acceptance and self-responsibility in the wellness process as well as understanding risk-taking and compulsive/addictive life patterns. The course will show the impact each component (intellectual, physical, environmental, social/emotional/leisure/spiritual) has on the others,

emphasizing the need for balance. Using self-evaluation and cooperative group work, students will practice skills in goal setting and behavior change. (Required for graduation)

(634) MENTORS IN VIOLENCE PREVENTION

1

credit

This course will cover a broad range of topics to help students begin important dialogue necessary to build healthy relationships and foster leadership skills to create a safer environment for students to live more productive and safer lives. Topics to be covered in this course include, creating healthier relationships, understanding the signs and symptoms of an unhealthy relationship along with break up skills, cultural traps and peer pressure, gender violence, bullying and harassment, social media responsibility and more. Class work will include discussing relevant statistics, unpacking current events, having classroom conversations, and looking at real life scenarios.

(617) NUTRITION

1 credit

This course will introduce students to the essential components of healthy eating. Topics to be addressed will include basic anatomy and physiology of the digestive system, essential nutrients, nutrition for active individuals, eating choices, food culture and consumer skills. Students will track personal consumption patterns and will participate in 1-3 cooking labs.

(618) OUTDOOR PURSUITS

1 credit

This course is required for all 10th graders. It encourages students to work together in a cooperative manner in order to accomplish a common goal using the adventure education model. It is designed to increase self-confidence, develop communication skills, increase mutual support for each other, gain better appreciation for individual differences, learn to trust oneself and others and learn how to better cooperate in a group. (Required for graduation)

(624) OUTDOOR TERRITORIAL GAMES*

1

credit

This course provides students with an opportunity to incorporate physical activity and leisure experience into their lifestyle through game play and practice. Focus units include flag football, rugby, ultimate frisbee and basketball. Skills and common concepts of each territorial game will be presented and developed through practice and game play. Students of all skill and experience levels are encouraged to enroll in this course provided that they are willing to take a social risk as they participate in this fun-filled wellness course. Alternates with Volleyball.

(636) PARTNER DANCE

1

credit

Learn a lifetime skill that you can enjoy anywhere in the country and throughout many parts of the world with people of all ages. No experience needed! You will learn both leader and follower roles in Merengue, Salsa, Foxtrot, East Coast Swing, Waltz, and Tango. Skills and techniques including correct form, frame, footwork will be covered. Take away the ability to dance for a lifetime! Alternates with Dance.

(630) PERFORMANCE PSYCHOLOGY

1 credit

This course will examine the impact of sports, games, and play on society and the individual. In a culture that values athleticism at all levels, we need a deeper understanding of myths, traps, and influences that sports can create. A focus on the positive and negative consequences of being a participant, spectator, coach, and bystander in the world of sport will be examined.

(619) PERSONAL FITNESS*

1 credit

This course is designed to complement material learned in Foundations of Strength Training and Cardiovascular Fitness. Students will become familiar with a variety of strength and cardiovascular training methods. The student will design and implement his or her own personal fitness program that will help them progress towards their fitness goals. Throughout the course students will assess and evaluate their levels of fitness and make modifications to their program to further their level of physical wellness.

(620) ROCK-CLIMBING*

1 credit

This course presents an introduction to basic rock-climbing. Students become familiar with the equipment and safety system through activities on the indoor climbing walls and the high ropes course. Students will learn the basics of belaying, rappelling, various knots and climbing calls. They will then have an opportunity to experience techniques on the rock climbing field trip as the budget allows.

(621) SELF-DEFENSE FOR WOMEN

1 credit

Female students will learn the basic strategies of street safety. Non-physical strategies of personal safety such as assertiveness skills, the use of voice, and safety awareness strategies will be taught. The physical skills will focus on techniques that are most effective when a male assailant attacks a female. Students will then be presented with real-life situations in which they will practice their non-physical strategies as well as physical skills, full-force, on a fully padded instructor. Related topics to be discussed in class will be physical and emotional abuse, sexual harassment, and sexual assault.

(633) STRESS RESILIENCY AND MINDFULNESS

1 credit

Learn a variety of life skills to help you be resilient in times of stress. Students will examine a variety of factors that may aid in their ability to manage and respond to stress including: Diet, Exercise, Sleep, Nature, Mindfulness and Meditation, Human Connection (specifically looking at the impact of technology and social media), and Mindset. Students will also have the opportunity to explore the impact of Social Media and technology on stress and mental health. The course will include an informational component as well as hands-on application of a variety of stress reduction techniques and activities.

(625) TENNIS*

1 credit

This beginner tennis course is designed to introduce students to the fundamentals of tennis. Game rules, etiquette and basic strategy for singles and doubles will be covered. A pickleball unit is incorporated into this course to emphasize related concepts and add to the fun in this course. The course will cover skills such as ball control, forehand/backhand drive, drive/lob serve, forehand/backhand lob, smash, and strategy. Students of all levels of skill and experience are encouraged to take this course. Advanced players are encouraged to be leaders in the class.

(635) THE POWER OF PLAY

1 credit

Through experiential learning students will identify and discuss the value of play. As we play a variety of low-organizational activities and games we will discuss: the role of play in social development, how play can enhance wellness, social and ethical issues relating to different types of play, and play as a form of cultural expression. The goals are to get all kids in the course to engage in fun play with each other, establish relationships, practice self-reflection about the role of play in their life, and practice a growth mindset. Alternates with Coaching, Teaching, and Recreation Leadership.

(626) VOLLEYBALL*

1 credit

People of all levels of experience are encouraged to enjoy this leisure/recreational activity. This course will acquaint students with the fundamentals of volleyball. Setting, passing, serving, attacking and basic team strategies will be taught. Students will be proficient in the rules of the game. Tournaments will be held at the end of the quarter.

(627) YOGA*

1 credit

This course will cover the basic knowledge, attitudes and concentration necessary to benefit from yoga exercises. Flexibility, balance and body alignment will be part of each exercise session. Students will practice the skills of proper breathing, meditation and other relaxation techniques in teaching stress resiliency.

Student Leader/Teaching Assistant:

1 credit/quarter

(Requires Wellness Teacher recommendation and permission from course instructor)

This program is available for students who have demonstrated leadership in Wellness, and want to challenge themselves in the development of teaching skills. It is necessary for students to have prior experience and a strong grasp of skill and understanding in the specific content area. This learning opportunity is for students who:

1. Would like to develop their communication and leadership skills.
1. Possess special knowledge or skills that will be beneficial to share with fellow students.
2. Want to assist in preparation and delivery for some lessons.
3. Are interested in facilitating student interaction through guided discussion and feedback.

Senior Wellness: All 12th grade students are required to participate in two workshops during the school year.

Semester 1: Courage to Care

This workshop has three components.

Students view *Escalation* produced by One Love to raise awareness about unhealthy relationships,

Film followed by students facilitated small group discussions to identify warning signs and to discuss strategies to prevent abusive relationships and develop healthy relationships.

Transitions the Real Story about Relationships at College: A LS MVP Alum Panel where college students share their experiences about acting as upstanders to prevent relationship abuse or breakup violence. Students also share strategies about keeping friends and yourself safe, healthy breakups and coping with loss. Followed by a Q and A.

Semester 2: **Senior Day of Service**

This day is an opportunity for the 12th grade students to give back to their communities and practice Wellness in action. Students are provided with a variety of volunteer options across intergenerational lines and live our school motto of “Think of yourself but think of others.”

WELLNESS DEPARTMENT ALTERNATE ACTIVITY POLICY

Alternate Activity will be available to Sophomores and Juniors only. A maximum of two alternate activity credits may be earned in one year. Students must maintain a full course load of seven courses. Participation in a L-S athletic team or out-of-school activity must be pre-approved by the Wellness Department Coordinator Susan Shields at extension 3150. Applications are available via the L-S website, “Student Forms” or through the Wellness Department Coordinator.

Participation on an athletic team or an instructional out of school experience must occur during the semester in which the student would normally be enrolled in a wellness class.

There will be no retroactive credit given, nor can a student “bank” credit for future use. **A request for Alternate Wellness Experience is not a guarantee that it will be granted.**

WORLD LANGUAGE

Knowledge of another language helps you understand other people and their cultures while expanding your study and career options – be it in technology and the life sciences, social services, government work, industry, education or art. The Lincoln Sudbury World Language Department is committed to helping students better understand and navigate the wider world.

Language courses are year-long. The Language Department recommends that a student achieve a second semester grade of C- or better in order to continue on to the next year's sequenced study of that language. The Department also recommends a B- or better to remain in level 1.

APPLIED LANGUAGE 1 and 2

Full Year course/Two Year Cycle

4 credits per year

Prerequisite: Recommendation by teacher or counselor, and department approval

Applied Language 1 and 2 is a two-year sequence providing a foundation of language study for students who have difficulty learning language at a traditional pace. Instructors employ a wide range of instructional techniques and incorporate various cultural/thematic projects. Above all, an active willingness to engage, to try, to “get up and do” are the keys to success for students in Applied Language courses. This sequence meets language graduation requirements.

GERMAN

(216) GERMAN 1

Full year course - 4 credits

This course is appropriate for students of all skill levels. The goal of German 1 is to acquire the communicative skills necessary to function in German on a basic level. Students learn to greet others and talk about themselves, their families, homes, likes/dislikes and basic activities. The course emphasizes listening and speaking skills. Students become increasingly comfortable with communication solely in German while in class, drawing on the many similarities between English and German (both Germanic languages).

(217) GERMAN 2

Full year course - 4 credits

German 2 is open to students who have successfully completed German 1 or have some prior background in German. Students continue to develop their speaking and listening skills, with added emphasis on reading and writing. Students learn more about the structure of the German language. Cultural components of this course include shopping, eating and vacationing in Germany. In addition, students will begin to read simple authentic German texts.

(219) GERMAN 3

Full year course - 4 credits

German 3 is open to students who have successfully completed German 2 or have significant prior background in German. Based on skills acquired in German 1 and 2, students at this level are able to communicate in class solely in German. More advanced structural topics are covered, and students learn to write essay-length compositions in German. Students read and discuss authentic German texts. Using resources such as online news broadcasts, magazines and telenovelas students learn about current happenings in German-speaking countries. Cultural topics at this level include contemporary German pop culture, music and German fairy tales.

(220) GERMAN 4

Full year course - 4 credits

German 4 is open to students who have successfully completed German 3. This highly interactive course is conducted entirely in German, and students quickly learn to be very conversant in the language. They work to fine-tune advanced structural skills and refine their writing skills with response journals and frequent compositions. Students will begin this film-based course by reading a classic German novel and comparing the many versions of the films based on it. They will continue to advance their listening, reading, speaking and writing skills through the medium of film, and apply their knowledge to a variety of advanced tasks such as writing a college application essay in German, participating in a Socratic Dialogue, creating an authentic children's story, and more. Students create their own multimedia projects to demonstrate their proficiency.

LATIN

(238) LATIN 1

Full year course - 4 credits

This course offers students an introduction to basic Latin grammar and vocabulary. Students will begin to examine the relationship between Latin, English and the Romance languages. Through the use of the textbook *Ecce Romani*, students read Latin stories that portray the daily lives of an upper-class Roman family. Cultural topics integrated in the stories include Roman dress, housing, slavery, and travel. Students watch a few films that highlight these aspects of Roman life. During each quarter, students will complete a cultural project on topics such as Roman villa, Roman mythology, and Latin inscriptions.

(239) LATIN 2

Full year course - 4 credits

Latin 2 is open to students who have successfully completed Latin 1 or have significant prior background in Latin. Students learn an increasing amount of Latin forms and grammar, and they continue to build their Latin vocabulary base. Longer, more challenging Latin stories in *Ecce Romani* provide students with the opportunity to hone their translating skills. Cultural topics integrated in the stories include food and dining, social costumes, and class structure in ancient Roman society. Students learn about the layout and important buildings in a Roman city. Each semester, students will complete a cultural project related to the topics covered in the reading.

(240) LATIN 3

Full year course - 4 credits

Latin 3 is open to students who have successfully completed Latin 2. In the first semester, students finish the *Ecce Romani* series. Students continue expanding their Latin vocabulary while completing the formal study of grammar syntax. The textbook readings cover important aspects of Roman daily life, such as the Roman baths, gladiatorial games, weddings, and funerals. Students will complete a cultural project related to the topics covered in the readings. During the second semester students read selections from Ovid's *Metamorphoses* in the original Latin. Students will gain an introduction to meter, figures of speech, and literary analysis. During their study of Ovid, students will complete a project inspired by one of the myths read.

(241) LATIN 4

Full year course - 4 credits

Latin 4 is the usual culmination of the Latin program at LS and prepares students for further study at the college level. Students will translate extensive selections from Vergil's epic poem, the *Aeneid*. Although the main goal of the course is for students to gain translation proficiency, emphasis is also placed on literary analysis and the description of Rome's historical and mythological origins. Students read selections of Homer's *Iliad* and *Odyssey* for comparison to the *Aeneid*, and discuss these poems' influence on the development of Western epic literature. A field trip to the classical Greek and Roman art galleries at the Museum of Fine Arts, Boston, allows students to observe the depiction of the Trojan War in ancient art. Each semester, students will complete a project of their choosing, related to the themes of the *Aeneid*.

CHINESE

(275) MANDARIN CHINESE 1

Full year course - 4 credits

Mandarin 1 is a beginner-level Chinese language course for learners with no prior knowledge of the language. This course focuses on real-life communications skills; students develop the skills to use the language to communicate in a range of real-life situations. Students will develop all four language skills: listening, speaking, reading and writing (in the form of keyboarding). Integrated in the language learning experience is also the development of cultural understanding. Topics of this course include: Greetings, nationality and hometown, number and dates, family, animals and pets, food and drinks, hobbies, and school schedule. This course is appropriate for motivated students who understand the challenges of learning a character-based non-Western language.

(276) MANDARIN CHINESE 2

Full year course - 4 credits

Mandarin 2 is a continuation of Mandarin 1, aiming to strengthen and expand students' communication skills in Chinese language. Students will be able to communicate about a wider range of topics with more confidence and better consistency at the end of this course. They will also develop a better understanding of various social and cultural aspects of China. Topics of this course include: Meeting friends, transportation, community and hometown, weather, daily activities, shopping, professions, technology. This course is open to students who have successfully completed Mandarin 1 or the equivalent.

(277) MANDARIN CHINESE 3

Full year course - 4 credits

Mandarin 3 is a continuation of Mandarin 2. Students will start to participate in conversations on

familiar topics using a series of sentences, handle short social interactions in everyday situations by asking and answering a variety of questions, and talk about themselves and their everyday life. They will also make presentations on a wide variety of familiar topics using connected sentences and write on a wide variety of familiar topics using connected sentences. They will understand the main idea in spoken content and written texts related to everyday life and personal interests. This course is open to students who have successfully completed Mandarin 2 or the equivalent.

ROMANCE LANGUAGES

Incoming ninth graders who wish to continue with the language they studied in middle school will normally enter year 2 (Spanish 2/French 2). Based on a placement test and the recommendation of their eighth-grade teacher, students will be recommended for either level 1 or level 2 of the second-year course.

Level 1 courses are enriched courses, designed for students who enjoy examining language topics in more depth. Completion of this sequence provides students with the foundation to take standardized language exams, read basic authentic literary texts and/or engage in social and community projects that require a certain level of mastery of the language. The ability to work independently is important to succeed in this level.

Level 2 courses are designed for students who require repetition and considerable guidance from the teacher to learn new grammar concepts. Still, students are expected to acquire new language structures, demonstrate increasing competence with previous topics and skills as they continue to be practiced in class and on homework, and to learn well from periods of direct instruction in combination with in-class guided practice.

Some students may be asked to enter at the Spanish 1/French 1 level based on eighth grade teacher recommendation and placement test results.

FRENCH

(202) FRENCH 1

Full year course - 4 credits

French 1 is open to students of all skill levels. Students will start developing basic skills necessary to be able to communicate in French. They will learn to greet others and talk about themselves, their families, homes, likes/dislikes and basic activities. A variety of authentic source materials may include songs and films. The cultures of the vast Francophone world and lexical similarities between English and French are also introduced. This course is designed to prepare students for the appropriate level of French 2.

(204) FRENCH 2 (1)

Full year course - 4 credits

This is an intensive second-year course, using a second-year text, in which there is significant emphasis on command of the spoken and written word, on aural skills, and on vocabulary development. This course is appropriate for students from L-S or the middle schools who demonstrate mastery of first year skills, who are self-motivated and who have excellent study skills and a willingness to work. Simple literature is introduced at this level, and short compositions are an integral part of the course. There is, as well, a major research project on Paris and its monuments. (Teacher recommendation required.)

(203) FRENCH 2 (2)

Full year course - 4 credits

This standard level second-year course is the sequel to French 1, and is appropriate for students from the middle schools who have mastered the standard first year curriculum but are not ready for the intensity of the 2 (1) course. Using the second-year book, *Discovering French Blanc* as a guide, students will work on all four language skills with particular emphasis on speaking and listening. In the spring, each student will present a project on Paris and its monuments.

(207) FRENCH 3 (1)

Full year course - 4 credits

This is an intensive course with emphasis on vocabulary acquisition, grammar, and reading skills. In addition to textbook materials, the course includes the study of two feature length French films (one per semester) and outside reading such as the humorous adventures of *Le Petit Nicolas* and short stories by Guy de Maupassant. (Teacher recommendation required.)

(208) FRENCH 3 (2)

Full year course - 4 credits

This standard level third-year course is the sequel to French 2(2). Students will continue to develop communicative skills necessary to use French in practical ways in a variety of contexts. Students will expand on their vocabulary and will become more familiar with the structure of the French language. Authentic readings, films, songs and culture are incorporated into the curriculum.

(210) FRENCH 4 (1)

Full year course - 4 credits

French 4(1) is an intensive course designed for students who are committed to becoming more proficient in reading, speaking, listening and writing French. The course explores the Francophone world through a wide variety of sources including short stories, plays, poetry, excerpts from novels, film, and current event articles. Instruction is entirely in French and students are expected to participate actively. Students will be assessed in a wide variety of ways including written and oral reports. (Teacher recommendation required.)

(211) FRENCH 4 (2)

Full year course - 4 credits

This course is open to students who have successfully completed French 3-2. The course covers selected units of *Discovering French Rouge*. Focusing on grammatical structures and practical vocabulary necessary for effective communication, the course explores the Francophone world through a variety of sources, including short stories, plays, poetry, excerpts from novels and film.

(212) FRENCH 5 (1)

Full year course - 4 credits

French 5 (1) is a pre-college level course, which combines a thematic approach to language learning with the improvement of the four language skills. Speaking and listening skills will be reinforced through class discussions, Socratic debates and oral presentations. Students will also develop their reading and writing skills while reading French literature and news articles, and writing assignments on current events and socio-cultural topics. An advanced level of communication is expected both orally and in writing. Students will gain a greater appreciation for the richness of French culture and language through the use of authentic materials such as movies, songs, online videos and news programs. Students interested in taking the French AP exam will be able to prepare for it through this course as well.

(215) FRENCH 5: LANGUAGE AND CULTURE THROUGH FILM

Full year course - 4 credits

The focus of this communicative course is on advancing speaking skills and gaining a greater appreciation for the richness of French culture, cinema and language. Students will also expand on their French vocabulary and learn how to express their opinions on various topics pertinent to the themes of the French films they will watch. Students will be able to apply their skills by engaging in a variety of tasks including hands-on projects, video projects, participation in discussion and presentations. Final assignment will be to design and promote a French movie night for the LS communities.

The French program at LS provides students an opportunity to apply their skills in an authentic setting through participation in our exchange program with a French partner school. Qualified students enrolled in the French program are eligible to participate in this exchange.

SPANISH**(224) SPANISH 1**

Full year course - 4 credits

Prerequisite: Departmental approval is required for enrollment.

Spanish 1 is appropriate for students with little to no previous exposure to the language. Students will learn to greet others and talk about themselves, their families, school, likes/dislikes and activities/sport, as well as to start building a basic grammatical base. All material is reinforced for proficiency through a variety of listening, speaking, reading and writing activities. This course is designed to prepare students for the appropriate level of Spanish 2.

(226) SPANISH 2 (1)

Full year course - 4 credits

Prerequisite: Successful completion of the SPANISH 1 curriculum and teacher recommendation or exemplary performance on the Spanish Placement Exam.

This is an intensive second-year immersion course, with a focus on grammatical structures and practical vocabulary necessary for effective communication. Students will continue to develop their reading, writing, listening and speaking skills in Spanish. This course is appropriate for students who have successfully completed a first-year course, who are motivated, and have good study skills. These students should be willing to work in an immersion setting.

(225) SPANISH 2 (2)

Full year course - 4 credits

Prerequisite: Successful completion of the SPANISH 1 curriculum or satisfactory performance on the Spanish Placement Exam.

This standard second-year course is the sequel to Spanish I and is appropriate for students from the

middle schools or from Lincoln-Sudbury who have successfully completed the first year of Spanish. The course focuses on grammatical structures and practical vocabulary necessary for effective communication. Students will continue to develop their reading, writing, listening and speaking skills in Spanish.

(229) SPANISH 3 (1)

Full year course - 4 credits

Prerequisite: Successful completion of the SPANISH 2 (1) curriculum and teacher recommendation or permission of the instructor.

This intensive third-year immersion course is the sequel to Spanish 2(1). The emphasis is on increasing and enhancing grammatical knowledge and vocabulary, the development of reading and linguistic skills, and the ability to communicate successfully in writing and speaking. These students should be willing to work in an immersion setting.

(230) SPANISH 3 (2)

Full year course - 4 credits

Prerequisite: Successful completion of the SPANISH 2 curriculum.

This standard third-year course is the sequel to Spanish 2 (2). The course focuses on grammatical structures and practical vocabulary necessary for effective communication. Students will continue to develop their reading, writing, listening and speaking skills in Spanish.

(232) SPANISH 4 (1)

Full year course - 4 credits

Prerequisite: Successful completion of the SPANISH 3 (1) curriculum and teacher recommendation or permission from the instructor.

Spanish 4(1) is a language and culture course that introduces the students to the diverse cultures of the Spanish-speaking world through authentic materials (films, songs, news articles, etc). The curriculum focuses on interpersonal, interpretive and presentational skills in order to further develop students' vocabulary acquisition, mastery of grammar, and communication skills and to facilitate the integration of language, content, and culture. Using history, culture, and topics of various Hispanic and Latin American countries, this course helps students to have a better understanding of Latinos in the United States and their culture and history. Instruction is conducted in Spanish and students are expected to actively participate and will be assessed in all discussions, oral presentations and projects on different themes in the target language.

(233) SPANISH 4 (2)

Full year course - 4 credits

Prerequisite: Successful completion of the SPANISH 3 curriculum.

This standard fourth-year course is the sequel to Spanish 3 (2). Spanish 4 (2) is designed to be the equivalent of a college intermediate course. The course focuses on grammatical structures and practical vocabulary necessary for effective communication. Students will continue to develop their reading, writing, listening and speaking skills in Spanish. The readings in this course include short texts such as newspaper and magazine articles, short stories, and poems.

(235) SPANISH 5 (1): ADVANCED SPANISH

Full year course - 4 credits

Prerequisite: Successful completion of the SPANISH 4 (1) curriculum and teacher recommendation or permission of the instructor.

Spanish 5(1) is a language and culture course taught through the lens of contemporary Latin American and Spanish authentic resources. The course is conducted entirely in Spanish, and students are required to actively participate in classroom discussions and conversations in Spanish. The course emphasizes interpersonal, interpretive, and presentational skills in real-life situations. Through the thematic integration of authentic sources, students will learn to communicate with control, clarity, and cultural savvy, to discuss topics related to the global themes: Personal & Public Identities, Beauty & Aesthetics, Science & Technology, Global Challenges, Families & Communities, and Contemporary Life. Advanced grammatical structures, sophisticated vocabulary, colloquialisms, creative writing, and other key tools will be taught so that students can produce, understand, and appreciate authentic Spanish. This course prepares the students to develop skills measured on the Advanced Placement Spanish Language and Culture examination.

(237) SPANISH 5 (1) EXPLORACIÓN CULTURAL

Full year course - 4 credits

Prerequisite: Successful completion of the SPANISH 4 (1) curriculum and teacher recommendation or permission of the instructor.

This intensive fifth-year immersion course is one of two possible sequels to Spanish 4 (1). The course offers advanced students in Spanish the opportunity to increase their fluency through individual ongoing contact with native speakers while studying diverse groups of Latinos in a corresponding historical/cultural

framework. The course combines a service and classroom component. The service component takes place at the bilingual elementary schools in Framingham where the students serve as teaching assistants for a total of 4 hours every two weeks throughout the school year. The classroom component will focus on the history, literature, culture and present-day political and social situations of some of the most populous Latino groups in the United States. Other thematic topics will include intercultural communication and bilingualism. Grammar will be covered in conjunction with the readings.

(234) SPANISH 5: LATIN AMERICA THROUGH FILM

Full year course - 4 credits

Prerequisite: Successful completion of the SPANISH 4 curriculum.

This standard fifth-year course is the sequel to Spanish 4 (2). The goal of this fifth-year course is to build linguistic skills while gaining a better understanding of the Hispanic world through analysis and discussion of the social, political, and economic issues presented in Latin American cinema. Films from a variety of countries will shed light on the linguistic and cultural diversity of the region, inform communicative activities and spark conversation in the target language. The course will contain literary, historical, and cultural readings and other authentic sources pertinent to the themes of each film. Grammar will be reinforced in context of readings and discussion.

The Spanish program at LS provides students with an opportunity to apply their skills in an authentic setting through participation in our exchange program with our sister high school in Asturias, Spain. Students in Spanish 2, 3, and 4 are eligible to participate in this program.

(TA2) Language Teaching Assistant

Semester course - 2 credits

(Requires Language Teacher recommendation and permission from course instructor)

This program is available for students who want to challenge themselves in the development of teaching skills. This learning opportunity is for students who:

1. Would like to develop their world language communication and leadership skills.
2. Possess special knowledge or skills that will be beneficial to share with fellow language students.
3. Want to assist in preparation and delivery of some lessons.
4. Are interested in facilitating student interaction through guided discussion and feedback

ADDITIONAL COURSE OFFERINGS & PROGRAMS

Some of the following courses may not be offered due to enrollment and/or budget constraints.
All courses are open to grades 9-12 unless otherwise noted.

(801) STRATEGIC SKILLS

Semester course - 2 credits

This course is designed to assist students with the transition to the high school's independent and rigorous high school learning environment. The course will prepare students to apply a variety of learning and study skills that should directly impact their success in any LS classroom. Students will learn how to organize for success, manage their time (make effective use of free blocks), explore effective reading and note-taking skills and more.

Semester I is available to only incoming 9th graders who have been recommended by their middle schools. Semester II the course is available to all students in grades 9-11 as referred by their house counselor.

(856) SKILLS FOR WELL-BEING

Semester course - 2 credits

This semester-long general elective course is based upon the curriculum for Dialectical Behavior Therapy (DBT) which is a structured therapeutic program created by Marsha Linehan used to teach practical life-long coping skills. The course teaches four core skills sets: core mindfulness, interpersonal effectiveness, emotion regulation and distress tolerance. The core mindfulness skills teach how to become more clearly aware of the present moment and to be able to stay in that moment. The interpersonal effectiveness skills focus on effective ways of achieving one's goals (objective, relationship, self-respect) while working with other people. The emotion regulation skills teach ways to change and regulate distressing emotional states. The distress tolerance skills are techniques for coping with these distressing emotional states. Students are expected to participate in activities and discussions, complete a limited number of assignments, and attend weekly check-ins with accompanying journal entries for successful completion of the course.

(981) PEER LEADERSHIP PROGRAM

Full year course - 2 credits

Prerequisite: Application process with teacher reference

The PEER HELPER LEADERSHIP PROGRAM is an opportunity for students to explore leadership and peer mentoring within the Sudbury and Lincoln public schools. Students are responsible for obtaining an internship at the elementary, middle or high school level. Students can choose from the following leadership tracks:

- **(981e) PEER LEADER: ELEMENTARY PROGRAM**

Students will work within an elementary school classroom with a cooperating teacher. Students will devote a minimum of 2 hours per week. As part of this course, students will receive training in developmental psychology, educational theory as well as any other training their internship site mandates.

- **(981c) PEER LEADER: CURTIS MENTOR PROGRAM**

Students will be matched with 2 middle school students to mentor on a weekly basis. Peer Leaders are interviewed by the counselors at Curtis and then matched with students. Curtis mentors will also receive training in developmental psychology and guidelines to effective mentor relationships. Peer Leaders will also be required to assist in the 8th grade transition program to the high school.

- **(981ls) PEER LEADER: LS REACH PROGRAM**

Students will work with students in this program by assisting the teacher in the classroom and/or mentor students individually. Students will receive training in developmental psychology and special education theory.

CAREER EXPLORATION/WORK STUDY PROGRAMS

(984) CAREER EXPLORATION PROGRAM

Semester course - variable credit

Career exploration internships may be considered for students at all grade levels. This program is flexible and is designed with the purpose of encouraging students to test a potential career path, to practice work skills, to learn how businesses and non-profit organizations function, and to develop a mentoring relationship with professionals in the field. Individual proposals will be evaluated and credit will be based on hours of participation. Students should work closely with the Career Center Coordinator as early as possible to develop an opportunity.

(985) SENIOR CAREER INTERNSHIP

Second semester course - 12 credits

Open to: 12 only

The Senior Career Internship Program provides a unique opportunity for a select group of seniors to broaden their exposure to career opportunities. These students spend second semester as either full or part time interns in a professional field that is of interest to them. The goal of this program is to provide intensive career exploration outside the classroom to help students deepen their understanding of future possibilities. Achievement in the course is determined by successful evaluations by the sponsoring supervisor(s), participation in the biweekly seminar for all interns at the high school, a weekly journal piece reflecting on the work experience, a mid semester and final essay, and completion of either a resume incorporating the internship experience or a portfolio showing samples of work done during the internship. This full-time internship grants 12 credits and fulfills a 2 credit English requirement.

(986) WORK STUDY

Semester course - 2 credits

Open to: 11-12

WORK STUDY is a program for juniors and seniors over 16 years of age who wish to earn credit by gaining practical work experience in an after-school job. Participants must work at least 15 hours per week in a paid position for a full semester. Students involved in sports or other extra-curricular activities need to be able to commit to maintaining this work schedule throughout the entire semester. There will be regular communication between the employer and the LS Work Study Coordinator throughout the semester. Upon completion of a satisfactory evaluation by their employer they will earn 2 credits. A maximum of 8 work study credits may be earned toward graduation.





(IS-) INDEPENDENT STUDY

Independent study enables a student to pursue of course credit a field of special interest on an approved topic. Students work independently, according to a written agreement and under the general supervision of a credentialed teacher. The content of an Independent Study must not duplicate any course currently being offered in the Program of Studies. The teacher will determine whether the grade will be a letter grade or Pass/Fail with the Associate Principal's approval. Students will be required to meet with the supervising teacher for a predetermined number of hours per week. An application must be submitted and approved.

STUDENT LEADER/TEACHING ASSISTANT PROGRAM OPPORTUNITIES

Various departments offer leadership opportunities. See Department Coordinators and/or specific departmental course descriptions for more details.

COUNSELING SEMINAR – The Counseling Department offers a developmentally appropriate curriculum for each grade level. At certain points during the year, students will be scheduled to meet with their School Guidance Counselor in a small group format. Students will be notified through email and Aspen when their meetings are scheduled.

LSRHS Counseling Seminar Program			
9	10	11	12
Transitions	Exploration	Future planning	College process
<p>Session 1: Introductions, Role of House and Counselor, Confidentiality</p> <p>Session 2: LS Graduation Requirements, Who's who/Building Resources</p> <p>Session 3: LS Core Values</p> <p>Session 4: Time management</p>	<p>Session 1: Introduction to Naviance</p> <p>Session 2: Career and self assessment tools</p> <p>Session 3: Stress management</p>	<p>Session 1: Introduction to Post-High School Planning</p> <p>Session 2: Understanding Selectivity</p> <p>Session 3: Letters of recommendation, essay, and final questions</p> <p>Session 4: Individual meetings</p>	<p>Senior Meeting: All students will attend a mandatory presentation that covers pertinent topics within the college search process</p> <p>Individual meetings: Students will meet individually with counselors to address specific needs</p>
 <p>Students will begin building rapport with their guidance counselor, as well as learn about LS graduation requirements, resources in the building, time management and the LS Core Values.</p>	 <p>Students will make connections between their interests and future careers. They will learn how to use tools, such as Naviance, and will learn different strategies to manage stress.</p>	 <p>Students will begin to discuss post-secondary options, including college. Student will learn how to approach the process, what colleges are looking for in an application, and how to manage their applications.</p>	 <p>We will continue the conversation around post-secondary planning, and review highlights from Junior Seminar. Students will understand how to manage the application process.</p>

Free Infographic Maker  VENNAGE

FACULTY TUTORING

Faculty tutoring is a resource for students who require short-term, targeted assistance in a specific content area and, due to scheduling constraints, cannot otherwise receive such support from the classroom teacher. Students will be matched with a faculty member on a one on one or small group basis, depending on availability. Referrals for faculty tutoring are made through the House Counselor.

SUPERVISED STUDY

Supervised Study is for students whose grades indicate to their Associate Principals, counselors or teachers that they could benefit from homework or study time under supervision. Tutors may be available to students during their supervised study time.

ACADEMIC SUPPORT CENTER

The Academic Support Center (ASC) serves as a tutoring resource for students who may need academic assistance and/or MCAS preparation. In addition, the ASC can help students with study and organizational skills as well as support students with developing effective coping strategies for stress. Students should discuss their need for tutoring with their guidance counselor in order to complete the referral form. Students will be matched with a tutor on a one to one or small group basis, depending on availability.

(822) TRANSITION SKILLS

Transition Skills is designed for LINK program upperclassmen students. In accordance with the state of Massachusetts' transition guidelines, the course assists in preparing for post-secondary living, in the realms of independent living, higher education, and vocational preparation. The course curriculum is centered around developing skills to live as an adult, thrive as a member of a community and to provide students with the tools that they need in order to achieve their personal goals. Students will learn about vocational skills including but not limited to job interviewing, resume writing, job searching and vocational exploration. Students will learn about independent living skills including but not limited to personal finance, healthy living, and personal organization. Students will learn organizational success strategies for higher education settings in order to promote collegiate success.

SPECIAL PROGRAMS

ACE PROGRAM

ACE is a specialized program for general education and special education students who need more support academically, emotionally and socially. It benefits students who need a smaller home-base community within the larger community of L-S. ACE students typically struggle to engage in school or take initiative to make use of the existing L-S supports as reflected in overall school attendance, class participation, and their ability to assert their needs or ask for help from adults in effective ways. Typically, ACE students have at least one class in their schedule that is taught by an ACE general or special educator (an academic skills class, English classes, History classes). There is a clinician available to all ACE students, and counseling is provided if it is part of the IEP, if a student is identified as needing support, or when a student requests additional support. If ACE students are struggling in class (academically, socially, emotionally and /or behaviorally), ACE staff can support them to identify the issue and practice problem-solving skills needed to address those struggles. Like all L-S students, they are encouraged and supported to build their capacity to take responsibility for their actions and choices, as well as learn to self-advocate in more effective ways. Regular outreach and collaboration with the student's family is an important part of the work we do to support students. The referral to ACE goes through the student's House team. When the request is made or recommended, that request is reviewed with the student's family, and if the family agrees, they may join ACE. Even if they join ACE, the House guidance counselor remains closely involved with the student.

ACE CLASSES

(Not every course is offered every year.)

ENGLISH

(094) CONTEMPORARY LIT

Full year course - 4 credits

Contemporary Literature consists of a yearlong focus on writing and reading modern literature. Students will read high interest contemporary literature, short stories, plays and notification. Assignments may include personal writing, reading journals, essay formal writing assignments. **This course meets the English A/B requirement.**

(098) CHARACTERS IN CONFLICT

Full year course - 4 credits

Students explore current issues and high interest topics through the analysis of literature. Classes emphasize experiential and problem-solving approaches and analysis of current literature. Techniques of note taking, organization, word processing, research, and writing are incorporated into the curricula. **This course meets the English A/B requirement.**

HISTORY

(158) HISTORY OF RACISM/US

Full year course- 4 credits

This class is a study of American History and the impact the institution of slavery and bigotry have had on our past and present. Units on the abuses of Native Americans and Japanese Americans are also central to examining the course's themes. The students use textbooks, novels, research projects and films to enrich and provide depth to our study of the American people. **This course meets the United States history requirement.**

(157) INTRODUCTORY CONCEPTS IN LAW

Full year course - 4 credits

This course studies how the law works and sometimes doesn't work. Through analysis of cases, mock trials, and field visits to court and prison, students examine the system of law upon which American society is based. Topics include the court system, search and seizure laws, prison, death penalty, serial killers and juvenile justice. Requirements include research projects, presentations and active class participation. *(Course is no longer offered)*

(160) FOUNDATIONS IN PSYCHOLOGY

Full year course - 4 credits

This course studies the motivation behind human behavior. First semester we cover fundamentals of psychology, perception, waking consciousness and cognitive development. Second semester we study human development from pregnancy through adolescence, stress and end with the study of abnormal psychology.

Requirements include research projects, presentations and active class participation. (*Course is no longer offered*)

(811) ACE STRATEGIC SKILLS

Full year course - 4 credits

This course is designed to assist students with the transition to the high school's independent and rigorous high school learning environment. The course will prepare students to apply a variety of learning and study skills that should directly impact their success in any LS classroom. Students will learn how to organize for success, manage their time (make effective use of free blocks), explore effective reading and note-taking skills and more.

BEACON PROGRAM

The Beacon Program is a short-term program at Lincoln-Sudbury Regional High School that students may attend after extended absences due to illness, hospitalizations, concussions, and/or extended evaluations. Other students may access this program on a case-by-case determination.

The Beacon Program will help students with their reentry and reintegration into the school community and their classes by supporting their social, emotional and academic needs. This program is designed to minimize returning students' stress and anxiety when transitioning back to L-S, while encouraging their academic progress.

A student being considered for the Beacon Program will work with the House Guidance and Beacon counselor to determine whether placement in the program is appropriate.

EXCEL

(515) EXCEL ENGLISH

Full year course - 4 credits

Excel English is the study of literature related to psychological issues and life's challenges.

The course is divided into 4 main areas of study:

1. Literature - the study of literary works and their themes with an emphasis on relating literature to psychology and the self.
2. Vocabulary - the enhancement of vocabulary skills through the study of word parts, definitions, and usage. Vocabulary skills useful for the MCAS and SATs will also be developed.
3. Grammar - the study of grammar including a review of the parts of speech and sentence parts.
4. Writing - improving writing skills through journaling, blogging, and essay writing.

This course fulfills all of the English graduation requirements. (1-4)

(138) PSYCHOLOGY OF HUMAN DEVELOPMENT

Full year course - 4 credits

Psychology of Human Development covers core concepts in psychology beginning with the use of the scientific method in research and the physiological basis for behavior.

Topics covered include scientific method, motivation, information processing, human development, personality adjustment and conflict, and psychological disorders and treatment. A major focus of the course will be applying principles learned to self-assessment and growth through experiential learning. This class will employ DVDs, lectures, case studies, class presentations, and group discussions. Weekly group sessions and individual check-ins are requirements of the course.

LS ACADEMY

LS Academy strives to provide an enriching academic and social experience through smaller classes, academic support, social emotional programming, and milieu based activities. Students are able to earn credits for high school graduation, strengthen academic skills, and enhance personal insight and emotional regulation skills.

L-S Academy has 2 tracks:

1) Traditional academic track is for students who are on an IEP and need a smaller therapeutic setting in order to make effective progress. These students will take core classes and receive related services within L-S Academy.

2) The forty-five day extended evaluation track is for students who require stabilization and additional assessments to better understand their academic and social emotional needs. Services will include psycho-educational classes, online courses, individual and group counseling, parent training and support, and a learning skills block.

(521A) US HISTORY (1700-1900)

America is both an ever-changing and evolving country with a rich and complex history. Therefore, in order to understand the United States and the culture that has been created, it is essential to deeply examine the past events that shaped the foundation of this country. This class will examine major events, people, places and other interesting aspects of America and American life from the Colonial Period through the Civil War up to 1900. These events include the Revolutionary War, the Louisiana Purchase, The Trail of Tears and Indian Removal Act, The War of 1812 as well as the presidencies of Thomas Jefferson, Andrew Jackson and Theodore Roosevelt among others. This course will aim at improving students' test taking strategies, study organizational skills, public speaking abilities, and essay writing. Additionally, students will enhance their analytical and argumentative writing skills, and critical thinking skills such as developing their own, unique point of view and articulating their opinions in a public setting.

(522A) US HISTORY (1900-Present)

This course will examine the United States of America as the country enters the world stage and becomes a notable world power. Having left off at the turn of the 20th century in the previous course, this class surveys America and its development after the presidency of Teddy Roosevelt through modern times today. We will look at World War 1, the Roaring 20's, the Great Depression and subsequent New Deal, World War II, the Hippie Movement and Summer of Love, the Cold War, the Dotcom Boom as well as the presidencies of Wilson, FDR, Truman, JFK, Nixon, Reagan and Clinton among others. We will also do an in-depth exploration of the "American Dream", investigating how this concept was established, what it really means and how the definition of this concept has changed over time. This course will aim at improving students' note taking skills, presentation and public speaking abilities, ability to analyze and discuss primary sources and essay writing. Additionally, students will learn and improve their critical thinking skills such as organizing their thoughts and ideas in a clear, concise way, and developing their own arguments based on texts and discussions

(525) DIGITAL LITERACY AND COMPUTER SCIENCE FUNDAMENTALS

Digital Literacy and Computer Science Fundamentals is an introductory course that explores basic computer science concepts – such as variables, conditions, functions, and loops – internet safety, and digital citizenship. Students will use online resources to learn programming concepts, computational thinking, digital literacy, and create projects that may include games, apps, and digital portfolios.

(519A) LITERATURE AND PSYCHOLOGY

Literature and Psychology will focus on the correlation between psychology and literature as found in literary works. Psychology researches human behaviors while literature depicts human behavior through fiction and literary devices. The father of psychology, Sigmund Freud, himself studied such works as Sophocles' Oedipus Rex and Shakespeare's Hamlet to better understand the workings of the human mind and the unconscious forces that motivate behavior. In this course, we will analyze literature through a psychological lens starting with early works including Oedipus Rex and continue through to modern, contemporary works in an effort to comprehend the psychological forces which fuel human thought and behavior.

(138A) PSYCHOLOGY OF HUMAN DEVELOPMENT

Psychology of Human Development covers core concepts in psychology beginning with the approaches to psychological study and research methods. Topics covered include a brief history of psychology theories, altered states of consciousness, cognitive behavioral theory (CBT)/ and psychological disorders. A major focus of the course will be applying principles learned to self-assessment and growth through experiential learning. This class will employ videos, lectures, case studies, class presentations, experiments, self-reflections, and group discussions. Weekly group sessions are requirements of the course.

ENGLISH LANGUAGE EDUCATION

For students who speak English as a second language, L-S may provide English language support in a variety of forms, depending on their level of English language mastery. English language courses are offered for students who require a significant level of instruction. In addition, students who no longer need formal ELE instruction continue to be monitored for progress and to receive additional services as necessary.

COURSES

(805) ELL 1

Credit Varies

Students with limited English will receive basic instruction in reading, writing, listening and speaking.

(805) ELL 2

Credit Varies

Students with some English ability will continue to work on reading, writing, listening and speaking as they learn the vocabulary and skills they need to prepare for the MCAS exam.

(805) ELL 3

Credit Varies

Intermediate students will work on developing an understanding of academic language, English grammar, main idea, comparison, author's intent, and creating and supporting an academic argument.

(805) ELL 4

Credit Varies

Students who are transitioning out of the ELE program will analyze, research, discuss, and write/edit in a small group setting

METCO PROGRAM

Lincoln-Sudbury Regional High School participates in the Metropolitan Council for Educational Opportunity (METCO), a voluntary school integration program. Through the METCO program, students from various racial and ethnic backgrounds who live in the city of Boston, attend Lincoln-Sudbury. Because the Lincoln and Sudbury school systems also support the METCO program, many Lincoln-Sudbury METCO students have also attended the Lincoln or Sudbury elementary and middle schools.

HOMEWORK CLUB

In addition to the courses and services provided to METCO students during the regular school day, the METCO program offers an after-school program to provide additional academic support and structure for students after regular school hours. This program meets on Tuesdays and Thursdays from 3 to 5pm and is staffed by tutors in a variety of subjects, including English, History, Math and Science, as well as providing help planning and organizing their academic workload.

Students and staff work to create a supportive learning environment by working collaboratively together to peer tutor each other. Resident students are welcome to attend.

(803) INDEPENDENT ACADEMIC STUDY

Full year or Semester course - variable credits

All METCO ninth grade students and some tenth, eleventh and twelfth grade METCO students are assigned to Independent Academic Study (IAS). This class provides academic support and structure in all subject areas and meets during alternating blocks with students' elective. Some students choose to take Independent Academic Study as an elective to help support their academic needs and workload.

(803c10) 10th GRADE METCO ACADEMIC STUDY

Semester course - 2 credits

All 10th grade students in the METCO program are enrolled in this enrichment class designed to boost their learning efficacy by developing strong study habits and fostering a confident, positive attitude when faced with academic challenges. Topics include but are not limited to: time management, organization, test taking strategies., effective note taking, reading for comprehension, vocabulary acquisition and MCAS Prep. Biology and US History teachers as well as faculty members from other disciplines provide tutoring in their subject. Each student has the opportunity to develop strong study skills unique to their learning style. *(As of 2016-2017, this course is no longer offered).*

SPECIAL EDUCATION SERVICES

If a student is suspected of having a disability, a referral for an evaluation can be made by a parent or any person concerned with the student's development. Under federal and state law, students are entitled to a free, appropriate, public education, or FAPE, in the least restrictive educational environment. Students are eligible for special education services if all three of the following are true:

1. The student has one or more disabilities
2. The student is not making effective progress in school as a result of the disability, and
3. The student requires specialized instruction or a related service in order to make effective progress

It is important to realize that special education is not designed solely as a support service for any student who is struggling in school. Special education services are designed for students who have disabilities that affect their ability to make progress in education and require such services in order to make progress in the general curriculum. These services may include specially designed instruction or related services necessary for access to the general curriculum.

Parents or other adults working with a student may make a referral for an evaluation. Such referrals can be made at any time. Parents should make a referral whenever they have a concern about their child's school performance and believe that it may be associated with a disability. The first step is to contact the student's guidance counselor and present specific concerns. Often it may be an issue of course or level placement that can be adjusted from the House office. If a disability is suspected, the student's Guidance Counselor will set up a meeting with the Lincoln-Sudbury Student Support Team. This team makes recommendations regarding possible strategies or interventions to address the concerns and/or recommends an evaluation to further explore the suspected disability. An evaluation of the referred student is carried out by a team consisting of the student's teachers, Associate Principal, Counselor, a Learning Specialist, and when appropriate, the School Psychologist and the Speech and Language Pathologist. An evaluation includes information-gathering steps and, if necessary, formal assessments in the area of suspected disability. If a student is found eligible for special education, the Team prepares an Individualized Educational Plan, or IEP, for the student. Services commence upon receipt of signed permission by the parent/guardian.

A variety of programs are available to students who have an IEP. Teachers in the Learning Center, for example, present learning strategies in areas such as study skills, reading, writing, and mathematics by using the student's class assignments or other learning materials that are applicable to the individual student's goals. Students receive one to two credits per semester depending on the amount of time scheduled for a particular program.

ATHLETIC PROGRAM AND STUDENT ACTIVITIES

(www.lsrhs.net/LS_athletics)

The objectives of the interscholastic athletic program and the co-curricular activities programs at Lincoln-Sudbury Regional High School are:

1. **Community Service:** To be a member of a team, club or organization is to serve a community. In addition, all interscholastic athletic teams and co-curricular activities are encouraged to engage in community service on a level beyond their individual group.
 - a. **Commitment:** In order to serve a community, you have to commit. Participants in interscholastic athletics and co-curricular activities will learn to commit to their community. They will have to give up free time, likely on weekends and school vacations, to fully participate and contribute to their group. L-S asks all participants to follow a golden rule of commitment, “Don’t let your teammates down.”
 - b. **Leadership:** Organizational community service is fostered by leadership from within. Every L-S athletic or activity community has student leaders. Some are traditional “captains” some are “leadership councils”. Regardless, student leadership and initiative are at the core of co-curricular activities and athletics. Participants will have opportunities to take leadership roles and learn the skills of leadership. L-S leaders will learn to be the “First to Serve.” That is, they will engage in community service on behalf of their organization.
 - c. **Teamwork:** The many can serve much more than the few. Whether in athletics or activities, individual success is secondary to team success. Participants will learn the importance of identifying their role in an organization and contributing through filling that role.
2. **Wellness:** Interscholastic athletics and co-curricular activities promote social connections, self-esteem and emotional wellbeing. In addition, participants should learn that mental and physical activity add to their health. Finally, participants will learn the value of a drug and alcohol-free lifestyle.
3. **Growth Mindset:** Athletics and activities foster a growth mindset. An individual’s ability is not fixed, it can be developed through proper practice and preparation. Through athletics kids learn they can get stronger, faster, more skilled and smarter through focused effort.
4. **Fun:** Students participate in co-curricular activities and athletics because they have a passion. Passion springs to joy. Joy springs from fun. All of our teams, clubs and organizations will incorporate fun into their mission.

Interscholastic Athletics

NO CANDIDATE MAY PARTICIPATE WITHOUT THE PROPER PHYSICAL EXAMINATION CERTIFICATE ON FILE IN THE HEALTH OFFICE.

ATHLETIC USER FEE: A \$365 fee per sport (amount subject to change) must be paid before a student can be a member of a team. The Ice Hockey user fee is \$500. The fee must be paid in the Athletic Office, or on-line. To pay on-line, go to the L-S website home page and click on “On-Line Fee Payments” in the menu. A copy of this transaction must be submitted to the athletic office prior to participation. A family cap of \$1095 has been implemented. This cap is higher when Ice Hockey is involved. Families in need of relief may apply for a fee waiver. Forms are on the athletic webpage.

ACADEMIC ELIGIBILITY: Any student who is planning to participate on an athletic team **MUST** be enrolled in a minimum of 4 major subjects or the equivalent. A student must also have secured a passing grade and full credit in at least 4 major subjects, or equivalent, during the grading period preceding and during the team’s season. In the interest of clarity, participation in the fall season depends on second semester grades and credit from the previous school year. This excludes students entering the 9th grade for the first time, who are eligible automatically. Participation in the winter season is subject to first quarter performance and then second quarter performance, which falls at midseason. Participation in the spring season is dependent on third quarter performance and possibly the fourth quarter.

Credit for a major subject – is defined by the academic council as any course that meets eight out of ten school days. In other words, if the class is held block 1 and meets every time block 1 occurs during the schedule.

Credit for eligibility cannot come from more than one instance of a class at a time. If a student is taking the same class twice during a quarter, they may only receive athletic eligibility credit for one of the courses.

Equivalent – the equivalent of four majors is most typically three major courses and two minor courses. A minor course is a class that meets five out of ten school days. In other words, if the class is held block 1 and does not meet every time block 1 occurs during the schedule.

TEAM STRUCTURE: The head coach of the varsity team is responsible for roster selection of the entire program; i.e., the head coach in conjunction with the sub-varsity coaches organizes try-out processes and coordinates the roster selection of the junior varsity and ninth grade program. This is true of all sports.

TRIP/VACATION RULES: All LSRHS athletes who have contests scheduled over school vacations will be expected to attend all scheduled practices and contests during that week. **Students who are planning to go away are expected to communicate this with their respective coach prior to the season.** We know that occasionally students find themselves in conflict between participation in a sport, and participation on a school-sponsored trip to a foreign country. In these cases, which are rare, a tough choice may have to be made. While both are school related, as opposed to a family vacation, the policy still must apply because of the teamwork and commitment expected from athletes.

Those students who do make a team, and then choose to go away during the vacation will have to adhere to the following policies.

- Students who choose to go away, and miss part of their season, will lose playing privileges to students who are at practices and games throughout the vacation.
- Varsity students-athletes who are absent during the entire vacation week will be suspended from contests on the week that follows. For each contest that they miss, they will be suspended from that number of contests the following week. If a student misses two games, she/he will be suspended from two games. However, they will be expected to practice and attend all contests. This policy will be more flexible with regard to sub varsity student-athletes.
- Varsity student-athletes who are absent for part of a vacation will not compete in contests for part of the following week (for example, if a student misses one game, he/she will be suspended from the next game). This will be determined by the coach.

FOR MORE INFORMATION, PLEASE VISIT THE L-S ATHLETICS WEBSITE AT:
<https://lsrhs.schoolteams.com/>

Head Injury Protocol

Head Injuries that Occur During Interscholastic Sports:

If a student suffers a head injury at school or at an Inter-Scholastic sporting event the coach fills out a Head Injury Report Form located on the LSRHS website, and notify the parent/guardian, trainer and Athletic Director of the head injury. The Athletic Director will notify the nurses who will inform the student's school guidance counselor. The parent/guardian is responsible for taking their child to a doctor. After the doctor's visit, the parent/guardian shall share with the school any medical recommendations and/or diagnosis. It will be in the student's best interest for the doctor's note to include any recommendations for accommodations and/or whether the student is able to return to school fully or partially. The parent/guardian must sign a release of information for the school to be able to contact the student's doctor. Parents/guardians and students should also read the L-S Head Injury Policy posted on the L-S Athletic website.

SIGN-UP FOR FALL SPORTS: Sign-up sheets at both Curtis & Brooks will be available to incoming ninth graders. Most coaches will also send information during the summer to prospective team members. Please feel free to contact the appropriate coach listed below.

FALL SEASON HEAD COACHES (Varsity):

Football	Jim Girard
Field Hockey	Vicky Caburian
Boys Soccer	David Hosford
Girls Soccer	Kate Grant
Boys Cross Country	Mel Gonsalves
Girls Cross Country	Sean Duncan
Girls Volleyball	Judy Katalina
Golf	CJ Banard
Competitive Cheer	Erin Blette

LSfootball@aol.com
vicky_caburian@lsrhs.net
david_hosford@lsrhs.net
kate_grant@lsrhs.net
melvin_gonsalves@lsrhs.net
sean_duncan@lsrhs.net
judy_katalina@lsrhs.net
cj_banard@lsrhs.net
erin_blette@lsrhs.net

DIRECTOR OF ATHLETICS/ACTIVITIES: For any additional information, please contact Art Reilly at 978-443-9961, x3100 or email at Art_Reilly@lsrhs.net

FALL SPORTS (Begin the Monday two weeks preceding the week preceding Labor Day. For example, if Labor Day falls on September 6th then fall sports practices start Monday, August 23rd. The lone exception is football which can begin the Friday (August 20th) before that Monday.

Varsity Football – boys

JV Football – boys

9th Football – boys

Varsity Field Hockey – girls

JV Field Hockey – girls

9th Field Hockey – girls

Competitive Cheer Co-ed

Varsity Volleyball – girls

JV Volleyball – girls

9th Volleyball – girls

Varsity Soccer – boys

JV Soccer – boys

9th Soccer – boys

Varsity Soccer – girls

JV Soccer – girls

9th Soccer – girls

Cross Country – boys

Cross Country – girls

Varsity Golf – coed

WINTER SPORTS (Begin Monday after Thanksgiving)

Varsity Basketball – boys

JV Basketball – boys

9th Basketball – boys

Varsity Basketball – girls

JV Basketball – girls –

9th Basketball – girls

Nordic Ski – boys & girls

Alpine Ski – boys & girls

Winter Track – boys

Winter Track – girls

Wrestling – co-ed

Varsity Ice Hockey – boys

JV Ice Hockey – boys

Varsity Ice Hockey – girls

Swimming & Diving – boys

Swimming & Diving – girls

SPRING SPORTS (Begin 3rd Monday in March)

Varsity Lacrosse – boys

JV Lacrosse – boys

9th Lacrosse – boys

Varsity Lacrosse – girls

JV Lacrosse – girls

9th Lacrosse – girls

Varsity Baseball – boys

JV Baseball – boys

9th Baseball – boys

Sailing – Co-ed

Rugby – boys

Rugby – girls

Varsity Softball – girls

JV Softball – girls

9th Softball – girls

Spring Track – boys

Spring Track – girls

Varsity Tennis – boys

JV Tennis – boys

Varsity Tennis – girls

JV Tennis – girls

Varsity Volleyball – boys

JV Volleyball – boys

9th grade Volleyball-boys

CLUB TEAMS

Depending upon funding and student interest, various club teams may be offered throughout the year. Examples include Ultimate Frisbee.

FITNESS CENTER

The Fitness Center will be open after school each day from 3:30-4:30 for students.

LINCOLN-SUDBURY REGIONAL HIGH SCHOOL ATHLETIC PROGRAM- PROCESS FOR CONCERNS

Athletic involvement, while fun and exciting, can be very emotional and time consuming. Because of this, conflicts and issues between a student and his/her coach may arise. It is imperative that any conflict and/or issue be addressed immediately, and as directly as possible, so that it can be resolved promptly. Students and parents should use the following process as a guideline when seeking resolution to conflicts and/or issues between a coach and an athlete.

FIRST STEP: PERSONAL STUDENT-COACH CONTACT

The conflict/issue should be presented as soon as possible to the coach by the athlete. If personal contact is not practical, a student may ask his/her team captain to approach the coach. If contact by the captain is not practical either, then contact may be made by the athlete's parent at an appropriate time. In order for this conversation to be as productive as possible, times to be avoided are:

- Immediately prior to or right after a contest
- During an active practice session
- During a time when other students are present or when discussion is readily visible to others
- When it is apparent that there is not sufficient time to allow for a complete discussion

The best solution is to set up an appointment with the coach. A parent or student can coordinate a meeting with the coach in person, by phone or email. It is more productive when both the student -athlete and coach are involved.

SECOND STEP: STUDENT-ATHLETIC DIRECTOR CONTACT

If a satisfactory resolution is not reached through direct contact with the coach, the student and/or parent should contact the athletic director. The coach should be informed that this contact is going to be made. If this discussion does not result in a satisfactory conclusion, a meeting will be scheduled involving all concerned parties in an attempt to reach a satisfactory resolution. As this process can be time consuming, and, since athletic seasons are relatively short, there should be no time delay in airing concerns. It is important that students and their parents trust that any comments, concerns, or issues raised to the athletic director will be addressed. Parents and students may also expect to hear from the athletic director regarding the outcome of their concerns. Issues concerning coaching personnel may not be publicly communicated. While there is no guarantee that all parties will agree with all resolutions or findings, a thorough, respectful airing of different perceptions and experiences can lead to more productive relationships and clearer understanding in the future.

THIRD STEP: STUDENT-SUPERINTENDENT/PRINCIPAL CONTACT

If a satisfactory resolution has not yet been reached, the student or parent should contact the high school superintendent/principal. The athletic director should be informed that this contact is going to be made.

"RETRIBUTION"

On occasion, there is a perception by members of the Lincoln-Sudbury community that voicing an opinion or concern about a coach, or about the Athletic Department, carries with it the risk of "retribution" towards the athlete either by the coach or by other staff members within the department. The Athletic Director and coaches are committed to ensuring that there be no "retribution" in any form, within the Athletic Department at Lincoln-Sudbury Regional High School, for raising an issue or concern. (Of course, students who violate team, department or school rules will continue to face consequences.)

Using the aforementioned process to voice a concern is strongly encouraged. If at any time, a student or his/her parents suspect that some form of "retribution" is surfacing as a result of voicing a concern, the Athletic Director should be immediately informed.

STUDENT ACTIVITIES

We encourage all students, regardless of experience, skill level and individual differences, to participate in co-curricular activities. Activities, other than athletics, will begin when school opens in September. An activity orientation will be held at the beginning of the school year to acquaint new students with the variety of activities available at Lincoln-Sudbury. Clubs and activities usually meet after school, or during the activity block.

THE LIST OF CURRENT ACTIVITIES CAN BE FOUND AT: www.lsrhs.net/students/activities_clubs

Lincoln-Sudbury Regional High School Schedule

Blue					
	Mon	Tue	Wed	Thr	Fri
8:30	1	2	3	1	2
9:35					
9:39	4	1	2	3	1
10:32					
10:36	3	4	5	4	5
11:41					
11:45	Lunch	Lunch	Lunch	Lunch	Lunch
	2	3	6	5	4
1:08					
1:12	6	7	ACA	6	7
			1:51		
2:17			1:55 Bus Departure		
2:21	7	5		7	6
3:14					

First Lunch:
11:45-12:10 Lunch
12:15-1:08 Class

White					
	Mon	Tue	Wed	Thr	Fri
8:30	3	1	2	3	1
9:35					
9:39	4	2	3	1	2
10:32					
10:36	2	4	5	4	5
11:41					
11:45	Lunch	Lunch	Lunch	Lunch	Lunch
	1	3	7	5	4
1:08					
1:12	7	6	ACA	7	6
			1:51		
2:17			1:55 Bus Departure		
2:21	6	5		6	7
3:14					

Third Lunch:
11:45-12:38 Class
12:43-1:08 Lunch

School calendar can be found at: https://www.lsrhs.net/school_calendar