



Lawrence Academy

Groton, Massachusetts

**Lawrence Academy's curriculum** is designed to meet students where they are in terms of their breadth of knowledge and their depth of understanding, as well as provide the level of support they need to broaden and deepen the knowledge, skills, and attributes required to take ownership of their learning and develop the confidence to persevere in the face of challenging problems.

Our courses are framed by the beliefs that intelligence is not fixed; learning is driven by student interest; knowledge and skills are learned when they are needed; and meaning is made through experience. Consequently, each course has the capacity to evolve in response to the students in the room; teachers begin where they find their students and learn alongside them as they collaborate with their peers in a supportive learning environment.

LA's course offerings place students at the center of the classroom experience by enabling them to do the following on a daily basis, while learning as themselves in collaboration with others:

- work independently *and* collaboratively;
- understand failure *and* strive for success;
- value structure *and* exercise creativity;
- articulate personal views *and* develop empathy; and
- pursue curiosity *and* practice reasoning.

The Lawrence Academy curriculum helps students mature into confident, self-aware problem solvers who experience education as a means to realize their individual potential as responsible citizens with the capacity to have a positive impact on others and the environment.



## Key

# Subject

**Course Name • Course Number • Course Length**

*Prerequisite*

Course description.

## Arts

Beginning in the Ninth Grade Program (NGP), amazing things happen in the arts at Lawrence Academy because students are encouraged by both teachers and their classmates to take constructive risks. Because LA arts students are focused on the fundamentals and free to explore, they learn how to express what they feel and think about the world while also learning the interpretive, technical, and expressive skills they need to create meaningful works of art.

Again and again, Lawrence Academy's arts courses call on students to find their own "voice" — their own unique artistic and intellectual identity — and use it and their own experiences to create original art. Students are encouraged to become creative problem-solvers; to respond emotionally and thoughtfully to the work of other artists; and to develop the techniques necessary to communicate their ideas artistically.

At Lawrence Academy, students' works are exhibited in a wide variety of contexts, including end-of-term dance, music, theatre, and visual arts shows. Our teaching and performance facilities include a recently renovated 525-seat theatre, a Black Box dance theatre, a 100-seat recital hall, a music technology lab, and a digital photography/video lab.

### **Ninth Grade Arts Program • 100 • Year Long**

*Required of all ninth graders*

In conjunction with the English, history, and science programs, students will receive a foundation in the skills associated with creativity and artistic expression. Students will develop their ability to respect the creative space of the classroom; to experience the creative process of making art; to take risks with their thoughts, feelings, and ideas; to develop their artistic voice; to understand and appreciate the uniqueness of their own work and respect the work of others; to explore playfully and spontaneously through different mediums; and to observe works of art closely and be able to respond to them critically and articulately. Students will leave the program prepared for meaningful and disciplined study in any of the arts — dance, music, theatre, and visual arts.

### **Honors Dance I • 122 • Year Long**

*Prerequisite: Instructor's permission*

This year-long honors dance offering is designed for students looking for a sustained and rigorous immersion into dance, and consists of a three-pronged approach: skills, choreography, and performance. While the course will touch upon all three elements during each term, the emphasis early on will be upon improvement of physical technique. The second point of emphasis will be choreography, which itself may be divided into two components — material invention and compositional structure — and the third point of emphasis will be performance skills. Adding foundation to all three aspects of the course will be research into the history and theoretical philosophy of dance as a human endeavor. This class will also work collaboratively with the other honors-level arts classes throughout the year, giving all students a multidisciplinary arts experience.

## Honors Dance II • 123 • Year Long

*Prerequisite: Instructor's permission*

This course will only be offered to those students who have excelled in Honors Dance I. The curriculum will largely consist of the same components and emphases, with the following additions: an expectation of increased ability to focus and concentrate; increased complexity in compositional structure; and greater leadership and consciousness of the subject matter and issues with which today's artists are grappling.

## Honors Lawrence Academy Singers • 031 • Year Long

*Prerequisite: Senior standing and instructor's permission*

This course is offered only for seniors who have sung in LA Singers for at least three trimesters and who have passed a musical proficiency test. In addition to participating as a full member of the choir by preparing repertoire and studying methods in sight singing, vocal technique, ensemble building, and expression, Honors LA Singers students will serve as student leaders. Students will lead in a variety of ways based on interest and experience, including running sectionals, conducting the choir, composing or arranging for the choir, researching and analyzing the repertoire, and assisting the conductor. The ensemble prepares concerts for the end of each trimester and repertoire for various events on and off campus throughout the year.

## Honors Lawrence Academy Band • 032 • Year Long

*Prerequisite: Senior standing and instructor's permission*

This course is offered only for seniors who have played in LA Band for at least three trimesters and who have passed a musical proficiency test. In addition to participating as a full member of the band by preparing repertoire and studying technique, ensemble building, and expression, Honors LA Band students will serve as student leaders. Students will lead in a variety of ways based on interest and experience, including running sectionals, conducting the band, composing or arranging for the band, researching and analyzing the repertoire, and assisting the conductor. The ensemble prepares concerts for the end of each trimester and repertoire for various events on and off campus throughout the year.

## Honors Theatre Ensemble I • 025 • Year Long

*Prerequisite: Instructor's permission*

This year-long course will build on fundamental skills learned in previous theatre courses and will give students the opportunity for more in-depth study. Students' work will focus on further developing their acting and directing skills and techniques for devising original work. Students will be asked to collaboratively develop and perform material in an ensemble, as well as to analyze and interpret theatrical literature from the point of view of the director, actor, and designer. By exploring new ways of telling stories and communicating ideas theatrically, and by guiding their peers as fellow directors, students will deepen their search for their own artistic voice. This class will also work collaboratively with the other honors-level arts classes, giving students a multidisciplinary experience.

## Honors Theatre Ensemble II • 128 • Year Long

*Prerequisite: Instructor's permission*

In this year-long course, students will continue to work in an ensemble with the students in Honors Theatre Ensemble I while being asked to more frequently take on the role of director. They will further hone the technical vocabulary and skills of that role while delving even more deeply into acting technique and ensemble-created work. In this second-level course, there will be more independently driven work in the form of supplemental major term projects outlined by the individual student, who will be working toward finding his or her own artistic voice. In the spring trimester, students will adapt, write, or select a one-act play that they will direct in a fully realized production.

## Honors Music I • 019 • Year Long

*Prerequisite: Instructor's permission*

This year-long music course is designed for the advanced and motivated music student. A high level of proficiency on a primary instrument is required. It continues the course of study begun in previous music classes, performance ensembles, and private lessons. The students' work is focused on both theory and performance. Students work on attaining a high level of fluency with music theory through ear training, analysis, and composition. Simultaneously, they challenge themselves as performers by studying a wide range of repertoire and techniques. In addition, students study elements of music history and musicology to better inform both their compositions and performances. This class will also work collaboratively with the other honors-level arts classes throughout the year, giving all students a multidisciplinary arts experience.

## Honors Music II • 112 • Year Long

*Prerequisite: Senior standing and instructor's permission*

This year-long music course is designed for students who took Honors Music I as juniors. In addition to continuing to study music theory and performance, students will prepare a senior recital and portfolio to be presented to the public and used in the college application process. Honors Music II students will be expected to take on leadership roles in group projects and to work independently toward their individual goals. This class will also work collaboratively with the other honors-level arts classes throughout the year, giving all students a multidisciplinary arts experience.

## Honors Visual Art I • 131 • Year Long

*Prerequisite: Instructor's permission*

This year-long art course is designed for the highly motivated visual art student. It will give students the guidance and instruction they need to create portfolios of their own work, both for the college admission process and for their own artistic development. Students will be expected to experiment with new materials and techniques, as well as focus on one medium with the goal of producing a coherent body of work. While significant portions of the course will be dedicated to individual pursuits, the class will also participate in group assignments and formal critiques. This class will also work collaboratively with the other honors level arts classes throughout the year, giving all students a multidisciplinary arts experience.

## Honors Visual Art II • 132 • Year Long

*Prerequisite: Senior standing and instructor's permission*

This year-long course is designed for students who took Honors Visual Art I as juniors. Emphasis is placed on each student developing his or her artistic voice as they set their own goals and build their portfolio. They are expected to work extensively within their principle media, but are also encouraged to continue to experiment with other media in order to broaden their range as visual artists. Instruction is individualized to each student as they work to achieve their goals and develop their artistic voices.



## Joel Sugerman, *Director of Theater*

by Brian Feigenbaum, *Dance Teacher*

When I first met Joel Sugerman several years ago, I was immediately taken with a couple of things. First, he'd spent several years teaching and doing theatre in Prague, Czech Republic. Since I have been to Scotland's Fringe Festival on several occasions with my dance program, I am familiar with some of Europe's cutting-edge, physical theatre companies. Right away, Joel and I took to comparing notes on who we'd seen, who we liked, and unless I was misreading him, it appeared Joel and I were simpatico dramaturgically.

Lest anyone think that this leads to any easy relationship, let me correct that inaccurate presumption. With such discriminating taste comes a work ethic that is not for the faint of heart. Despite his diminutive stature and gently humorous exterior, Joel is demanding of everyone with whom he works. That includes the professionals as well as the students. Lights, sound, efficiency, timing of the building of the set, costumes, musical direction — it all had to be first-rate, or we'd hear it from Joel. Period. It's nice to have high standards, although not always easy to work with people who do!

That said, those high standards that Joel holds bear the fruit of accomplishment and achievement. The result is

much sweeter when the work has been tough and the bar set high. Our productions have ultimately been fantastic and great fun, as all (adults and students alike) have grown in the process. While Joel is indeed demanding, he is also really funny, empathetic, highly intelligent, practical, and a hard worker. I hope I bring some of the same standards to my teaching. Joel has supported me as a colleague and a friend in my struggles to bring a certain aesthetic to my dance teaching. The times Joel has strolled into the Black Box and just sat and watched me work have meant a great deal to me. As I've been taught, "it's about the work." Meaning: The process of the creating of the work is more important than the final product. Joel is from the same world, and it has been a joy and comfort to me professionally that Joel has found his way to our theatre program on an elm tree-shaded hillside.

I have personally witnessed the love and sweat Joel is given by his students. He demands they work, and they do: grudgingly, happily, lovingly. He has received a pillow, a framed collage of photos and quotes and even a toilet seat as tokens of appreciation from his actors. It doesn't get much better than that. As theatre professionals go, they don't come much better than Joel.

It is an honor to work with him, and LA is unbelievably lucky to have him.

## Electives

*All 1/3 credit unless otherwise indicated. Open to all sophomores, juniors, and seniors. Please Note: Ninth graders may participate in select electives if their schedule allows.*

### **Dance — The World of Dance • 126 • Fall**

*No prerequisites*

This dance course is designed to introduce students to the complexity and profoundness of dance. We will look at dance from an historical perspective, exploring the anthropological, social, and religious roots of dance. We will look at the legends and mythologies surrounding dance, trace their origins, and analyze their impact on our modern perceptions. This class will include both movement in the studio and readings on religion, psychology, and anthropology.

### **Dance — Choreography • 070 • Winter, Spring**

*No prerequisites*

This class is designed to introduce students to dance composition involving the invention of raw material and the structuring or crafting of that material into a piece of dance or physical theatre. Students invent movement utilizing thematic, psychological, and musical stimuli. They further explore craft (or composition) and increase their understanding of dance “conventions” and physics: use of space, textural dynamics, speed, and the impact on the viewer. While this is not a dance technique class, it is a movement class, and students are expected to perform their own and others’ choreographed material both in class and in a public setting.

### **Dance — Introduction to Dance • 120 • Fall, Winter**

*No prerequisites*

This class focuses on the physical side of dance. Students will do exercises designed to increase flexibility, strength, and anatomical/kinesiological awareness. They will dance in a variety of “styles” in order to build confidence and the facility to dance generally, and to improve their performance capabilities.

### **Music — Introduction to Music • 018 • Fall, Winter, Spring**

*No prerequisites*

This course introduces students to the world of music. By using the fundamentals of music theory, music history, and musicology, students will become more active listeners and observers. Students will apply these skills by learning basic guitar and piano, and by composing and performing at various levels. This class is intended both for students who wish to continue their study of music and for students who are interested in trying something for the first time.

### **Music — Lawrence Academy Singers • 013 • Fall, Winter, Spring**

*No prerequisites; 1 credit, with 1/3; ninth graders may participate if their schedule allows.*

LA Singers is a chorus for credit. You do not need prior experience to sing in the chorus. We will learn and create choral music in styles that span the depth and breadth of music history. Also incorporated will be methods in sight singing and vocal technique. Emphasis will be placed on ensemble building, expression, and service. The ensemble will prepare concerts for the end of each trimester and repertoire for various events on and off campus throughout the year.

## **Music — Lawrence Academy Band • 014 • Fall, Winter, Spring**

*Prerequisite: Some prior musical experience on an instrument; 1 credit, with 1/3; ninth graders may participate if their schedule allows.*

LA Band is an instrumental performance ensemble for credit. Students will learn, perform, and create musical arrangements in many different styles. Also included will be methods in improvisation, sight reading, and basic technique. The ensemble will prepare concerts for the end of each trimester and repertoire for various events on and off campus throughout the year.

## **Music — Musicianship • 011 • Fall, Winter, Spring**

*Prerequisite: Introduction to Music or teacher permission*

Musicianship is based in traditional music theory and covers tonal harmony analysis up through secondary functions. Also included are studies of rhythmic devices, voice leading, and text setting. Students will demonstrate their understanding of these concepts by composing works in various styles.

## **Music — Performance Studio • 012 • Spring**

*Prerequisite: Basic proficiency on an instrument*

Performance Studio focuses on the student as a performer. The objective is to help musicians gain the tools to become better-informed and more confident, self-aware, and expressive performing artists. One class each week will be reserved for student performances and feedback. Students will explore public speaking, improvisation, dance, musical context, and more to strengthen their performances. As a class, students will also practice the skill of giving useful, critical feedback.

## **Independent Music Instruction • 020 • Year Long**

*No Prerequisite; 1/3 credit. Ninth graders may participate if their schedule allows. Please Note: Students will be charged the school's usual fee for lessons.*

Independent Music Instruction offers students an individualized learning experience with a private instructor. In the lessons, students develop technique and expression while they explore the repertoire for their instrument. Students receive one 50-minute lesson per week and are expected to practice a minimum of two hours per week. Students will be required to perform in two of the three recitals throughout the year and are encouraged to participate in the vocal and instrumental ensembles.

## **Theatre — Theatre Ensemble • 129 • Fall**

*No prerequisites*

The best way to study and appreciate an art is by doing it; therefore, the main focus of this introductory course is on making theatre an active and collaborative process. Creating effective theatre requires an understanding of story, character, composition, and the power of both verbal and non-verbal language. In this course, students study these basic elements through the playing of theatre games, basic acting exercises, improvisation, ensemble work, and in-class performances, which help students discover their own creative voices. The course begins by developing a strong ensemble that can work, play, create, and solve problems together. Students critique their own and others' performances, and they learn how to evaluate what "works" on stage, as well as to understand why.

## **Theatre — Acting • 096 • Winter, Spring**

*No prerequisites*

This course begins with basic exercises to hone the actors' tools, beginning with focus, energy, and imagination. Students examine classic and modern dramatic texts from the point of view of the actor, bringing the words on the page to life in exciting and dynamic ways. Working on plays ranging from the Greeks to Shakespeare to an array of modern playwrights, students experiment with a variety of performance styles. Continued skill development in voice, movement, and improvisation builds a stronger foundation of tools for the actor.

## **Theatre — Physical Theatre • 009 • Winter**

*No prerequisites*

The central focus of this course is the actor in movement, creating, and performing theatre in a variety of physical styles, including mask and puppet theatre. Learning how to animate masks and puppets — literally to “make these objects alive,” — is one of the most valuable tools for the performer. Working on engaging the body, mind, and imagination fully to create characters, places, and situations, students devise performances that utilize new techniques for expressing their own creative voices, and they make theatre that explores ideas about the world.

## **Theatre — Improvisation • 091 • Fall, Spring**

*No prerequisites*

This enjoyable and unpredictable course asks students to focus on listening, responding honestly, and making strong and truthful actor choices. Students develop a foundation of acting techniques and work to solve problems collaboratively during spontaneous performances. Improvisation is also applied to the creation and rehearsal of scripted material. Activities include theatre games, storytelling, character development, comedy, and scene building.

## **Visual Arts — Drawing • 102 • Fall, Spring**

*No prerequisites. Please Note: This course includes a studio fee.*

The goal for this course is twofold: First, this course will introduce students to the techniques necessary to represent the world around them through observational drawing; second, students will use those skills to express themselves creatively and artistically and to begin to establish an individual style and voice. Students use graphite, charcoal, ink, pastels, and colored pencils, among other media, as they explore elements of art such as line, light and shadow, and composition. Peer critiques and individualized attention from the teacher help students develop both technical skills and their creative voices.

## **Visual Arts — Painting • 104 • Fall, Winter**

*No prerequisites. Please Note: This course includes a studio fee.*

This course introduces students to the many ways they can express themselves through the medium of paint. While some time is spent learning color theory and painting techniques through class exercises and assignments, the majority of the course focuses on the creation of unique, individual art. Some of the genres available for exploration and experimentation are still-life, portraiture, working from images, and abstractions. Peer critiques and individualized attention from the teacher help students develop both technical skills and their creative voices.

## **Visual Arts — Photography I • 106 • Fall, Winter**

*No prerequisites. Please Note: This course includes a studio fee.*

This black-and-white film class challenges students to visually explore the world around them through the camera lens. Each week, projects are assigned that encourage creative thinking and new ways of artistic expression. Camera operation in the manual mode for creative control is stressed. Film developing and enlarging photos in the darkroom are part of the weekly process. A short written reflection is required of every project.

## **Visual Arts — Photography II • 107 • Spring**

*Prerequisite: Photography I. Please Note: This course includes a studio fee.*

This class builds on the students' knowledge of composition, camera function, film processing, and darkroom procedures to produce high-quality photographs. The basis and history of the photographic process, from pinhole cameras to glass negatives to Polaroids, are explored and utilized. Alternative processes in the camera arts realm are also explored.



### **Visual Arts — Digital Photography • 093 • Fall, Winter, Spring**

*Prerequisites: Photography I or instructor's permission. Please Note: This course includes a studio fee.*

This course teaches the foundations of using a digital camera and editing photographic images in the digital darkroom. Students discover how to apply the concepts learned in Photography I to the digital medium. Adobe® Photoshop is used to create photographs that range from being subtly enhanced to dramatically altered. Various methods of creating prints and books are applied. Projects are assigned to help students understand the expressive qualities inherent in this photographic medium.

### **Visual Arts — Creating the Digital Photography Book • 094 • Winter, Spring**

*Prerequisite: Digital Photography or instructor's permission. Please Note: This course includes a studio fee.*

Using digital photography, students will spend the trimester learning the aesthetic and technical aspects of photography. Students will be encouraged to express a personal style and explore areas of special interest. The ultimate goal of this course is the creation of a book that contains cohesive thematic content as well as the demonstration of an individual expressive style. Design, layout, editing, and software usage will be important skills in creating this personal artifact.

### **Visual Arts — Sculpture • 136 • Fall, Spring**

*No prerequisites. Please Note: This course includes a studio fee.*

This course introduces students to the challenges involved with creating art in three dimensions. The class focuses on both the conceptual phases of an assignment and the technical issues of actually building the work of art from the materials at hand. Some of the materials used include clay, metal, wood, plaster, and stone, as this class deals with issues including space, form, and content. Emphasis is placed on the students expressing their own personalities through their work, as well as developing technical skills. Peer critiques and individualized attention from the teacher help students develop both technical skills and their creative voices.

## **Visual Arts — Printmaking • 177 • Winter, Spring**

*No prerequisites. Please Note: This course includes a studio fee.*

This course covers a wide range of printmaking techniques, from very fast and spontaneous mono-printing, to slower and more deliberate linoleum block printing. Printmakers can make use of drawing, painting and carving techniques even before the actual printing process. This course introduces students to the artistic potential of printmaking as they learn how to express themselves through the materials used and the printing process itself. Peer critiques and individualized attention from the teacher help students develop both technical skills and creative voice.

## **Visual Arts — Filmmaking • 090 • Winter**

*No prerequisites*

This course is a fast-paced introduction to the art of filmmaking. Students will learn to plan, shoot, and edit many short movies in small groups. They will watch and critique each other's pieces as they work together to build a definition of what makes a good film.

## **Visual Arts — Multimedia • 098 • Winter**

*No prerequisites. Please Note: This course includes a studio fee.*

Students will explore the connection between what they want to say and the media they choose to convey their artistic ideas. They will receive instruction in printmaking, collage, drawing, and 3D assemblage. Incorporating design principles, students will use alternate surfaces, as well as media associated with the technological age, to create expressive works. The historical and social perspectives of these artistic processes and how they relate to our present day will be examined. Students will maintain a sketchbook/journal, and they will participate in peer critiques.

## **Visual Arts — Art of the Italian Renaissance • 176 • Spring**

*No prerequisites*

Some of the most famous works of art were created in Italy during the period now known as the Renaissance. Who were these master artists, and how does their work influence us today? Through slides, videos, and books, students will discover and research this rich artistic culture and explore firsthand some of the techniques used to produce the art. A fresco painting project and a sketch journal will constitute the studio art portion of this class.

## **Visual Arts — Ceramics • 105 • Winter**

*No prerequisites. Please Note: This course includes a studio fee.*

This course will introduce students to the world of clay. Hand-building, wheel-throwing, and glazing techniques will all be explored as students learn how to express themselves through this ancient and versatile medium. Both traditional vessel-making and contemporary sculptural methods will be used. While introductory in nature, this course can also be an appropriate place for students with some experience to advance their skills.

# English

At Lawrence Academy, English teachers want to know what our students think and want to help them develop, support, and explain their point of view, then use the same skill and care when considering the views of others. We offer classes in which students “do the work” of good writers, good thinkers, and good readers, and in which they are called on to practice six skills: reading, writing, thinking, speaking, listening, and organizing. From the Ninth Grade Program (NGP) to Senior Seminar, AP English Literature, and Honors Writing, our curriculum provides students with opportunities to discover what literature, forms of writing, and universal themes mean the most to them and how to begin acting on that self-knowledge.

All students must take at least one English course during every term of every year at Lawrence Academy. Freshmen, sophomores, and juniors take year-long comprehensive courses covering grammar, usage, syntax, literary genres, and the process of composition. Sophomores with a B+ average or higher at the end of their 10th grade year may be recommended for the Honors Junior English Seminar. Seniors take the year-long Senior Seminar, the year-long Honors Writing class, or AP English, with placement in these courses determined by the department.

## **Ninth Grade English Program • 201 • Year Long**

*Required of all ninth graders*

In conjunction with the arts, history, and science programs, the English program in the NGP focuses on developing the students’ understanding of themselves as readers and writers by asking them to read literature in three genres — short story, poem, and novel — and create interpretations that pay close attention to the text, using evidence to support their reasoning in inferences and conclusions, and using fundamental literary terms and devices. Students express their ideas by speaking and listening in seminars and presentations, as well as by writing in analytical essays, personal essays, poetry, and stories. A preliminary study of formal matters in writing, including vocabulary, grammar, usage, mechanics, and style, is included in all NGP classes.

## **Combined Studies Course • 202 • Year Long**

*Required of all 10th graders*

As in the Ninth Grade Program, students in the Combined Studies Course are not told what to think but are asked to make determinations for themselves. The CSC, required of all 10th graders, draws on the common skills and foci of English and history — reading, writing, speaking, listening, and thinking — which students practice in both disciplines through reading texts, writing papers, researching, and participating in seminars and presentations. The CSC investigates primary and secondary sources revolving around the themes of the individual and society throughout the ages and around the globe. As in the NGP, teachers in the CSC work together to understand students’ needs and to reinforce skills practiced in all classes.

## **Junior English Seminar • 205 • Year Long**

*No prerequisite*

In this year-long course, which is required of all juniors except for those recommended for the Honors Junior English Seminar, students focus on developing their analytical reading, thinking, and writing skills through the study of short fiction, poetry, novels, and a Shakespeare play. One hallmark of junior year is the Judith French Poetry Recitation Competition, which culminates in February. An emphasis on writing the analytical expository essay continues all year, with opportunities to write short fiction, poetry, and personal essays interspersed throughout the course. Considerable emphasis is placed on class participation in discussions and formal seminars and on rewriting and editing using proper English grammar.



## Laura Moore, *English Department Chair*

Over 30 years of teaching have given Laura Moore myriad insights into classroom technique, but one of her main methods might surprise current and former students of the longtime Lawrence Academy English teacher.

“I can’t go to college with them — none of [the teachers] here can — so I’m hoping that I become ‘invisible,’” explains Moore when asked about her classroom presence. “I love it when I don’t really even need to be in the room.”

Obviously, Moore understates her importance to even the most successful student-led conversation, but it’s clear that it’s her belief that a willingness to allow students to take a discussion in directions their teachers hadn’t planned or anticipated is a key facet of a Lawrence Academy education.

“That’s what student-centered learning is,” says Moore, whose student-first attitude has led LA’s long-time purveyor of all things literary to become a mentor to many students and faculty who’ve traveled down Powderhouse Road.

“I came into this not really having an identity as a teacher, and I’ve crafted that over the last 30 years — being here in this place encourages that,” says the English Department Chair. “Now, I also get to be a teacher of teachers, which is really fun.”

For Moore, there’s also enjoyment to be found in watching the consistent teaching innovations LA has successfully employed over the decades in order to more fully develop its instructors and students.

Moore’s students are encouraged to go beyond their class assignments and think about the ways literature touches them intellectually.

“I try to push them and get them to start thinking about really being invested,” says Moore, “to not be conscious of the grade and to begin writing because they have something to say, so that when they go to college, they have a sense of what it feels like to be fully engaged and be a scholar — not just a student.”

## Honors Junior English Seminar • 206 • Year Long

*Prerequisite: Students must be recommended for this course by their sophomore teacher, have a B+ average or higher in sophomore year and be deemed capable of the demands of honors work. An incoming junior new to the school must also submit a graded writing sample from the past year and have an SSAT score above the 50th percentile.*

In this more demanding honors section of the Junior English Seminar, students read three to five works of fiction, a Shakespeare play, several short stories, and a great deal of poetry. Writing centers on an analytical, expository, and comparison/contrast essays, with occasional in-class writing. Students write personal essays, poems, and stories as well, and their works are critiqued by peers. Class participation in discussions and seminars is required and expected, and students are also expected to start discussions themselves as often as possible.

## Senior English Seminar • 208 • Year Long

*No prerequisite*

This is a year-long course required of all seniors except for those selected for Advanced Placement English or for the year-long series of Honors Writing electives. Senior English Seminar focuses on six skills — reading, writing, speaking, listening, thinking, and organizing — and the attributes required for success in those skills, with the goal of helping students understand themselves as learners so that they will graduate armed with self-knowledge, prepared to excel in college and beyond. Students practice the skills and attributes as they study poetry, fiction, and memoir, and they are encouraged to develop their own ideas about and approaches to their work. An emphasis on self-assessment increases their understanding of their learning as the year progresses and serves as the foundation for the spring, during which each student designs and implements an independent project to demonstrate his or her practice of the attributes and mastery of the six skills.

## Advanced Placement English • 209 • Year Long

*Prerequisite: Seniors must be recommended for this course by a teacher based on department expectations for honors-level work, have an A- average or higher in junior year or a B+ average or higher in junior year in an honors course. An incoming senior new to the school must also submit a graded writing sample from the past year and have an SAT verbal score of 550 or higher.*

This year-long course is designed to be equivalent to a college freshman English course. The expectation in quality and quantity of work is high, and a serious commitment on the student's part is essential. The course will provide intensive instruction in the critical reading of literature and frequent opportunities to analyze literature in writing. In-class writings are the central focus. Please Note: All students enrolled in this course are required to take the AP English exam in the spring.

## Honors Writing Electives

*Requirements: Seniors may take the entire year's offering of Honors Writing electives as their only English class, provided they have been recommended to do so by the English department. To be eligible, a student must meet the following criteria: a teacher recommendation based on department expectations for honors-level work, an A- average or higher in the junior year or a B+ average or higher in the junior year in an honors course. New students must submit a graded writing sample from the past year and have an SAT verbal score of 550 or higher.*

*Juniors or seniors who take Honors Writing as a second English course may take either of the fall and winter introductory electives but are not required to take both. However, students may not take the spring term continuing course without having taken at least one of the introductory courses.*

*Because these electives are senior honors electives, juniors who sign up for them as a second English class in addition to Junior English Seminar should do so only if they have a passion or talent for poetry and/or fiction. The department gives seniors preferred placement in these electives.*



### **Honors Writing I • 210 • Fall**

This elective explores the possibilities of each student's poetry-writing imagination with an emphasis on two major themes: habits of mind and poetic sensibility. The course introduces students to the basic tools of poetry composition and involves daily poetry writing, reading, and analysis, and workshops in which students critique their own and each other's poems. Because this is a process writing course, students are evaluated based on the quality of their thinking and understanding in their latest drafts, revisions, comments in workshops and peer critiques, reading responses, and weekly self-evaluations.

### **Honors Writing II • 247 • Winter**

This elective introduces students to the basic tools of fiction writing and involves daily writing, reading, and analyzing, and workshops in which students critique their own and each other's stories. This course continues to build on the themes emphasized in the fall's Honors Writing I: habits of mind and poetic sensibility. Because this is a process writing course, students are evaluated based on the quality of their thinking and understanding in their latest drafts, revisions, comments in workshops and peer critiques, reading responses, and weekly self-evaluations.

### **Honors Writing III • 281 • Spring**

Students may enroll in this elective only if they have completed one or both of the other two Honors Writing electives. This course allows students to design and implement a creative project of their own choosing. Students are evaluated on their weekly self-assessments, ability to set and meet goals, and understanding and internalizing of the themes of the course: habits of mind and poetic sensibility.

# ESL

Lawrence Academy's English as a Second Language Program is a writing- and reading-intensive course of study designed to strengthen the proficiency level of international students who, although highly motivated, still need to focus on their English skills within a college preparatory context. Students in this program work with many of the same texts as their mainstream counterparts, such as unabridged fiction, Shakespeare, and primary historical documents; however, ESL students are simultaneously working on their skill level in addition to learning content. By the end of the course of study, students will have been exposed to analytic and research-based assignments and will have increased their proficiency with English grammar and vocabulary.

It is important for international students to understand that placement into the ESL Program is not based on the number of years they have been studying English before reaching Lawrence Academy, nor on a TOEFL score. Because we know that succeeding in language learning is influenced by a range of experiences that can vary from person to person, placement into the ESL Program is based on a number of factors: an individual's academic and testing record, recommendations, personal interviews, writing samples, and input from the ESL faculty.

Students are given a placement test when they first arrive to campus. After placement, students in the ESL Program are further reviewed within the first two terms of their first year to see that continued progress is being made. Students are expected to spend only two years in the ESL program. If a student moves from the ESL Intermediate series of courses to the ESL Advanced series, rather than to the ESL Bridge series, then that student should strongly consider attending a summer program in the United States before attempting to mainstream during the following year.

## **ESL Intermediate Skills • 293 • Year Long**

This year-long course emphasizes acquiring skills in English that will allow students to improve their academic achievement in their other courses. At this level, students study grammar, paying special attention to problem areas, and a special review for the TOEFL exam is part of the spring term. From sentences to completed essays, students practice writing on various topics assigned weekly. Vocabulary study is emphasized in conjunction with the development of reading skills.

## **ESL Intermediate Literature • 290 • Year Long**

This year-long class focuses on strengthening the skills of reading and writing about different forms of literature. Students begin the year by reading short stories while working on comprehension and vocabulary. Later, students are taught a variety of strategies with which to better analyze novels in greater detail in class and in written assignments. Participation in class discussions and seminars on literary analysis is emphasized.

## **ESL Intermediate Sociocultural Studies I • 294 • Year Long**

This year-long class investigates the sociocultural landscape of the United States as a means of strengthening those critical academic skills needed by students whose native language is not English. Using a sociological studies model, students learn about how the American value system is reflected in the icons, behaviors, and practices of the American people. Students also contrast and compare their own cultural practices and norms with those of the host culture. To target skill development, this sociocultural content is delivered in a variety of ways.

Students are also introduced to research skills and the effective use of the library. They are instructed in the use of PowerPoint and other programs in order to present their findings, targeting public speaking, and discussion skills. Initial oral language practice in the language laboratory includes correct pronunciation of specific sounds, use of intonation patterns, and listening skills to strengthen meaningful communication.

Lastly, a special emphasis is given to the teaching of the study skills needed in a student-centered classroom.

### **ESL Advanced Skills • 289 • Year Long**

This year-long course allows students to review specific topics that are problematic for ESL students while pushing their spoken and written expression to higher levels. In addition, students must work to increase their active vocabulary to the degree necessary to succeed at the next level. In their essays, students must be able to prove mastery of the four rhetorical writing styles and the correct use of grammar expected at this level by the ESL curriculum. Students also must master the note-taking, listening, and speaking skills outlined in the curriculum goals.

Finally, students must be able to read at grade level with at least 75 percent accuracy without the use of external aids or assistance. Thus, students are expected to maintain a great degree of self-discipline in their studies.

### **ESL Advanced Literature • 291 • Year Long**

In this year-long course, students work to become active readers and analytical thinkers. The course uses a variety of novels to help students practice reading, note-taking, and analysis. In class, students study the idea of a genuine question about a text and practice participating in class discussions. Presentation of evidence from the readings is expected daily. Students also learn new vocabulary in context, and they must work toward reading at grade level by the end of the course.

### **ESL Advanced Sociocultural Studies II • 295 • Year Long**

This year-long course allows students to delve into a variety of topics that surround American culture and values while increasing their English and research skills to succeed at the next level. Key basic skills required for mastery are the ability to synthesize information and to think critically about the material. Writing that is based on information from multiple sources must include personal thinking and analysis. Students are expected to meet outside of class with the instructor on a regular basis.

### **ESL Advanced History • 693 • Year Long**

This year-long course impels students to gain the skills and vocabulary necessary to succeed at the next level. Students use primary and secondary documents to acquire knowledge of the material. In the discussions that follow, participation is mandatory. Students practice role-plays and debates on various topics. Writing assignments are based on discussions and readings. Essays are expected to be coherent, logical, and free of any errors that impede meaning or audience comprehension. Students must master the ability to create outlines and to take listening notes during class.

### **ESL Bridge Skills • 288 • Year Long**

This year-long class investigates the sociocultural landscape of the United States as a means of strengthening those critical academic skills needed by students whose native language is not English. Using a sociological studies model, students learn about how the American value system is reflected in the icons, behaviors, and practices of the American people. Students also contrast and compare their own cultural practices and norms with those of the host culture. To target skill development, this sociocultural content is delivered in a variety of ways.

Students are also introduced to research skills and the effective use of the library. They are instructed in the use of PowerPoint and other programs in order to present their findings, targeting public speaking, and discussion skills. Initial oral language practice in the language laboratory includes correct pronunciation of specific sounds, use of intonation patterns, and listening skills to strengthen meaningful communication.

Lastly, a special emphasis is given to the teaching of the study skills needed in a student-centered classroom.

### **ESL Bridge Literature • 292 • Year Long**

This year-long advanced course assumes knowledge of and competency in intermediate skills in English. It serves as a bridge to the mainstream classroom and is, therefore, more demanding. Readings include short stories, poetry, a Shakespeare play, and novels in their original form. Writing assignments are given on a regular basis, allowing students the opportunity to practice their editing and peer-critiquing skills. Students are expected to participate actively in discussions and are encouraged to form their own interpretations of the readings.

### **ESL Bridge History • 694 • Year Long**

This year-long course is designed to give students a greater depth of preparation for the mainstream history classroom. It allows students to work on the skills of reading and writing at a much higher level but still within an ESL context. Primary source readings in history allow students to practice and improve classroom discussion skills while gaining familiarity with the content of Western Civilization and U.S. History courses. Note-taking while doing assignments and participating in a class is also a focus of the course. Research skills are practiced in conjunction with a short term paper and other projects. Each student is expected to participate daily in class.

### **ESL U.S. History • 695 • Year Long**

*Prerequisite: Seniors only, with department recommendation*

This year-long course is taken as a substitute for the mainstream U.S. History course, but only at the ESL director's recommendation and only by senior students whose native language is not English. Though students attend the regular U.S. History section, the expectations are modified for those students whose English skills preclude success otherwise.

## **History**

The history curriculum at Lawrence Academy strives to have the students do the intellectual work of historians. We want to prepare our students to be active citizens in a global society, and we want our students to frame questions and then use information to make interpretations that answer those questions in a way that helps them understand the past and says something about the human condition. The activities in our classes stress the development of critical thinking skills; the ability to develop an articulate argument and write an effective analytical essay; the ability to read and understand primary source documents; and the development of research skills that will help discern the multiple factors and points of view surrounding significant moments and themes associated with human progress. We also emphasize the use of technology in our classes. We want students to take responsibility for their education and strive to determine the meaning of important ideas and questions for themselves.

Beginning in the Ninth Grade Program (NGP), students learn that history is not a spectator sport at Lawrence Academy. Teachers use a variety of techniques and activities to encourage students to be active learners. The department emphasizes depth over breadth, and we strive to broaden the horizons of our students through the content we choose for our classes. Whatever the method and subject, we push students to ask questions, research primary sources, formulate a position and then support their conclusions with evidence. Increasingly, technology is integrated into the classroom as a tool to gain greater access to diverse material and sources, and to allow students to present their ideas and projects creatively.

The Lawrence Academy history department emphasizes inquiry and simulation as a foundation for our units and lessons. Through collaboration and interactivity, students experience, in a classroom setting, the history that they investigate, study, and learn. For example, in our Combined Studies Course (CSC), we ask students to find the best evidence to defend or prosecute Napoleon, and in U.S. History, students may debate whether America should have dropped the atomic bomb on Japan or determine how to address the issue of slavery as a delegate from South Carolina in their own Constitutional Convention. Exploring history means understanding how people reacted to their circumstances or dared to reshape them. Reading about the

horrors of Nagasaki and Hiroshima is one thing; using primary source evidence to defend or criticize President Truman's decision to drop the A-bombs is another, and the latter requires taking a hard look at the evidence and developing a case. Ultimately, students will be asked to hone their analytical writing skills as they argue their positions in papers, as if they were practicing historians.

### **Ninth Grade History Program • 603 • Year Long**

*Required of all ninth graders*

In conjunction with the English, science, and arts programs, the history program in the NGP will emphasize fundamental history and social science skills: using the library, researching and gathering evidence, and using evidence to support inferences and conclusions. Using both primary and secondary documents, there will be an emphasis on reading to identify and comprehend main and subordinate ideas and to summarize the ideas in the students' own words. Writing skills will include the formulation of a thesis; the ability to organize, select, and relate ideas and to outline and develop them in coherent paragraphs; and the ability to take meaningful and accurate notes from class discussions and reading assignments. Reasoning skills will include the ability to analyze and synthesize and the ability to draw reasonable conclusions from information found in various sources. Special emphasis will be given to helping students navigate various types of information and distinguish what comprises a valid and appropriate resource.

### **Combined Studies Course • 605 • Year Long**

*Required of all 10th graders*

As in the Ninth Grade Program, students in the Combined Studies Course are not told what to think but are asked to make determinations for themselves. The CSC, required of all 10th graders, draws on the common skills and foci of English and history — reading, writing, speaking, listening, and thinking — which students practice in both disciplines through reading texts, writing papers, researching, and participating in seminars and presentations. The CSC investigates primary and secondary sources revolving around the themes of the individual and society throughout the ages and around the globe. As in the NGP, teachers in the CSC work together to understand students' needs and to reinforce skills practiced in all classes.

### **U.S. History • 601 • Year Long**

*Prerequisite: CSC History; open to juniors.*

U.S. History is a year-long course required for graduation; it is usually taken in the junior year. U.S. History consists of a series of problems (for example: the American Revolution, the Civil War, the Great Depression, or the Civil Rights Movement) that, taken together, are an introduction to American history. Students are encouraged to think as historians do, using a variety of sources to answer questions, construct interpretations, and find meaning in historical events. They will also undertake a major research project. In this way, U.S. History continues the work of the Ninth Grade Program and the Combined Studies Course. Simulations, primary source readings, analytical writing, and research skills will be emphasized in the course.

### **Honors U.S. History • 606 • Year Long**

*Prerequisite: Department recommendation*

Honors U.S. History will resemble U.S. History in its problem-based approach to the course. Students will use a variety of sources, including mainly primary documents but also secondary sources, period literature, and films, to examine significant events in our past, such as the American Revolution, the Civil War and Reconstruction Era, and the Civil Rights Movement, and confront the important issues in American history. An emphasis will be placed upon analytical writing, but students will also be expected to contribute to class discussions on a daily basis, complete regular reading assignments, and write a substantial research paper. Not only will Honors U.S. History move at an accelerated pace, but students will be required to look deeply into the readings in order to gain as full an understanding of American history as possible.



## John Curran, *History Teacher*

As anyone who has attended a recent LA reunion can attest, applause fills the room whenever history teacher John Curran is introduced as one of the school's longest-standing educators. Still going strong, and one of the most talked-about courses in the LA curriculum, his course once entitled The Cold War and now called U.S. and the World Since 1945 (but affectionately known as Nukes & Commies) came into existence back in the early 1970s.

"It coincided with our starting to work on things like Winterim, IIP, and academic credit for arts courses," Curran explains. "Educational reform was in the air — trying to make classes more relevant and trying to give students some choices in what they would learn."

During this period, Curran notes, there were many electives being created in other departments.

"My main academic area is foreign policy, so the Nukes class was a natural for me," adds Curran.

Not simply a "sage on the stage" situation, Curran's class includes lots of simulations. Trials, press conferences, and international conferences — clearly they are highlights for this teacher who relishes the debate.

"We also usually do a big trial on the Cuban Missile Crisis," says Curran, who will often dress the part of Fidel Castro during those discussions. "We always have a lot of faculty judges for that, and that's really fun because they get into it, and they're quizzing the kids, and the kids are shooting back — and that's a nice deal."

And that back-and-forth is what makes the course memorable.

"I've had many really terrific students over the years in that course," says Curran, reflecting on having 40 years' worth of LA students. "It's great! I get great kids, and they are ready to go!"

## **Human Geography • 632 • Year Long**

*No prerequisite; open to juniors and seniors.*

The many ways in which human societies create, alter, and interact with their cultural and physical environments is the main focus of those studying geography. With that in mind, the purpose of this course is to introduce students to a wide range of topics studied in the expanding field of geography. Students will explore a number of important themes and will often investigate in-depth case studies that show how geography and culture shape the political, social, and economic processes of the world around them. Students will learn to recognize how natural and man-made landscapes reflect and determine human habits, activities, and relationships. The purpose of this class is to help students draw on these insights, combine them with new ideas, and structure them in such a way that they may further develop a coherent perspective on the contemporary and changing world.

## **Western Civilization • 608 • Year Long**

*Prerequisite: U.S. History; open to juniors and seniors.*

Western societies traditionally look back at the ancient Greek and Roman civilizations as the primary foundations of the Western world. The Greeks and Romans provided the basis for political theory, rational philosophy, art, architecture, economics, and historiography. Students will study the history and culture of both ancient societies in order to understand how each began, developed, thrived, and then ultimately fell. The study of ancient Greece and Rome allows students to have a fundamental understanding of philosophy so that in Practical Philosophy, they can study a variety of topics ranging from epistemology to ethical values.

## **Honors Senior History: Nukes and Commies • 602 • Year Long**

*Prerequisite: U.S. History and department recommendation*

How did the United States get to the point of conspiring to give Fidel Castro an incurable skin fungus or of assassinating him with an exploding seashell? Why have brainwashing, overkill, failsafe, hotline, McCarthyism, MAD, ICBM, SALT, and Dr. Strangelove become part of our vocabulary? The goal of this course is to make today's news understandable through a study of America's relationship with the rest of the world since World War II. Special attention will be given to the competition — known as the Cold War — between the U.S. and various communist nations. Students in this course will examine communism in theory and in practice in Russia, China, and Cuba, as well as the special role of nuclear weapons and strategic thought in the Cold War. There will be an extensive examination of topics such as the origins of the Cold War (1945–1952), the Cuban Missile Crisis, and Vietnam, and students will study how the Cold War affected popular culture by watching and discussing films such as *Invasion of the Body Snatchers*, *The Manchurian Candidate*, and *Dr. Strangelove*. To better understand the period following the Cold War, students will be called on to learn about Iraq, Iran, Afghanistan, and the United States' relationship with Russia. There will be frequent writing assignments and a demanding schedule of readings, taken from a variety of sources. Critical thinking skills, logic, and argument will be stressed.

## **Advanced Placement U.S. Government and Politics • 604 • Year Long**

*Prerequisite: U.S. History and department recommendation; open to seniors.*

This college-level course prepares students for the AP U.S. Government examination. During the year-long course, students will become familiar with the nature, framework, traditions, and values of the American political system. The course will focus on the three basic institutions of American government: Congress, the presidency, and the judiciary. The constitutional underpinnings of our government, political parties, the bureaucracy of American government, the interest groups that try to influence decisions, civil rights, and civil liberties will all be discussed thoroughly. Students can expect this course to be demanding. There will be substantial reading and essay writing about both political theory and current politics. There will be a strong emphasis on discussion and the analysis of texts, and students can expect regular writing and rewriting assignments. Please Note: All students enrolled in this AP-level course are expected to complete summer readings and are required to take the AP exam.



## Electives

### **The Assassination of John F. Kennedy • 631 • Fall, Winter**

*No prerequisite; open to juniors and seniors.*

This class is designed for students who are developing an interest in law and/or modern history and politics. The goals of the class include the study of evidence as used by both the historian and the attorney, as well as learning about the prominent issues of the late 1950s and early 1960s; the election, administration and assassination of John F. Kennedy; and the various theories propounded as to who committed the murder. In pursuit of these quests, students will analyze the available evidence, including medical and other physical evidence, witness/testimonial evidence and circumstantial evidence (such as changes in policy following the assassination). After studying the findings of the two major governmental investigations (the Warren Commission and the Joint Congressional Committee on the assassinations of Kennedy and Martin Luther King Jr.) and those of prominent researchers, students will be asked to create their own theory, or subscribe to an existing theory, and to back up their hypotheses with legitimate and substantial evidence.

## **Ancient Greek History • 677 • Fall**

*No prerequisite; open to juniors and seniors.*

Why do the ancient Greeks occupy such a prominent place in conceptions of Western culture and identity? What about them made generations of influential scholars and writers view Hellenic culture as the uniquely essential starting point for understanding the development of Western civilization? Ancient Greek culture provides the basis for democracy, tragedy, and other artistic forms, rational philosophy, and the writing of history in Western civilization. In this course, students will study the rise of ancient Greece from the Bronze Age through Alexander the Great's lifetime, reading both primary and secondary sources to discover the ancient Greek perspective.

## **Ancient Rome History • 672 • Winter**

*No prerequisite; open to juniors and seniors.*

Although the Roman civilization ended with the fall of Rome in 476 AD, its impact upon the Western world is immeasurable. This theme-based course will examine the evolution of the Roman world, from its founding by the legendary twins Romulus and Remus to its eventual collapse. Students will investigate specific themes for each period of Roman history as a method to focus the study of such a vast time period. The class will also analyze the impact of the Roman world upon the modern Western world.

## **Psychology • 682 • Winter**

*No prerequisites; open to juniors and seniors.*

The study of human behavior is very complex, and this course is meant as both an introduction to studying psychology and an opportunity to delve deeply into different areas of psychology. There is much to learn about humans and their behavior, and there is often a lively debate over the causes of behavior. Students will look closely at a variety of famous experiments about different aspects of human behaviors and use these as the starting points for discussions and work. Students will be required to keep a journal/log, which will be submitted regularly. There will also be papers and exams.

## **Painters, Paintings and Politics: French Art History • 639 • Winter**

*No prerequisite, but students enrolled in French 5 or French 5H next year may not sign up for this course; open to juniors and seniors.*

This class is designed as an introduction to art history through a French lens. Artistic movements can reflect the mood of society; therefore, students will examine the undeniable link between the two, using the art as platform for talking about history. This class will dive into the Renaissance; the French wars of religion; the Counter-Reformation; the reigns of Henri IV, Louis XIV, Louis X, and Louis XVI; the rise of the middle class; the French Revolution; and the Industrial Revolution from a unique perspective. By studying and analyzing mannerism, baroque, classicism, rococo, neoclassicism, romanticism, naturalism, realism, impressionism, and post-impressionism, students will be able to see how the art of the day reflected the political and social climate of the country. Students will be responsible for analyzing the art themselves, and class presentations will be frequent. A working knowledge of Greek myths will be essential in piecing together the symbols and messages that artists left behind for us to discover.

## **Philosophy • 607 • Spring**

*No prerequisite; open to juniors and seniors.*

This course is designed to provide the tools with which students can analyze and try to answer questions that have been challenging people for millennia. Students will first learn the means by which these questions may be addressed, analyzing the roles of concepts such as reason, emotion, and perception in answering philosophical questions. The class will then use those methodologies to answer the great questions: How do we truly "know" anything? Why are we here? What does it mean to be good or evil, and how is that determined? Students will be required to keep a journal in which they will reflect on these questions; this journal will be submitted regularly.

## Gender, Family and the Media • 638 • Spring

*No prerequisite; open to juniors and seniors.*

How does the media influence who we become? Who controls the message? Who controls the media? This course will examine some of the relationships between the media in the United States and the social constructions of gender and family. After a brief introduction about the evolution of the media and gender issues, students will begin to investigate the relationship between media and culture. General areas of study will include media stereotypes in advertising, film, and television; masculinity and femininity; and media literacy. Students will investigate media representations of gender, analyze media culture, and develop an appreciation of the media's cultural influence. Students will be expected to analyze primary sources, write short papers, complete a journal of their observations and present their findings, and discuss the issues surrounding the media and social/cultural relationships.

## Language

According to linguists, we learn the rules of our native language intuitively, and along the way, we are taught exceptions to those rules. Learning to speak, we all know, comes from mimicking the sounds all around us — including those our parents would prefer we not parrot. The study of foreign languages at Lawrence Academy, after the first year, relies on the same process: learning by immersion. You don't learn to swim, after all, by practicing strokes on your beach towel. Will students make mistakes? Certainly, but an immersion setting encourages them to trust themselves and to improve by getting comfortable with making those mistakes, which we feel is an important step in becoming more effective communicators. John Rassias, a celebrated professor of foreign languages at Dartmouth College, says it this way: “We don't learn to speak, but we speak to learn.”

The Lawrence Academy language department offers three options: Latin, French, and Spanish. We require that students take at least two consecutive years in any one language, but students are strongly encouraged to continue their study beyond the second level. The ability to take risks and willingness to be vulnerable are important measures of success at Lawrence — and the only ways to become a more proficient communicator in a foreign language. Along the way, by emphasizing the all-important relationship between language and culture, we encourage students to view language proficiency as the ticket to becoming a more globally competent citizen. Students may sit for AP exams, but we believe that the test that matters most is how well they learn to communicate with and understand people from other cultures.

Honors designation is for students above the second year of language study who are selected by the department on the basis of oral and written proficiency, demonstrated ability in previous work, and performance. French and Spanish students must be willing to function completely in the target language in the classroom, and full participation in oral activities will be expected. Honors course materials and outlines are similar to those of the regular-level course, but with all facets being explored in more depth. Supplementary materials will include reading, analysis, and comparison of authentic literary selections. Expectations for student performance will be more stringent than those for regular-level students. In order to be eligible for honors language courses, students must have achieved a grade of at least A- in the previous year's course (B+ in Latin) and receive the recommendation of the language department. To remain in the honors program for the following year, students must receive a department recommendation. Final placement may depend on the number of spaces available in the honors program.



## Courtney Cronin, *French Teacher*

French has always been a big part of Courtney Cronin's life. Half of her family and many of her friends speak French, thanks to her Belgium-born mother, but it wasn't until college, when she studied in Dijon and then in Paris, that Cronin realized "that I wanted French to be a part of my life."

"I think being a 'Francophile' has always been in my blood," Cronin says, "but actually visiting the country brought it out."

Now, the Lawrence Academy French teacher is passing on her love of the French language and culture to her students.

"There is a lot of risk involved in speaking a foreign language. Therefore, it is important to create a safe classroom environment and a 'French-learning' family," Cronin explains. "Once this is established, it is so rewarding to see students put themselves out there."

LA has provided an opportunity for Cronin to continue learning as well, through language conferences and a

travel grant, which enabled her to spend three weeks in France last summer.

"Being back in France not only revitalized my love of the French language and culture but helped me improve my accent. I also worked on my conversational skills," Cronin says. "I reconnected with French friends and was able to immerse myself into the language and culture, just like what I ask my students to do while in French class."

Cronin's own love for learning is also something that she looks to pass on in her classroom.

"My students teach me to take myself less seriously, to question the world around me and to go with the flow," she says. "The goal in speaking any language is to get your point across, and I want my students to be able to go to France tomorrow and be able to get by ... When my students are able to effectively communicate spontaneously and organically, I feel so proud."

# French

## French 1 • 301 • Year Long

*No prerequisite*

This course provides an introduction to the study of French. The aim of the course is to teach students to speak, understand, read, and write the language, with a focus on communicative competence. The course also introduces students to cultural and geographic information about the French-speaking world. The language laboratory is an important learning tool throughout the course.

## French 2 • 302 • Year Long

*Prerequisite: French 1*

French 2 strives to achieve the same goals as French 1. Structure is analyzed as necessary, though the emphasis remains on inductive learning and the development of oral proficiency. This course also stimulates cultural awareness, expansion of vocabulary, and the development of writing skills. The language laboratory continues to be an essential part of the course.

## French 3 • 303 • Year Long

*Prerequisite: French 2*

Students consolidate and expand on complex points of French grammar (compound tenses, subjunctive mood, relative pronouns, and sentence structure) while developing their reading ability through a variety of cultural readings, informal dialogues, interviews, letters, and short stories. Emphasis is placed on oral and written communication, with the course being conducted almost entirely in French. Students are required to write six essays entirely in French and are gradually introduced to literary analysis as they develop their written expression. The language laboratory is used weekly to enhance language skills.

## Honors French 3 • 308 • Year Long

*Prerequisite: French 2 and department recommendation*

Honors French 3 follows a similar curriculum to French 3 but at a more accelerated pace. French 3H students are responsible for more cultural and historical readings and greater content than their French 3 counterparts. French 3H students must also complete longer assignments, write detailed essays, and answer more questions on each test and quiz. Students in French 3H are held to a high standard in their class participation and critical thinking.

## French 4 • 304 • Year Long

*Prerequisite: French 3*

This course is taught entirely in French and covers grammar, literature, and cultural topics. An intensive study of French grammar starts the year off, with the goal of maximizing oral and written communication through research projects, presentations, compositions, and creative dialogues and skits. The literature component exposes students to new vocabulary, reinforces grammar points, and develops reading comprehension, written expression, and literary analysis skills through a variety of prose and poetry readings of moderate difficulty. Students use the internet to research other cultural topics. The language laboratory is also used for drills, pronunciation, listening comprehension, and oral proficiency exercises.

## Honors French 4 • 309 • Year Long

*Prerequisite: French 3 and department recommendation*

Honors French 4 follows a similar curriculum to French 4; however, French 4H students are responsible for more cultural and historical readings and greater content than their French 4 counterparts. French 4H students must also complete longer

assignments, write in-depth essays, and answer more questions on each test and quiz. Students in French 4H are held to a high standard in their class participation and critical thinking. Also, each term, French 4H students must complete a research project, for which they write a substantial essay, create a visual aid, and present their findings to the class.

### **French 5 • 305 • Year Long**

*Prerequisite: French 4*

Students entering French 5 will study French through three different lenses: literature, cinema, and art history. While studying literature during the fall term, French 5 students will explore themes, metaphors, and historical context through authentic Francophone literature. In the winter, French 5 students will study French culture and history through film by analyzing characters, plot, history, and relevant themes. Art history will be the focus of French 5 in the spring, when students will study the major French art movements, from the Renaissance to Impressionism, covering the major French historical events, how they influenced art, and how art influenced the population at the time. An emphasis is placed on spoken French, as students speak only French while in class. Written assignments, longer essays, and periodic tests will assess the students' written French and comprehension of the material, as will frequent presentations on the material. French 5 students complete a term-long project where they incorporate what they have been learning into an actual 30-minute lesson that they teach to their classmates. Students registering for French 5 can expect to receive assignments during the summer.

### **Honors French 5 • 306 • Year Long**

*Prerequisite: French 4 and department recommendation*

Students of French 5 and Honors French 5 are in the same classroom, and Honors French 5 follows the same curriculum as French 5. Honors French 5 students, however, are responsible for more cultural and historical information than their French 5 classmates. Students will complete longer written assignments, give more frequent oral presentations, and answer more questions on each test and quiz. Students in Honors French 5 are held to a higher standard in their class participation and critical thinking. Each term, Honors French 5 students will complete a longer, more in-depth project than students in French 5. Students registering for Honors French 5 can expect to receive assignments during the summer.

## **Latin**

### **Latin I • 311 • Year Long**

*No prerequisite*

Students are introduced to the basic vocabulary, forms, grammar, and syntax needed to read and understand Latin. There is a great deal of practice in sight-reading as the students become more proficient. Through the study of Latin derivatives, students strengthen their English vocabulary. An appreciation for and understanding of the Roman people and their many contributions to the world in which we live will be a concomitant goal throughout the year.

### **Latin II • 312 • Year Long**

*Prerequisite: Latin I*

Students will continue their extensive study of vocabulary, forms, and syntax while perfecting their Latin reading skills. These Latin readings, as well as accompanying cultural notes, will provide further insight into Roman customs and institutions.

### **Latin III • 313 • Year Long**

*Prerequisite: Latin II*

Having completed all of the essential grammar in Latin II, students in Latin III will, for the first time, consistently read great Latin authors. Grammar review is integrated into the analysis of the texts being read. Typically, students are asked to look over

lines of a piece of text for grammatical constructions and vocabulary that they do not recognize, then proceed to translation after grammar and vocabulary are made clear. Typical readings in this course are the philosophical essays of Cicero in the fall term; myths from Ovid's *Metamorphoses* in the winter term; and Catullus' poems in the spring term. Students are required to do a special project each term, such as rewriting one of the myths in a contemporary setting; creating an artistic rendering of a scene from the literature; or having a propaganda trial on Augustan politics.

### **Honors Latin III • 314 • Year Long**

*Prerequisite: Latin II and department recommendation*

Having completed all of the essential grammar in Latin II, students in Latin III will, for the first time, consistently read great Latin authors. Grammar review is integrated into the analysis of the texts being read. Typically, students are asked to look over lines of a piece of text for grammatical constructions and vocabulary that they do not recognize, then proceed to translation after grammar and vocabulary are made clear. Typical readings in this course are the philosophical essays of Cicero in the fall term; myths from Ovid's *Metamorphoses* in the winter term; and Catullus' poems in the spring term. Students are required to do a special project each term, such as rewriting one of the myths in a contemporary setting; creating an artistic rendering of a scene from the literature; or having a propaganda trial on Augustan politics.

### **Honors Latin IV • 316 • Year Long**

*Prerequisite: Latin III and department recommendation*

This course includes three distinct topics. In the fall term, the focus is on Latin composition, which includes an intense review of advanced grammar. The winter term consists of excerpts from the poetic works of Horace and a study of his influence on the political atmosphere of Rome under Augustus. In the spring, the students undertake the study of Roman drama through translating and staging, in part, a play by Plautus. A serious interest in Latin language and culture and commitment on the part of the students is required.

## **Spanish**

### **Spanish 1 • 331 • Year Long**

*No prerequisite*

This course offers an introduction to the study of Spanish, with an emphasis on the active and practical use of the language for communication. Students learn vocabulary and grammatical structures through assimilation, and the material is reinforced through oral drills and written exercises. Spanish is frequently spoken in class, and reading Spanish-language material is encouraged. Spanish and Latin American geography and culture are integral parts of this course. The language laboratory is an important learning tool throughout the course.

### **Spanish 2 • 332 • Year Long**

*Prerequisite: Spanish 1*

An emphasis on speaking and writing continues in the second year. The focus remains on communicative skills in Spanish, supplemented by practical applications of grammar principles. The students' comprehension levels are tested through active oral, aural, written, and reading exercises. Spanish is spoken throughout the course, but English may be used to explain some points of grammar. By the end of the year, students should be able to handle most situations that require basic communication in the language. Spanish and South American culture are an integral part of the course. Supplemental material is used in the language laboratory.

### **Spanish 3 • 333 • Year Long**

*Prerequisite: Spanish 2*

Spanish 3 emphasizes a review and expansion of grammar topics, as well as the refining of written and oral skills. Correct application of complex grammar structures is practiced through reading and writing articles and texts dealing with Hispanic literature, art, and culture. The class is conducted in Spanish to the greatest extent possible, and students have ample opportunities to use the language and improve fluency. The language laboratory is used for further development of language skills and cultural appreciation.

### **Honors Spanish 3 • 338 • Year Long**

*Prerequisite: Spanish 2 and department recommendation*

Spanish 3H follows a similar curriculum to Spanish 3; however, it does so at a more accelerated pace. Spanish 3H students are responsible for more cultural and historical readings and greater content than their Spanish 3 counterparts. Spanish 3H students must also complete longer assignments, write in-depth essays, and answer more questions on each test and quiz. Students in Spanish 3H are held to a high standard in their class participation and critical thinking.

### **Spanish 4 • 334 • Year Long**

*Prerequisite: Spanish 3*

Spanish 4 is conducted entirely in Spanish by both the teacher and the students. The course aims to further develop proficiency in reading, writing, listening, and speaking Spanish through a variety of drills, presentations, debates, discussions, projects, grammar reviews, and weekly use of the language laboratory. A variety of authentic reading selections are used to advance reading comprehension and analysis skills; explore historical time periods and culture; and compare and contrast literary pieces and their style throughout the Hispanic world.

### **Honors Spanish 4 • 344 • Year Long**

*Prerequisite: Spanish 3 and department recommendation*

Candidates for Honors Spanish 4 should demonstrate strong conversational skills and be eager to communicate exclusively in the target language. One of the primary goals of Honors Spanish 4 is to improve students' oral proficiency. Therefore, it is imperative that students entering the course be willing to participate frequently in class discussions, debates, and conversations. In addition, students should demonstrate a strong aptitude for the study of Spanish grammar. The course begins with a thorough review of previous grammar topics and moves quickly into an in-depth study of the subjunctive mood (both present and past tense). Additional grammar topics are introduced to further expand students' knowledge. At the same time, the course seeks to develop reading and writing skills while simultaneously exposing students to a variety of cultural experiences and lessons. Students registering for Honors Spanish 4 can expect to receive assignments during the summer in order to ensure continuity from one level to the next.

### **Spanish 5 • 335 • Year Long**

*Prerequisite: Spanish 4 and teacher recommendations/department consent*

This course is conducted entirely in Spanish. Its goal is to advance proficiency in all skill areas through extensive practice in listening, speaking, reading, and writing. Material is presented in thematic units of study. Literature, film, and art figure prominently and mix throughout the year. Further study of advanced grammar topics is undertaken, and an emphasis is placed on practical applications of grammatical structures.



## Honors Spanish 5 • 336 • Year Long

*Prerequisite: Spanish 4 and department recommendation*

Candidates for Honors Spanish 5 should demonstrate oral aptitude and be eager to communicate exclusively in the target language. Honors Spanish 5 is designed for advanced students who wish to hone their skills. The goal is to advance proficiency through extensive practice in listening, reading, writing, and speaking by utilizing authentic materials and sources, ranging from literary selections to newspapers, magazines articles, online publications, podcasts, and internet videos. The study of literature and contemporary culture is emphasized. Course work continues the review of grammatical concepts of the Spanish language and appropriateness of variant usages. Students registering for Honors Spanish 5 can expect to receive assignments during the summer.

## Math

The Lawrence Academy mathematics department continuously develops its curriculum and pedagogy to ensure that each student has an integrated, student-centered, and technology-rich experience.

Students study mathematical theory with practical application while learning to think critically and find reasonable solutions through careful analysis, and they work collaboratively and independently to enhance their reasoning and gain confidence as persistent problem solvers. LA's math teachers strive to strike a balance between theory and application; therefore, while memorization plays an important role, we believe that thinking mathematically means discovering concepts and drawing conclusions by discussing problem-solving strategies, experimenting with different approaches, and recognizing patterns. Teachers do write on the board, ask questions, and assign homework, but students must wrestle with problems by working through possible solutions, asking questions, and articulating their own understanding of how they think mathematically.

Ultimately, the Lawrence Academy mathematics program seeks to cultivate students' innate love of learning, sense of numeracy, and ability to use mathematics in meaningful ways.



## Krista Collins, *Math Department Chair*

By her own admission, Krista Collins was an “avoid-it-at-all-cost, don’t-make-eye-contact-with-the-teacher” kind of math student in high school. Now the chair of LA’s Mathematics Department, she ended up in her current career by intentionally pursuing the subject that gave her the most difficulty and setting out to conquer it. As a result, she has experienced both the struggle for understanding and the joy of success.

“I’m a mom and I’m a teacher, and I couldn’t NOT be either one,” Collins says, and thanks to her dual role, she is acutely aware of the influence that teachers can have on their students. She can also still recall her own positive and negative experiences: A teacher in high school wrote a casual but powerful comment next to a hard math problem that she had figured out (“This is why you should major in math”), while another person of influence during the course of her education was adamant that “math is not for women.

Collins now relishes the opportunity to be the positive influence on her own students, and she enjoys

both her regular and honors math classes, which she says are each great for very different reasons.

“I get to play with the math with the honors kids,” she says, “but watching those students who are not as strong in math figure something out and come to the conclusion that they don’t hate it as much and it’s not as scary as they thought it was — that’s even more rewarding.”

While Collins desires to instill her passion for math, she understands the even greater value of a good experience.

“After being with me, my hope is that they’re not going to be afraid of it, that they’re going to have some confidence around it,” she says, “that they’re going to feel open to the ideas — and that that will be carried over to somewhere outside the classroom.”

Apologizing for her overwhelming enthusiasm for teaching, Collins says, “It’s kind of selfish. I do it because that’s what I love to do — and I like to think that the kids are getting some of that.”

## Math 1: Integrated Algebra & Geometry I • 410

Math 1 is a Mastery Classroom\* that incorporates the work traditionally associated with Algebra 1 with a variety of geometric and finite applications. The topics from algebra include operations on real numbers; linear functions, graphs, and equations; exponential rules; and systems of linear equations and linear inequalities. Geometric applications taught include properties of polygons and areas of polygons; triangle similarity; ratio and proportion; right triangle properties; and areas and volume of solids.

## Math 2: Integrated Algebra & Geometry II • 420

Math 2 is a Mastery Classroom\* that allows for greater continuity of learning and understanding algebra. The geometry incorporated in the course explores basic geometric relationships using a compass and straight edge as well as computer simulations. Topics from geometry include angle relationships, congruence of triangles, and circle properties. The algebra of Math 1 is reviewed and expanded upon. Areas of study include linear functions; equations and systems of equations; and quadratic functions with graphical transformations of functions. Applications to real problems are presented in both algebraic and geometric contexts.

### \* Mastery Class Description:

*At Lawrence Academy, a Mastery Classroom is one where students work collaboratively with teachers and other students toward mastering the skills and content of the course. Students access the content using screencasts, helpful links from the textbook, problem sets, and projects. Teachers work with students to set goals, discuss concepts, solve problems, and create and review personal portfolios of mathematical work. Mastery is assessed at the completion of each section through a Mastery Check, where students must earn an 80 percent or higher to move forward. Grades below 80 percent will require the student to do more work with the teacher to improve their knowledge and take another Mastery Check. After completing all sections in a chapter, students must earn a 70 percent or higher on the chapter test to move forward to the next chapter. Grades below 70 percent will require the student to review work with the teacher to improve their understanding and retest.*

## Honors Math 2: Honors Integrated Algebra & Geometry II • 421

*Prerequisite: Returning students should consult [www.lacademy.edu/honors](http://www.lacademy.edu/honors); new students require the department's approval.*

This course covers the same topics as Math 2, but it covers them in more depth. Honors Math 2 will also cover additional topics, such as triangle trigonometry, literal equations, and direct and indirect variation. Honors math classes move at a significantly faster pace than regularly sectioned classes in order to include the necessary curriculum.

## Math 3: Functions and Applications • 431

*Prerequisite: Math 2*

Math 3 is devoted to the study of functions. Applications to real problems and real data are stressed throughout the year. The topics studied include functions and translations of graphs; quadratic functions; higher-order polynomials and maxima and minima of functions; rational functions; exponential and logarithmic functions; and trigonometric functions. Math 3 is the most technology-intensive course of the required math courses. Each unit of study includes analysis of real data. The TI-84 graphing calculator and Excel spreadsheets are the primary tools used for analysis and solution of real-world models and labs.

## Honors Math 3: Honors Functions and Applications • 431

*Prerequisite: Returning students should consult [www.lacademy.edu/honors](http://www.lacademy.edu/honors); new students require the department's approval.*

This course does not follow the same syllabus as Math 3. It is a functions-based course that will cover quadratic, polynomial, exponential, rational, logarithmic, and trigonometric functions in depth. While the course does work with applications, the focus is on theory and proof of function properties. Students enrolled in this course will also study trigonometric identities and solving complex trigonometric equations. Honors math classes move at a significantly faster pace than the regularly sectioned classes in order to include the necessary curriculum.

## **Math 4: Pre-Calculus & Finite Mathematics • 440**

*Prerequisite: Math 3*

The topics studied in this course have broad applications in the social and biological sciences, business and management, and computer science. Consequently, the unifying theme for the course is mathematical modeling in problem solving. Topics studied include problem-solving strategies; sequences and series, through the infinite; financial math; gnomons and fractals; set theory and counting and probability; and graph theory, through a variety of applications. Use of the graphing calculator is an essential part of the mathematical modeling in this course. Students who complete this course will be eligible for Statistics the following year.

## **Math 4: Pre-Calculus • 441**

*Prerequisite: Math 3 and department recommendation*

This course covers more advanced pre-calculus topics in the fall, such as the Law of Sines and Cosines, trigonometric identities, vectors, and the conic sections. The winter term covers the finite topics of set theory, combinatorics, probability, and expected value. The spring term covers sequences and series, through the infinite; financial math; and limits. Students who successfully complete this course with a year-long grade of B or higher may enroll in Math 5: Calculus the following year.

## **Honors Math 4: Honors Pre-Calculus • 442**

*Prerequisite: Returning students should consult [www.lacademy.edu/honors](http://www.lacademy.edu/honors); new students require the department's approval.*

This course covers in depth the more advanced pre-calculus topics, such as polar coordinates, parametric equations, complex numbers, conic sections, and vectors. The winter term covers the finite topics of logic, set theory, combinatorics, and probability. The spring term covers statistics, sequences and series to the infinite, and mathematical induction. Honors math classes move at a significantly faster pace than the regularly sectioned classes. This class is required of students considering AP Calculus the following year.

## **Statistics • 470 • Year Long**

*Prerequisites: Math 4 or Honors Math 4, plus department recommendation*

Statistics is an activity-based course that introduces students to the fundamental concepts and techniques employed when working with data. The course exposes students to four broad conceptual themes: exploring data, collecting data, probability, and testing hypotheses using statistical inference. The TI-84 graphing calculator will be an important tool for modeling and analyzing data sets.

## **AP Calculus • 460 • Year Long**

*Prerequisite: Honors Math 4*

This is a standard year-long course that presents the introductory topics of differential and integral calculus. It follows the syllabus prescribed by the Advanced Placement Board. Please Note: All students enrolled in this course are required to take the AP exam in the spring.

## **AP Computer Science • 475 • Year Long**

This upper-level course, a year-long sequence of term courses designed primarily for juniors and seniors, is rigorous and includes a significant amount of work. Each week, students are expected to complete a programming assignment in addition to their daily homework. AP Computer Science will be taught as a mastery course, which means that students will be able to work at their own pace and take tests and hand in programming assignments to assess whether they can move to the next level.



### **Computer Science 1: Programming • 471 • Year Long**

This course is an introduction to computer science and computer programming using the language of Java. After students are introduced to the fundamental concepts of object-oriented programming, they go on to study how to produce well-written algorithms.

### **Computer Science 2: Advanced Programming • 472 • Year Long**

*Prerequisite: Computer Science 1*

This course is the next step after the fall term elective. It focuses on data structures, algorithms, and more advanced concepts of object-oriented programming.

### **Computer Science 3: Advanced Object-Oriented Programming • 472 • Year Long**

*Prerequisite: Computer Science 1 and Computer Science 2*

This course is the next step after the winter term elective. It focuses on using more advanced data structures and algorithms and emphasizes some of the more advanced concepts of object-oriented programming.

# Ninth Grade Program (NGP)

The Ninth Grade Program (NGP) is the first of many opportunities for Lawrence Academy students to see themselves as capable of thinking for themselves and, ultimately, responsible for their own learning while being invested in the success of others. Central to the NGP are the intellectual skills that are essential for academic success and lifelong learning: reading, writing, reasoning/creativity, speaking/listening, and study/organization. The importance of mastering the NGP skills informs ongoing curriculum development inside the NGP.

Just as important as the NGP's rigorous development of intellect is the program's emphasis on teaching students how to open themselves up to the perspectives of others and develop a healthy capacity for working cooperatively. In the NGP, students are supported in becoming more conscious of who they are as learners. Like all faculty at Lawrence Academy, NGP teachers coach students to learn from others how to think for themselves, remain open to possibilities, take constructive risks, explore options, and make discoveries.

## Structure

Students are taught by a team of four teachers: one from the arts, one from science, one from English, and one from history. NGP classes focus on teaching the skills using content material from the various disciplines in an interdisciplinary approach, thus encouraging students to make connections and draw on shared experiences. The NGP offers a new approach to interdisciplinary learning by proposing that skills unite the disciplines. Students learn that the best scientists are as creative as artists; the best artists are as analytic as historians; and the best historians are as articulate as writers.

## Overview

In the NGP, students learn to think for themselves in science, history, the arts, and English — and to see that success in each discipline requires mastering a common set of skills. From the very first classes, teachers help prepare students, one skill at a time, to design and complete a mastery project on a topic of their choice. The NGP is all about students both learning how to walk on their own intellectual legs and then better knowing where they want to go. The team of teachers focuses throughout the year on developing skills in five areas within a carefully integrated and rigorous curriculum: reading, writing, reasoning and creativity, listening and speaking, and organizing. Participating in seminars means that students learn how to direct class discussions with their own questions — the kind of participation that teaches them, over time, how to support conclusions with evidence. By the time their mastery project comes around, they have the confidence necessary to share their understanding and development with the whole community.

## Ninth Grade Arts Program • 100 • Year Long

*Required of all ninth graders*

In conjunction with the English, history, and science programs, students will receive a foundation in the skills associated with creativity and artistic expression. Students will develop their ability to respect the creative space of the classroom; to experience the creative process of making art; to take risks with their thoughts, feelings, and ideas; to develop their artistic voice; to understand and appreciate the uniqueness of their own work and respect the work of others; to explore playfully and spontaneously through different mediums; and to observe works of art closely and be able to respond to them critically and articulately. Students will leave the program prepared for meaningful and disciplined study in any of the arts — dance, music, theatre, and visual arts.

## Ninth Grade English Program • 201 • Year Long

*Required of all ninth graders*

In conjunction with the arts, history, and science programs, the English program in the NGP focuses on developing the students' understanding of themselves as readers and writers by asking them to read literature in three genres — short story, poem, and novel — and create interpretations that pay close attention to the text, using evidence to support their reasoning in inferences and conclusions and using fundamental literary terms and devices. Students express their ideas by speaking and



listening in seminars and presentations as well as by writing in analytical essays, personal essays, poetry, and stories. A preliminary study of formal matters in writing (including vocabulary, grammar, usage, mechanics, and style), is included in all NGP classes.

### **Ninth Grade History Program • 603 • Year Long**

*Required of all ninth graders*

In conjunction with the English, science, and arts programs, the history program in the NGP will emphasize fundamental history and social science skills: using the library, researching and gathering evidence, and using evidence to support inferences and conclusions. Using both primary and secondary documents, there will be an emphasis on reading to identify and comprehend main and subordinate ideas and to summarize the ideas in the students' own words. Writing skills will include the formulation of a thesis; the ability to organize, select, and relate ideas and to outline and develop them in coherent paragraphs; and the ability to take meaningful and accurate notes from class discussions and reading assignments. Reasoning skills will include the ability to analyze and synthesize and the ability to draw reasonable conclusions from information found in various sources. Special emphasis will be given to helping students navigate various types of information and distinguish what comprises a valid and appropriate resource.

### **Ninth Grade Science Program • 500 • Year Long**

*Required of all ninth graders*

In conjunction with the English, history, and arts programs, students will improve their skills in reading, writing, and reasoning in science. Consequently, the process of scientific inquiry, laboratory skills, the collection and treatment of data, and the creative solutions to problems are integral to the program. Students will learn to identify problems and formulate hypotheses and to propose and evaluate ways to test them. They will develop their skills of observation and learn how to use appropriate methods and tools for gathering information. They will also learn to organize and interpret data in order to make generalizations and predictions and to design and carry out experiments. Students will emerge from the program with a foundation of skills and knowledge in conceptual physics.

# Science

The Lawrence Academy science department offers students courses and activities designed to allow them to interact with science as a discipline; experience empirical inquiry as a method of investigation and a way of knowing; and become informed about the ways in which science affects their lives. Emphasis is placed on the process of science so that students can discover and interpret scientific knowledge; develop positive attitudes and interests related to science and scientists; and recognize that these behaviors can be applied in making decisions in an age influenced by science and technology. Our goal, in addition to the acquisition of information, is for students to become scientifically literate. They should learn to ask questions like “What is the evidence?” “How do we know?” and “How do we find out?”

As a result, LA’s science teachers stress understanding over memorization and depth over breadth. Because they are driven, like their most successful students, by their passionate interest in science, they offer a range of courses in which students are able to explore many areas of science. All science courses include a lab-based component. Requirements for graduation include biology and chemistry and, for freshmen, the Ninth Grade Program. The honors sequence meets the needs of strong science students.

## **Ninth Grade Science Program • 500 • Year Long**

*Required of all ninth graders*

In conjunction with the English, history, and arts programs, students will improve their skills in reading, writing, and reasoning in science. Consequently, the process of scientific inquiry, laboratory skills, the collection and treatment of data, and the creative solutions to problems are integral to the program. Students will learn to identify problems and formulate hypotheses and to propose and evaluate ways to test them. They will develop their skills of observation and learn how to use appropriate methods and tools for gathering information. They will also learn to organize and interpret data in order to make generalizations and predictions and to design and carry out experiments. Students will emerge from the program with a foundation of skills and knowledge in conceptual physics.

## **Chemistry • 503 • Year Long**

In this first-year chemistry course, students examine atomic structure and the organization of the periodic table of elements; formulas of compounds; types of reactions and their equations; and chemical behaviors of substances within various systems. Basic principles of chemistry will be explored through topics within the fields of environmental chemistry, nuclear chemistry, organic chemistry, and biochemistry. Students continue to build on their analytical and problem-solving skills while working on concepts with observable phenomena in the laboratory.

## **Honors Chemistry • 504 • Year Long**

*Prerequisite: Department recommendation*

This first-year chemistry course is offered for students with previous records of high achievement in science and math and who are likely to pursue advanced work in the sciences. The topics covered in this class will be similar to those covered in Chemistry, but students will learn them in greater detail and depth. The pace of this course will be accelerated, and students will be asked to construct their own understandings of chemical concepts. Laboratory experiences will be a major part of this course as students develop strong problem-solving skills.

## **Biology • 501 • Year Long**

*Prerequisite: Chemistry or department permission*

Biology is designed to help students understand the human body and the living world. Students will explore the diversity of life, cell theory, evolution, genetics, ecology, and human biology. A background in chemistry will provide the foundation for a greater understanding of all areas of biology, including genetics, cell structure and function, physiology, and ecology. The lab

experience will be a critical component of this course. Labs are designed not only to reinforce lecture material with hands-on activities but also to challenge students to think and act like scientists. Making careful observations and recording data are stressed. In addition to performing demonstration labs, students will be required to design and carry out original experiments and write formal lab reports.

### **Honors Biology • 502 • Year Long**

*Prerequisite: Chemistry and department recommendation*

This course is offered as the biology component in the honors science sequence; the honors chemistry prerequisite enables the course to take a more biochemical and molecular approach to the science of biology. The topics covered in this class will be similar to those covered in Biology, but students will learn them in greater detail and depth. Writing and thinking skills are a significant part of students' evaluations. Much of the laboratory work involves open-ended experiences followed by formal lab reports.

### **Physics • 506 • Year Long**

*Prerequisite: Chemistry and Biology; co-requisite: Math 3.*

This course is offered to those students who are looking for exposure to the basic laws of physics. The laws of physics will be explored in the laboratory and discussed in the classroom. In addition, computer labs and simulations will be used throughout the course. Students will set up and solve problems using algebra and basic trigonometry. Subject areas to be covered include kinematics, force, work, energy, electricity, waves, and sound.

### **Honors Physics • 507 • Year Long**

*Prerequisite: Chemistry, Biology, Math 3 and department recommendation*

This physics course is offered to those students who are looking for a foundation in physics that may lead to more advanced college work in science, engineering, or technology. The laws of physics will be introduced in the laboratory and through the use of computer technology. The topics covered in this class will be similar to those covered in Physics, but students will learn them in greater detail and depth, with an advanced use of mathematical problem-solving.

### **Environmental Science • 509 • Year Long**

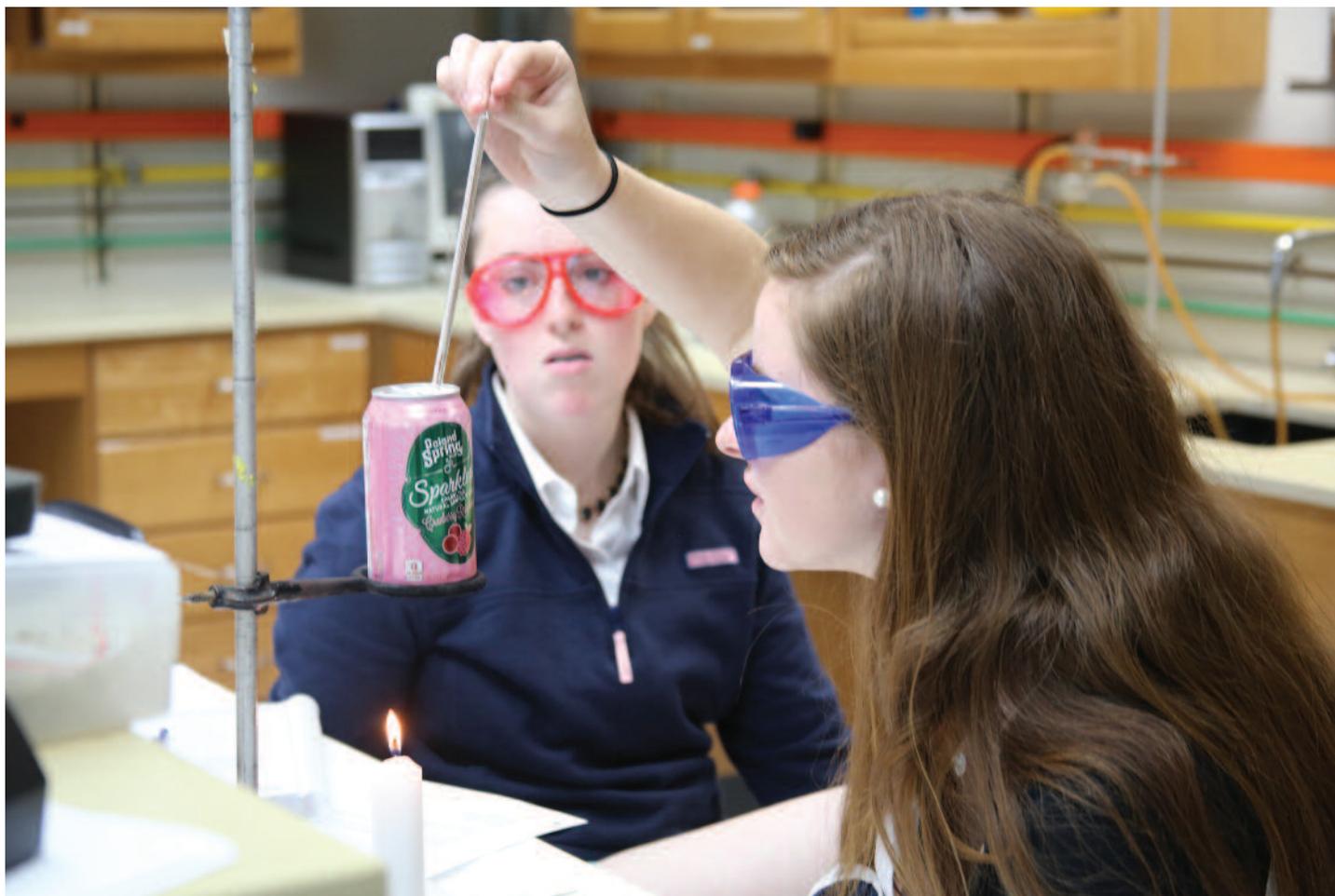
*Prerequisites: Chemistry and Biology*

This year-long course will take a project-based approach to environmental science. Students will spend considerable time in the lab and in the field, collecting and analyzing data to better understand environmental problems, and they will be expected to use scientific methodology to evaluate multiple solutions to those environmental problems. Topics investigated will include ecology, geology, climate change, pollution, and other current issues. Students should expect frequent reading assignments and to participate actively in discussions of current topics in the field of environmental science.

### **Honors Environmental Science • 510 • Year Long**

*Prerequisites: Chemistry, Biology and department recommendation*

Students in this college-level, interdisciplinary science course will use scientific principles, content, and methodologies to study the interrelationships of the natural world and learn to identify and analyze environmental problems. Critical-thinking skills will be applied to evaluate risks associated with these problems and examine alternative solutions for resolution and prevention of such problems.



### **Anatomy and Physiology • 505 • Year Long**

*Prerequisite: Chemistry and Biology*

This course focuses on the anatomy and physiology of the human body from the microscopic up to the macroscopic level. Through laboratory exercises centered on human organ structure and function; dissections of fresh and preserved organisms, including the cat; and projects and case studies of human physiology, students will learn how the human body is assembled and operates. Students will design their own experiments and research diseases, treatments, current breakthroughs, and controversies based on the organ systems they study. This will be a rigorous course, and it is designed for motivated, independent learners who are interested in pursuing college majors in the health sciences, including medicine, nursing, physical therapy, and athletic training.

### **Marine Science • 508 • Year Long**

*Prerequisite: Chemistry and Biology*

Marine Science is a year-long course that consists of Oceanography in the fall term, Marine Biology in the winter term and Projects in Marine Science in the spring term. Students enrolled in the year-long Marine Science course must take all three terms for a full-year credit. Students wishing to take only one or two of the terms should enroll in those individual term courses. Please Note: Projects in Marine Science can only be taken if a student has completed either Oceanography or Marine Biology.

## **Oceanography • 519 • Fall Term**

*Prerequisite: Chemistry and Biology*

Oceanography is the study of the physical nature and movement of the ocean. From waves and currents to tides and tsunamis, this course will introduce students to how our ocean has significant and lasting impacts on our shores, our weather, and our livelihoods. Through lab exercises and class discussions, students will gain insights into ocean basin geophysics, circulation, marine chemistry, and patterns of productivity in the world's oceans. This rigorous course will expose students to current research and new directions in marine science, and how the oceans play an important role in climate change.

## **Marine Biology • 520 • Winter Term**

*Prerequisite: Chemistry and Biology*

All life on Earth relies on life in the ocean. Creatures ranging in size from microscopic plankton to humpback whales and giant squid will be explored in this course focusing on life in the sea. Students will gain insight into the diversity, ecology, and adaptations of marine organisms, and into the habitats of the oceans. The course will be taught through laboratory experiments and live observations, activities, projects, discussions, and field work.

## **Projects in Marine Science • 521 • Spring Term**

*Prerequisite: Either Oceanography or Marine Biology*

As a follow-up to the concepts explored in Oceanography and Marine Biology, this term-long course will allow students to investigate a major topic of their choice. Students will research many of the current issues in the marine sciences, such as climate change, fishery sustainability, and ocean acidification, and choose a specific area for further exploration. Projects will take on various forms, such as interviews with scientists, field visits, peer-reviewed research articles, and advocacy campaigns through a variety of media. As a required aspect of this course, students will present their work to the community.

## **Ecology, Evolution, and Animal Behavior • 525 • Year Long**

*Prerequisites: Chemistry and Biology*

Ecology, Evolution and Animal Behavior is a year-long course that consists of Ecology in the fall term, Evolution in the winter term and Animal Behavior in the spring term. Students enrolled in the year-long Ecology, Evolution, and Animal Behavior course must take all three terms to receive full-year credit. Students wishing to take only one or two of the terms should enroll in those individual term courses.

## **Evolution • 515 • Fall Term**

*Prerequisite: Chemistry and Biology*

This course stresses the relevance of evolution to all of biology and to real-world problems. The discussion of evolution as a collection of facts and as an ongoing research effort with the goal of understanding it as an observable process, especially as it relates to modern medicine and the treatment of disease, will be the focus of the course. Emphasis is placed on the theoretical underpinnings of modern evolutionary biology (mutation, selection, migration, and drift) that produce evolutionary change. Additionally, students are introduced to a variety of analytical and technical skills used for studying evolution. Topics covered include population genetics, the theory of evolution by natural selection, concepts of fitness and adaptation, genetic and developmental bases of evolutionary change, modes of speciation, molecular evolution, macro-evolutionary trends in evolution, the origins of life, and extinction, among others. Exposure to the tremendous diversity within this discipline will illustrate why evolution is viewed as the central unifying theme of biology.



## Steve Engstrom, *Science Teacher*

Much to the delight of Steve Engstrom, who joined the LA faculty in the fall of 2012, the school's Cow Pond — and virtually everything in it — serves as a perfect resource for his science elective class, Limnology\*. The study of bodies of freshwater is particularly exciting for Engstrom, as he has the opportunity to share his passion for the topic, which was also a focus of his college studies.

The idea of the Limnology elective, Engstrom explains, “is to get outside, learn about the techniques of sampling, make comparisons between lakes and apply what you’ve been learning in the textbook and in class.”

As he notes, most students coming into his class have previously completed courses in biology and chemistry.

“There’s a lot of chemistry involved, there’s some physics, and there’s quite a bit of biology — we’ve incorporated all of it,” Engstrom says. “They benefit from their experiences in chemistry class, for example, because they’ve learned about pH and temperature — and now, in Limnology, they’re applying that knowledge.”

Focusing on the science, Limnology students sample several area lakes. To put their work in context, however, they also meet with local advocates for those lakes, gaining insight into the impact of development and pollution, as well as the challenges of affecting change. And, when the class is completed, they share their scientific data with those interested parties.

“I think the students need to appreciate that their information is going to be used by somebody else, and that it may help them make better decisions about the lake in the future,” Engstrom says. “I see the true value in the class — in what we are doing — in that example.”

While the distribution of electives among the science faculty varies each year, Engstrom also currently teaches two year-long biology classes and one elective each trimester: Limnology, Marine Biology, and Botany\*.

“Having courses like this at LA is one of the reasons why I really like working here,” Engstrom says. “It is something that drew me to come here.”

\* Not offered in 2015-2016. Elective courses change from year to year.

## **Ecology • 514 • Winter Term**

*Prerequisite: Chemistry and Biology*

Ecology is the study of the interactions between organisms and their environment. This course will serve as an introduction to ecological concepts and their applications, both abiotic and biological. In addition to discussing ecological concepts, the class will look at an overview of local and global environmental issues and examine individual, group, and governmental activities that are important for protecting natural ecosystems. Students will focus on the comparison of different ecological communities and ecosystems and learn methods of sampling and analysis. The laboratory will consist of field excursions and exercises related to the field experience and ecological techniques.

## **Animal Behavior • 516 • Spring Term**

*Prerequisite: Chemistry and Biology*

This term-long course is an introduction to the field of animal behavior. Basic principles derived from evolution, ecology, and development will be discussed, and these principles will be used to explain how and why animals behave as they do in particular situations. The course will focus on many important biological activities, such as foraging, communication, migration, predator-prey interactions, mating, and parental care. These concepts will be presented through various discussions, laboratory activities, and possibly field trips.

## **Natural Disasters and Catastrophes • 512 • Fall Term**

*Prerequisite: Chemistry*

This course will be divided into three units: earthquakes, volcanism, and weather. Each unit will cover the geological and physical processes behind these natural disasters, as well as our ability to predict and manage them. Students enrolled in this course will have the opportunity to gain an understanding of the mechanisms behind these disasters through the lens of geology, as well as an exposure to the tools available for detection and mitigation.

## **Geology • 511 • Winter Term**

*Prerequisite: Chemistry*

The goal of this term-long course is to study and understand the basic composition and structure of the earth. Topics investigated will include rocks and minerals, plate tectonics, weathering and erosion, volcanoes, and earthquakes. By the end of the course, students should be able to identify different geologic features and have an understanding of the processes that formed them. This course will be taught through lab-based exercises, hands-on activities, and field work.

## **Ornithology • 513 • Spring Term**

*Prerequisite: Chemistry and Biology*

Students will learn what birds teach us about some of the most important ideas of modern biology, especially in the areas of behavior, ecology, and evolution. They will study bird anatomy, evolution, and behavior. As the term progresses, the focus will move to the study of birds in the field. Students will learn to identify common birds in the field by sight and sound. Each student will become the class expert on a particular species. Students should be prepared to go into the field frequently.

# notes

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