

RECOGNIZE • INSPIRE • SUPPORT • EMPOWER



2024/2025 Academic Course Guide



Lawrence Academy
Groton, Massachusetts

Our Mission

Lawrence Academy recognizes you for who you are, inspires you to take responsibility for who you want to become, supports you as you learn, and empowers you to take action for the greater good.

Our Vision

A transformative education arises from a just community grounded in diversity, equity, inclusion, and belonging.

Our Practice

RISE expresses our commitment to ...

Recognize the distinctive qualities of each student and provide opportunities for growth;

Inspire intellectual curiosity, commitment to learning and knowledge, and student leadership;

Support students through teaching practices focused on who they are, how they learn, and what they experience socially and emotionally;

Empower students to exercise their strengths, elevate others, and contribute to the world.

Lawrence Academy Diploma Requirements

English	Complete a year of English for every year at Lawrence Academy.
Math	Complete Algebra II and Trigonometry.
Science	Incoming 9th grade students: Complete physics, chemistry, and biology. Students entering after the 9th grade: Complete chemistry and biology.
History	Incoming 9th grade students: Complete three years, one of which must be U.S. History. Students entering after the 9th grade: Complete two years, one of which must be U.S. History.
Foreign Language	Complete two consecutive levels of any one language (Chinese, French, Spanish, or Latin), regardless of the level at which the student begins their ninth grade year. Non-native English speakers may not use courses taken in their native language to satisfy their foreign language requirement.
Art	Incoming 9th grade students: Complete two years of art, one of which must be Artistic Expression. Students entering after the 9th grade: Complete the equivalent of one term of art for each year attending Lawrence Academy (i.e., a term course each year they are enrolled).
Winterim	Complete a two-week Winterim for every year at Lawrence Academy.
Community Service	Complete six hours of community service for every year at Lawrence Academy.

A minimum course load is generally five courses. Ninth graders are enrolled in six year-long courses, while sophomores, juniors, and seniors will take five or six courses. Academic Office approval is required to take fewer than five year-long courses or more than six classes in one term.

2024/2025 Academic Course Offerings

English

Students are required to take at least one English course during every term of every year they are enrolled at Lawrence Academy. Ninth, 10th, and 11th graders take year-long, comprehensive courses covering grammar, usage, syntax, literary genres, and the process of composition. Students with an A- average or higher at the end of their 10th and 11th grade years may be recommended for honors courses. Twelfth graders not recommended for honors will be placed in Senior English Seminar. Eleventh and 12th graders may request to take an independent study course in English only in addition to, not in place of, a regularly scheduled English course, and only with department permission.

The Journey • 200

This year-long course focuses on developing students' skills in English through cultivating confidence, fluency, and depth as readers, writers, thinkers, listeners, and speakers. Students develop a strong familiarity with the structure of written analysis and work to interpret each text through close observation of the narrative elements and using tools such as "signposts" to help prompt their critical thinking. In addition, students are challenged to pay close attention to the material and practice using evidence to support their reasoning and draw inferences and conclusions. Students express their ideas by speaking and listening in seminars and writing analytical essays, poetry, and stories. Through a choice novel unit in the winter and choice memoir unit in the spring, students work on strengthening their annotation and discussion skills and developing greater independence and accountability for their studies through working with texts such as *Little Fires Everywhere*, *Every Body Looking*, *Born a Crime*, and *Educated*.

The Individual and Society • 203

In this year-long course, students explore literary texts that lead to a deeper understanding of individual identities and their relationships to society. This course develops students' academic skills in reading, writing, speaking, listening, and thinking, with an emphasis on analysis. Students read a variety of genres, from poetry and short fiction to longer works, both as a class and by choice. Some of the text options have been *Fahrenheit 451*, *Persepolis*, and *Simon vs the Homo Sapiens Agenda*. Students write papers; participate in seminars, projects, and presentations; and focus on literary terms and devices, as well as the mechanics of good writing, reinforcing their self-awareness of learning strengths and areas for growth. The course also looks beyond the self to the world in which we live, revolving around the theme of the individual and society, as it applies to oneself and the experience of others.

English Composition • 205

English Composition is a dynamic year-long course that probes the essence and influence of narrative fiction, guided by questions like: What record does a novel or fictional story create? What impact can a novel have? How does literary theory illuminate these inquiries? In the fall, we delve into the American Dream, critically assessing its accessibility, fairness, and value through works like F. Scott Fitzgerald's *The Great Gatsby* and Colson Whitehead's *The Nickel Boys*. The winter term deepens our exploration with Tim O'Brien's *The Things They Carried*, when students dissect narrative contrasts to uncover underlying truths, enhancing their analytical and creative skills through discussions, analyses, and personal storytelling. Spring focuses on the impact of personal and societal perspectives on literary interpretation, featuring a guided choice reading unit that encourages reflection on the resonance between literature and life. Throughout the course, we strive to reveal and understand the intricate connections among texts, themes, and broader societal issues, aiming to demonstrate how thoughtful analysis and literature can contribute to the greater good.

Honors English Composition • 206

Prerequisite: Students must submit a portfolio and be recommended to this course by their English teacher, have an A- average or higher for their writing, and be deemed capable of the demands of honors work, pace, depth, and volume.

In this year-long course, students explore analytical writing as a form which goes beyond the five-paragraph essay. By reading works of various length, content, and genre, students are given the opportunity to respond to a range of topics and ideas through experimenting with comparative analysis, op-eds, poetry, fiction, and personal essays as a way of demonstrating their understanding of the texts and exercising their own creative voices as thinkers and writers. Students are expected to initiate and sustain discussions in class on a daily basis and in formal seminars, manage texts thoughtfully and thoroughly, and practice the skill of organizing their time to complete significant independent work. Students can anticipate reading two texts per term, as well as engaging with supplemental poetry, interviews, articles, and other texts that support their investigation of meaning in literature.

Senior English Seminar • 240

Senior English Seminar is an innovative course designed around questions drawn from our school's mission: "Who am I now, and who do I want to become?" Utilizing *What Drives Winning* as a foundational text, this class embarks on a journey of self-exploration and literary analysis to help students understand their character and aspirations. In the fall, students engage in introspective activities to identify the character skills they aim to develop. They delve into texts like Elizabeth Chin's "My Life with Things," "The Age of Instagram Face" by Jia Tolentino, and excerpts from "The Uninstagramable Self" by Tara Westover, which prompt reflections on personal identity and public persona in today's digital age. Winter term deepens this exploration through literary characters, applying the principles from *What Drives Winning*. A notable text in this term is *Carrie Soto is Back* by Taylor Jenkins Reid, which serves as a medium for examining complex character dynamics and self-discovery. Spring marks a transition to student-driven learning, where they select their reading materials and design a personalized course of study. This autonomy reinforces the skills honed throughout the year, such as critical thinking, creative written expression, evaluation, and independence, culminating in a comprehensive understanding of self and literature.

Honors Literature • 211

Prerequisite: Students must be recommended to this course by their English teacher, have an A- average or higher in their junior year English class or a B+ average or higher in an honors-level course, and be deemed capable of the demands of honors work, pace, depth, and volume.

This year-long course looks at the most fundamental, but also the most difficult, questions about literature: what is literature, exactly? How does literature help us understand the wider world, and how can literature be an inflection point for change? Students will read literature to engage, understand, and critically analyze the literary genres of the short story, poetry, the novel, and drama and begin to engage with the more advanced cognitive aspects of literature. Literary theory provides the lens through which students will examine what texts from a wide variety of time periods and genres can tell us about the interplay of ideas and discourses operating in the time and place in which the text was written. Students will also have the opportunity to contribute to a literary discourse of their choice by curating their own reading list and developing their own writing project during the spring term.

Honors Writing • 210

Prerequisite: Students must be recommended to this course by their English teacher, have an A- average or higher in their junior year English class or a B+ average or higher in an honors-level course, and be deemed capable of the demands of honors work, pace, depth, and volume.

This course explores the possibilities of the student's writing imagination with an emphasis on rigor, resonance, relevance, routine, and relationships. The course introduces students to the basic tools of poetry, fiction, and non-fiction, and involves daily writing, reading, and analysis. Students participate in workshops, presentations, and discussions, as well as in the writing process. All revisions, comments in workshops and peer reviews, reading responses, and self-reflections receive formative feedback, which serves as support for their final produced work in each unit of study. Submission of these polished drafts receives additional extensive written feedback and a grade. As the year's course of study builds and spirals, students are allowed increasing variety of choice in their approach to expressing their ideas in what will become their own highly individualized writing process.

Math

Lawrence Academy students must complete Algebra II and Trigonometry to graduate. All new students will take a math placement test to determine at which level they'll begin their studies.

At Lawrence Academy, Integrated Algebra and Geometry I, Integrated Algebra and Geometry II, and Algebra II and Trigonometry blend algebra, geometry, and trigonometry skills together to provide students a strong foundation for graphing, analyzing, and manipulating a wide range of functions while working collaboratively to build their knowledge base and follow a predictable learning pattern to enhance the development of topics. Students' work is organized and tracked by standard to help them see their progress and areas for growth.

Integrated Algebra and Geometry I • 418

This year-long course offers a comprehensive exploration of fundamental algebraic and geometric concepts, seamlessly blending the two disciplines to provide a holistic understanding of mathematics. In the algebra component, students will delve into topics such as linear and exponential functions, inequalities, matrices, function notation, transformations, and systems of equations, honing their problem-solving skills and mathematical reasoning abilities. In the geometry segment, students will investigate concepts including similarity, proof, constructions, congruency, and algebraic geometry, enabling them to analyze spatial relationships and apply algebraic techniques to geometric problems.

Integrated Algebra and Geometry II • 419

Prerequisite: Integrated Algebra and Geometry I

Building upon the foundation laid in Integrated Algebra and Geometry I, this year-long course delves deeper into the integration of algebraic and geometric concepts, improving their foundation, going deeper into past material, and linking that past material with new concepts. In the algebra component, students will explore piecewise, absolute value, and quadratic functions, mastering techniques for analyzing and manipulating these functions to solve complex, often real-world, problems. In the geometry segment, students will engage in further exploration of similar triangles, right triangle trigonometry, circles, and conics, allowing them to develop a nuanced understanding of geometric relationships and properties.

Honors Integrated Algebra and Geometry II • 423

Prerequisite: Integrated Algebra and Geometry I; must meet honors criteria and receive department's recommendation.

This year-long course follows mostly the same syllabus as Integrated Algebra and Geometry II, but it covers the topics in more depth. This honors-level course will also cover several topics at the beginning of the Algebra II and Trigonometry course.

Algebra II and Trigonometry • 424

Prerequisite: Integrated Algebra and Geometry II

This year-long course offers a deeper exploration of advanced algebraic and trigonometric concepts, equipping students with the tools necessary for tackling complex mathematical problems. In the trigonometry component, students will delve into trigonometry functions, identities, and modeling, gaining a deep understanding of trigonometric principles and their applications in real-world scenarios. Meanwhile, the algebra segment will cover topics including polynomials, rational functions, logarithmic functions, and inverses, providing students with a further developed mastery of algebraic manipulation and problem-solving techniques.

Honors Algebra II and Trigonometry • 425

Prerequisite: Honors Integrated Algebra and Geometry II with a year-long grade of B or higher, or Integrated Algebra and Geometry II with a year-long grade of A- or higher, and completion of independent summer work. Must meet honors criteria and receive department's recommendation.

This year-long course follows the same syllabus as Algebra II and Trigonometry, going more in depth with some topics such as polynomial theorems, log properties, trigonometric identities, and solving complex trigonometric equations. Students will also cover precalculus topics such as conics, parametric, and polar graphs.

Precalculus • 485

Prerequisite: Algebra II/Trigonometry

This yearlong course is designed to study precalculus topics such as conics, sequences and series, matrices, and additional topics include an introductory level of combinatorics and probability, through conditional probability.

Advanced Precalculus • 487

Prerequisite: Algebra II/Trigonometry with a year-long grade of B+ or higher and the department's recommendation.

This yearlong course is designed to study in depth advanced precalculus topics such as trigonometric identities, sequences, series, limit, and additional topics include combinatorics and probability, through conditional probability, and expected value.

Honors Precalculus • 427

Prerequisite: Honors Algebra II and Trigonometry with year-long grade of B or higher, or Algebra II and Trigonometry with a year-long grade of A-, and the completion of independent summer work. Must meet honors criteria and receive department's recommendation

This year-long course covers in depth more advanced precalculus topics such as polar coordinates, parametric equations, complex numbers, conic sections, and vectors. The winter term covers the finite topics of set theory, combinatorics, and probability; the spring term covers sequences and series to the infinite, mathematical induction, limits, and an introduction to the derivative.

Calculus • 449

Prerequisite: Advanced Precalculus with a year-long grade of B+ or higher and the department's recommendation.

This year-long course presents the topics of both differential and integral calculus, including the four major concepts of calculus — limits, derivatives, definite integrals, and indefinite integrals — as well as indefinite integration and the fundamental theorem of calculus. There is also a strong emphasis placed on graphing techniques. These topics make students use all of the material mastered in prerequisite courses, and a review of necessary algebraic techniques is incorporated into the evaluation of limits, the rules of derivatives, and the study of optimization and related rates problems.

Honors Calculus • 461

Prerequisite: Honors Pre-Calculus with a year-long grade of B or higher. Must meet honors criteria and receive department's recommendation.

This year-long course presents the topics of both differential and integral calculus — rates of change, limits, and derivative and graphing techniques; related rates, max./min. problems and other applications; and proofs of major theorems — which will require students to use all of the material mastered in prerequisite courses.

Honors Multivariable Calculus • 490

Prerequisite: Honors Calculus

Honors Multivariable Calculus takes the concepts learned in single variable calculus and extends them to multiple dimensions. Topics covered include vector algebra; applications of the dot and cross product; equations of lines, planes, and surfaces in space; continuity, differentiation, and integration of vector-valued functions; application of vector-valued functions such as curvature, arc length, speed, velocity, and acceleration; continuity, limits, and derivatives of multivariable functions, tangent planes and normal lines of surfaces; applying double and triple integrals to multivariable functions to find area, volume, surface area. Additional topics as time permits include vector fields; finding curl and divergence of vector fields.

Statistics • 470

Prerequisite: Algebra II/Trig and the department's recommendation.

Statistics is a year-long, 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.

Honors Statistics • 428

Prerequisite: Completion of Algebra II/Trig. with a year-long grade of B+ or higher. Must meet honors criteria and receive department's recommendation

Honors Statistics is a year-long course that encompasses an exploration and understanding of data in the real world. The first half of the course focuses on describing and gathering data, experimental design, and the concept of randomness and probability. The second half of the course investigates inferential statistics with an emphasis on sampling distributions, confidence intervals, and hypothesis testing and the application of these concepts in today's world. The course will incorporate the data analysis capabilities of a TI-84 graphing calculator as well as computer software applications throughout the course.

Computer Science • 488

Prerequisite: Requires departmental recommendation

This upper-level course is an introduction to computer science and computer programming using the programming language Java. This course takes a project-based approach to learning how to program. This means that each week students are expected to complete a programming assignment while integrating the latest concepts that they have learned in class. At first, students are introduced to the fundamental concepts of object-oriented programming. At the same time, they learn how to develop computational thinking techniques in order to develop their problem-solving abilities. Students go on to learn advanced object-oriented programming concepts while learning how to design strategies and methodologies in order to write good computer programs. All the while, students slowly learn how to incorporate advanced data structures into their programs.

Honors Computer Science • 409

Prerequisite: Completion of or enrollment in Precalculus and departmental recommendation

This upper-level course is an introduction to computer science and computer programming using the programming language Java, taught at an increased pace, detail, and depth. This course takes a project-based approach to learning how to program. This means that each week students are expected to complete a programming assignment while integrating the latest concepts that they have learned in class. At first, students are introduced to the fundamental concepts of object-oriented programming. At the same time, they learn how to develop computational thinking techniques in order to develop their problem-solving abilities. Students go on to learn advanced object-oriented programming concepts while learning how to design strategies and methodologies in order to write good computer programs. All the while, students slowly learn how to incorporate advanced data structures into their programs.

Science

Students entering Lawrence Academy in the ninth grade must complete physics, chemistry, and biology in order to graduate. Students entering after the ninth grade must have completed chemistry and biology.

Physics • 517

Required of all ninth graders.

This year-long course gives students exposure to the basic laws of physics, which will be explored in the laboratory and discussed in the classroom; in addition, some computer labs and simulations will be used throughout the course. Students will set up and solve problems and use basic mathematical skills to model ideas and manipulate formulae. Subject areas to be covered include kinematics, force, work, energy, electricity, waves, and sound.

Chemistry • 503

Corequisite: Integrated Algebra and Geometry I

In this year-long course, students examine a number of the basic principles of chemistry through a largely conceptual lens. Topics will include basic dimensional analysis, atomic structure, the periodic table of the elements, ionic bonding and chemical reactions, basic stoichiometry and acids and bases. Laboratory work develops and reinforces students' understanding of concepts with observable phenomena and encourages problem-solving and analytical thinking. This course conveys the excitement, challenges, and importance of understanding chemistry in order to function as a wholly literate citizen in modern society.

Advanced Chemistry • 524

Prerequisite: Integrated Algebra and Geometry I

In this year-long course, students examine a number of basic principles of chemistry, including dimensional analysis, atomic structure, the periodic table of elements, chemical bonding and reactions, stoichiometry, solutions, acids and bases, organic chemistry, and biochemistry. Laboratory work develops and reinforces students' understanding of concepts with observable phenomena and encourages problem-solving and analytical thinking. This course conveys the excitement, challenges, and importance of understanding chemistry in order to function as a wholly literate citizen in modern society.

Honors Chemistry • 504

Prerequisite: Integrated Algebra and Geometry II, an A- average in a previous general science course or a B average in a previous honors science course, and the department's recommendation.

This year-long 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 more numerous than those covered in Chemistry, and students will learn these topics 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 work will be a major part of this course in order to help students develop strong problem-solving and analytical thinking skills.

Biology • 501

Prerequisite: Chemistry.

This year-long course 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. The lab experience will be a critical component of this course and is designed to offer hands-on activities that challenge students to think and act like scientists. Making careful observations and recording data are stressed; in addition, students will be required to design and carry out their own original experiments and write formal lab reports. 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.

Honors Biology • 502

Prerequisite: Chemistry, an A- average in a previous general science course or a B average in a previous honors science course, and the department's recommendation.

This year-long course is offered as the biology component in the honors science sequence; the 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, and much of the laboratory work involves open-ended experiences followed by formal lab reports.

Public Health • 528

Prerequisites: Must have completed or be currently enrolled in Advanced Chemistry or Honors Chemistry

The health and wellbeing of our world has never been more paramount since the rise of COVID-19 as a global pandemic. Public health has shifted from a meaningful field of science to one of essential knowledge that all members of our community must examine and understand for themselves. From investigating the rise of disease spread to understanding the complex nature of health research, students will explore the impact of how different populations experience health concerns. The primary topics of study will be infectious disease pathology, global health interventions, environmental and occupational safety, and public health policy. Each area of research will be studied under the lens and context of the social determinants of health. The health and safety of communities spans far wider than the recent pandemic. Projects and research will be the focus of the course along with interpreting and analyzing scientific data.

Planet Earth: Plate Tectonics, Rocks, and Natural Disasters • 518

Prerequisites: Chemistry

The goal of this year-long course is to study and understand the basic composition and structure of the Earth and apply this knowledge to Earth's processes and natural disasters. The initial topics investigated will include Earth's structure and composition, as well as the theory of plate tectonics, through hands-on activities and field work. The second portion of the course will be devoted to the study of Earth's natural hazards by examining the geological and physical processes behind them, as well as our ability to predict and manage them. Students will have the chance to learn about and research a major volcanic eruption, earthquake, tsunami, and hurricane of their choice; they will be responsible for composing case studies for each of these events and are expected to incorporate their knowledge of the Earth and its processes into their discussions.

Environmental Science • 509

Prerequisite: 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, 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

Prerequisite: Chemistry, Biology, an A- average in a previous general science course or a B average in a previous honors science course, and the department's recommendation

Students in this year-long, 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 the risks associated with these problems and examine alternative solutions for resolution and prevention of such problems. Students will be expected to do substantial independent learning throughout the year, and the course will culminate with an independent research project.

Marine Science • 508

Prerequisite: Chemistry and Biology

This year-long course begins with the study of oceanography, the physical nature, and the movement of the ocean. From waves and currents to tides and tsunamis, students will learn how our ocean has significant and lasting effects on our shores, our weather, and our livelihoods. The study of marine biology — including creatures ranging in size from microscopic plankton to humpback whales and giant squid — will be explored, and students will gain insight into the diversity, ecology, and adaptations of marine organisms, and into the habitats of the oceans. At the end of the year, students will research the current issues in the marine sciences, such as climate change, fishery sustainability, and ocean acidification, and choose a specific area for further explorations. The course will be taught through laboratory experiments and live observations, activities, projects, discussions, and fieldwork.

Honors Marine Science • 521

Prerequisite: Chemistry and Biology, an A- average in a previous general science course or a B average in a previous honors science course, and the department's recommendation.

This rigorous, year-long course begins with the study of oceanography, the physical nature, and the movement of the ocean. Students will use online mapping programs and real-time data portals to model ocean bathymetry, currents, and temperatures and predict patterns such as global circulation and El Nino events. In our study of marine biology students will learn about the diversity of life in the ocean, from plankton, invertebrates and larger animals. We will focus on current issues facing the world's oceans and finish the year with an in-depth independent research project in marine science. Projects will culminate in various forms such as interviews with scientists, field visits, peer-reviewed research articles, or advocacy campaigns through a variety of media. As a required aspect of this course, students will present their work to the community. The course will be taught through laboratory experiments and live observations of our classroom aquarium specimens, activities, projects, discussions, and possibly some fieldwork.

Anatomy and Physiology • 505

Prerequisite: Chemistry and Biology

This year-long 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 mammalian specimens, and the study of diagrams and models, students will learn how the human body is assembled and operates. In this inquiry-based course, students will design their own experiment; research diseases, treatments, and current breakthroughs; examine case studies; and discuss modern-day controversies that arise from the study of medicine and the human body.

Honors Anatomy and Physiology • 523

Prerequisite: Chemistry and Biology, an A- average in a previous general science course or a B average in a previous honors science course, and the department's recommendation.

This year-long, very accelerated course focuses on the anatomy and physiology of the human body, from the microscopic up to the macroscopic level. Students will be required to think independently as well as collaboratively. Through laboratory exercises centered on human organ structure and function, dissections of fresh and preserved mammalian specimens, and the study of diagrams and models, students will learn how the human body is assembled and operates. In this inquiry-based course, students will design their own experiments; research diseases, treatments, and current breakthroughs; examine case studies; and discuss modern-day controversies that arise from the study of medicine and the human body.

Advanced Physics • 506

Prerequisite: Chemistry and Algebra III/Trigonometry

This year-long course is offered to 11th and 12th graders looking for exposure to the basic laws of physics, which will be explored in the laboratory and discussed in the classroom; in addition, computer labs will be used throughout the course. Subject areas to be covered include kinematics, force, work, energy, electricity, waves, and sound. Students will set up and solve problems using algebra and trigonometry, and considerable time will be given to in-depth simulations to allow students to delve into some of these concepts more deeply.

Honors Physics • 507

Prerequisite: Chemistry, Algebra III/Trigonometry, an A- average in a previous general science course or a B average in a previous honors science course, and the department's recommendation

Honors physics is offered to those students who have a previous record of high achievement in math and science and who wish to experience a more in-depth study of physics. Topics in motion and mechanics will be explored in greater detail and with the use of advanced mathematical problem-solving, and electromagnetism will be introduced. Experimental methods with focus on advanced techniques in data acquisition and analysis.

Honors Experimental Chemistry • 526

Prerequisite: Algebra III/Trigonometry, Advanced or Honors Chemistry, an A- average in a previous general science course or a B average in a previous honors science course, and the department's recommendation.

In this year long course students will have the opportunity to build on their foundational knowledge of chemistry and explore more advanced topics in the areas of thermodynamics, kinetics, electrochemistry, and organic chemistry. The course will have a heavy experimental focus with an advanced and in-depth lab component. Students who sign up for this course should be interested in pursuing science and furthering their skills in analytical thinking, scientific reasoning, data/error analysis, and techniques in experimental chemistry.

Honors Research in Astronomy • 529

Prerequisite: Adv Chemistry, Algebra II/Trigonometry, an A- average in a previous general science course or a B average in a previous honors science course, and the department's recommendation. Open to 11th and 12th grade students.

This demanding year-long course in astronomy introduces students to research techniques in contemporary astronomy. Basic astronomical concepts are covered on an as-needed basis, with a strong emphasis on student independence. As a class, we will learn to read original scientific papers, perform data reduction, access astronomical archives, and analyze and manipulate data. Students will learn basic Python programming and the use of Jupyter notebooks.

History

In history, please edit the first sentence to, “Students who enter Lawrence Academy in the ninth grade must complete three years of history courses, one of which must be U.S. History. Students who enter in 10th, 11th, or 12th grade must complete two years of history courses, one of which must be U.S. History.

Human Geography and Cultures • 612

Required of all 9th graders.

This year-long, skills-based course serves as the introduction to the history curriculum at Lawrence Academy. Students will read and process a wide variety of primary source materials to explore social, political, technological, and cultural topics from the past and present. Communication, close reading, analytical writing, and critical reasoning skills are core to the course experience. Students will consider how cultures develop and evolve as well as the relationships between humans and their environments in different times and places of global history. The course aims to help students recognize patterns in the human experience while inspiring their curiosity about the ever-changing world around them.

Conflict and Change in Society • 600

Required of all 10th graders.

This year-long course builds on the skills instructed and cultural topics covered in Global Cultures: Then and Now. As sophomores, students will learn and discuss a number of themes and ideas associated with world history. Using both Western and non-Western topics in a dynamic, interactive, and student-centered approach, students will continue to focus on and develop their academic skills by using content that emphasizes primary source material from key moments and events in world history. Topics include the role of the individual within a society or state, how and why states are formed, and why states cooperate and conflict with one another. Students explore imperialism and colonialism, causes of revolution, genocide, theories of governance, and various forms of government. Additionally, students will look at forms of protest, the rise of Islam, and issues challenging our collection of states around the globe. Research is also an important component to this course, as students continue to do the work of historians at Lawrence Academy.

U.S. History • 601

Prerequisite: Conflict and Change in Society.

This year-long course consists of a series of problems (e.g., the American Revolution, the Civil War, the Great Depression, and 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. Simulations, primary source readings, analytical writing, and research skills will be emphasized in the course.

Honors U.S. History • 606

Prerequisite: Junior standing and the department's recommendation.

Honors U.S. History resembles U.S. History in its problem-based approach. In this year-long course, students will use a variety of sources — mainly primary documents, but also secondary sources, period literature, and films — to examine significant events in our past (e.g., 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 and critically into the sources in order to gain a sophisticated understanding of the American experience.

Issues in American Politics • 617

Open to 11th and 12th graders.

What are the issues and values that shape our American political discourse? Who are the key players that shape the dialogue? The American political landscape has always been somewhat contentious, as key figures in private, public, and political life use their influence to shape the American system and way of being. In the last couple of decades however, the explosion of political spending and information and disinformation on social media has brought political tensions to center stage. How did we get here and what do we need to know if we are to be the informed citizenry that the Founding Fathers knew was so essential to a successful republic? In this course, students will unpack current events in American government and the relevant historical context that informs our current political landscapes. This course is open to 11th and 12th graders and will be offered every other school year when elections are scheduled for that fall (school year '24-25; '26-27; '28-'29 etc.). Introduction to Economics will be offered in rotation with this course (school year '25-26, '27-28, '29-30, etc.).

Gender in America: An Exploration of Media, Psychology and Popular Culture • 607

Open to 11th and 12th graders.

Humans are social animals, and this year-long course will look at human behavior through the lens of sociology and psychology. In this course, students will examine social constructions of our society with its rules, norms, and institutions. The fall term will focus on an introduction to the evolution of media and gender issues. Students will explore media stereotypes in advertising, film, and television; masculinity and femininity; and media literacy. We will try to answer questions such as: How does the media influence who we become? Who controls the message? Who controls the media? In the winter, through the lens of social psychology, students will try to understand “why we do, what we do”: Why do people behave differently within the various groups to which they belong, how do these groups influence our behavior, and what role do gender constructs and the media play in shaping our behavior? The spring term will be focused on deconstructing feminism and toxic masculinity, exploring the constructs around gender roles in adolescents and understanding the many facets of today's hook up culture and its relationship to popular culture. This class will have an emphasis on discussion, analyzing primary sources, journal observations, papers, projects, and experiments..

History in Film • 615

Open to 11th and 12th graders.

Through the History and Film course, students will understand the events that shaped time and involve themselves in critically analyzing films for their cultural bias and interpretation of historical events. Students participate in various activities to develop their knowledge and awareness of history and display growing media literacy. The essential prerequisite for this class is a genuine interest in history and filmmaking. This course is predicated on the understanding that they are the first generation to construct our reality based on electronic images. Movies have become the “fast and easy” way to educate about the past. Ignoring many facts that we base our historical knowledge on film would be irresponsible. This course is designed to educate in film analysis, requiring one to think critically about what they have seen. Students must separate the facts from bias, find erroneous information, and recognize exaggeration. History and Film explore themes and genres in movies that apply to our past and living history.

“There is history that happened, there is history that historians create, and there is history that people believe.”

Honors Terrorism, Extremism, and Radicalism • 605

Prerequisite: U.S. History and the department's recommendation.

The Sept. 11, 2001, terrorist attacks ushered in a new era of American foreign and domestic policy with regard to keeping citizens safe from terrorism at home and abroad. Combatting terror and terrorism moved front and center for every local and national government in the world as radical and extreme groups and individuals, based on a wide array of demographic and political criteria, sponsored significant numbers of terrorist events around the globe. The use of terror by groups and individuals around the world is on the rise, not in decline, but why do these groups resort to this type of violence? Where do they receive their motivation and calling? How do they carry out these missions and choose their targets? Can we predict who might be a "lone wolf" terrorist, and how do individuals become radicalized? This year-long honors course will combine readings, discussions, case studies, and simulations to investigate the current landscape of terror at home and abroad. Students will understand terror, why groups and individuals resort to terror, and how they can carry out these activities.

Honors Seminar: Hidden History • 616

Prerequisite: U.S. History and the department's recommendation.

Traditional history classes often propose simple, straightforward explanations for how and why the world has developed. These stories often leave out individuals, groups, and movements that have been integral to shaping human societies. In Hidden History, students will engage in case-study and research-based approaches to uncover the deeper truths behind the more well-known stories. Among other areas, students will investigate histories of historically marginalized racial, ethnic, and gender groups. This course is designed to prepare students to think critically and independently about the world around them, empowering students to become informed and aware citizens. *This course is open to 12th graders and incoming 11th graders who have already taken US history and meet the requirements for an honors recommendation from the department.*

Foreign Language

Lawrence Academy students are required to complete two consecutive levels of any one foreign language throughout their time at LA, regardless of the level at which they begin. A placement test is required for all students continuing to study a language, but is not needed if the student will be studying the language for the first time.

Chinese

Chinese 1 • 390

This year-long course provides an introduction to the study of Chinese (Mandarin). The aim of the course is to teach students to pronounce and write Pinyin and its intonations, and to understand, read, and write Chinese characters, with a focus on communicative competence and useful conversations. The course also introduces students to cultural and geographic information about the Chinese-speaking world. The language laboratory is an important learning tool throughout the course.

Chinese 2 • 391

Prerequisite: Chinese I

This year-long course aims to further develop the skills established in Chinese I. Basic material is reviewed and expanded upon, enabling students to advance their knowledge of Chinese grammar in the cultural context of daily life in China. Speaking and listening skills continue to be stressed, and writing in Chinese characters is now mandatory. Chinese word processing enables students to read and express themselves in the language.

Chinese 3 • 392

Prerequisite: Chinese II

This year-long course expands and refines students' foundations in Chinese language and culture. New grammar, vocabulary, and characters are introduced, then extensively practiced in class using a wide variety of instructional techniques and material. Continued word processing in Chinese provides students with a useful tool to express themselves with greater ease when preparing written assignments. The development of stronger listening and speaking skills remains a priority.

Honors Chinese 3 • 394

Prerequisite: An A- in Chinese II and the department's recommendation.

Chinese III and Honors Chinese III students are in the same classroom, and Honors Chinese III follows a similar curriculum to Chinese III; however, the year-long course moves at a more accelerated pace. Honors Chinese III students are responsible for more cultural and historical readings and greater content than their Chinese III counterparts, and they must also complete longer assignments, write detailed essays, and answer more questions on each test and quiz. Students in Honors Chinese III are held to a high standard in their class participation and critical thinking.

Chinese 4 • 393

Prerequisite: Chinese III

In this year-long, accelerated course, linguistically strong students are encouraged to hone their reading, writing, word processing, listening, and speaking skills in Chinese. Writing assignments involving both handwriting and typing are given frequently in order to help students communicate constructively and creatively. Previously learned concepts and textbook materials are significantly expanded upon through introductory expository speaking that begins the process of mastering new grammar patterns and creative ways of describing realistic situations, people, character, locations, etc. Varied aspects of Chinese culture and history are used as topics for reading and class discussion.

Honors Chinese 4 • 396

Prerequisite: An A- in Chinese III or a B in Honors Chinese III, and the department's recommendation.

Honors Chinese IV follows a similar curriculum to Chinese IV; however, students in this year-long course should demonstrate stronger conversational skills and more aptitude for the study of Chinese grammar. Additional grammar topics are introduced to further expand students' knowledge. Students will be assigned more readings and required to have a deeper understanding of the content than their Chinese IV counterparts; they must also write, speak, and lead discussions more often in class, and answer more questions on each test. Students in Honors Chinese IV are held to a high standard in their proficiency, interpretive, interpersonal, and presentational skills.

Chinese 5 • 395

Prerequisite: Chinese IV

This year-long course is conducted almost exclusively in Chinese; students are expected and encouraged to express themselves without relying on English. The course relies heavily on authentic materials to supplement textbook content and is designed for students with sufficient Mandarin-speaking proficiency who understand and speak without major grammatical errors about daily life situations and simple sociocultural topics. It aims to further strengthen students' tonal control, expressional intonation, grammatical accuracy, and overall competence in interpersonal, interpretive, and presentational speaking. Assignments require a greater degree of creativity, initiative, and organization that is considerably more complex than those of a standard fifth-year class.

French

French 1 • 301

This year-long course introduces students to the study of French through an immersive setting and a focus on proficiency. 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. Through task-based learning of thematic units, students are exposed to real-life situations and learn to navigate them appropriately. Students are assessed using a combination of The American Council on the Teaching of Foreign Languages (ACTFL) and the Common European Framework of Reference (CECR) standards.

French 2 • 302

Prerequisite: French I

This year-long course expands upon the material of French I. Students will significantly broaden their vocabulary and ability to communicate in various scenarios, and will continue to learn in an immersive setting with a focus on proficiency. At this novice/intermediate level, grammatical structure is analyzed more specifically, though the emphasis remains on inductive learning and the development of oral proficiency. This course stimulates cultural awareness and the development of writing skills. Students further develop their skills using a combination of ACTFL and CECR standards.

French 3 • 303

Prerequisite: French II

In this year-long course, students consolidate and expand on complex points of French grammar while developing their reading ability through a variety of cultural readings, informal dialogues, and short stories. Emphasis is placed on oral and written communication while continuing the immersive environment necessary for learning. Students also further develop their skills using a combination of ACTFL and CECR standards.

Honors French 3 • 308

Prerequisite: An average of B+/A- in French II and the department's recommendation.

Students in this year-long course consolidate and expand on complex points of French grammar while developing their reading ability through a variety of cultural readings, informal dialogues, and short stories. Emphasis is placed on oral and written communication while continuing the immersive environment necessary for learning. Students also further develop their skills using a combination of ACTFL and CECR standards. Honors French III students are assessed using higher levels of proficiency and are required to produce work of a higher standard than their French III counterparts; they are also held to a higher standard in their class participation, critical thinking, and communicative ability.

French 4 • 304

Prerequisite: French III

This year-long course is taught in an immersive environment and focuses on the non-European francophone world. Students begin with an initial review of essential grammatical topics to bridge from an intermediate-high level of language skills toward a solid advanced-low level of skills. Students then dive into exploring trends in popular Francophone culture: During an exploration of various musical, cinematic, and digital media, students will analyze the material for textual, historical, and cultural significance and value. Students strive to converse and express opinions exclusively in French and grow their vocabulary understanding through thematic study and task-based learning, and oral and written communication skills are held to a higher standard of accuracy in order to perfect their output. Students further develop their skills using a combination of ACTFL and CECR standards.

Honors French 4 • 309

Prerequisite: An A- in French III or a B in Honors French III, and the department's recommendation.

This year-long course is taught in the same classroom as French IV: an immersive environment focused on the non-European francophone world. Honors French IV students communicate exclusively in the target language and are expected to enter the course with at least an intermediate-high proficiency level; students are also expected to be motivated to take learning into their own hands. During an exploration of various musical, cinematic, and digital media from the vast francophone world, students will analyze the material for textual, historical, and cultural significance and value. Honors French IV students are held to higher standards than their French IV counterparts and should expect to complete more detailed and thorough work; students should expect extra assignments and differentiated tasks aimed at pushing their skills further than those of the non-honors students. Students further develop their skills using a combination of ACTFL and CECR standards and are assessed in the intermediate-high to advance-low skill range.

French 5 • 305

Prerequisite: French IV

This year-long course explores the French-speaking world through exposure to and analysis of current events as seen through the lens of French media. Students use their language skills to communicate exclusively in the target language, and grammatical topics aimed to refine expression in French are introduced throughout the course. Demonstrated skill in prerequisite courses is necessary for students to enter this course prepared to learn at the advanced proficiency level, as students are expected to be motivated to take learning into their own hands. From seminars to student-lead analysis of course content, the goal of the coursework is to advance expression in and understanding of authentic French through exposure to news, current publications, and recently released literature and film. Through deepening their understanding of current French culture, analyzing relevant historical events, and comparing the French experience with their own, students will leave this course with a strong understanding of the French society and its role in the global experience. Students further develop their skills using a combination of ACTFL and CECR standards.

Honors French 5 • 306

Prerequisite: An A- in French IV or a B in Honors French IV, and the department's recommendation.

This year-long course explores the French-speaking world through exposure to and analysis of current events as seen through the lens of French media. Students communicate exclusively in the target language and are expected to enter the course at an advanced-mid proficiency level or higher and be motivated to take learning into their own hands: From seminars to student-lead analysis of course content, the goal of the coursework is to advance expression in and understanding of authentic French through exposure to news, current publications, and recently released literature and film. Honors French V students are held to higher standards than their French V counterparts and should expect to complete more detailed and thorough work; students should expect extra assignments and differentiated tasks aimed at pushing their skills further than those of the non-honors students. Through deepening their understanding of current French culture, analyzing relevant historical events, and comparing the French experience with their own, students will leave this course with a strong understanding of the French society and its role in the global experience. Students further develop their skills using a combination of ACTFL and CECR standards.

Honors French 6 • 307

Prerequisite: A grade B or higher in Honors French 5 and the department's recommendation.

This rigorous, year-long course requires a passion for French and a willingness to take intellectual and creative risks; it is a fully immersive class aimed at attaining a high level of both oral and written fluency. There will be a specific focus on reading, discussing and writing analytical essays on Francophone literature. Students will read many different stories and create their own story based on the literature they read.

Latin

Latin I • 311

Students in this year-long course 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, while, through the study of Latin derivatives, they 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

Prerequisite: Latin I

Students in this year-long course 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 • 315

Prerequisite: Latin II

Having completed all of the essential grammar in Latin II, students in this year-long course will, for the first time, consistently read great Latin authors. Grammar review is integrated into the analyses of the texts being read: Typically, students will be 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.

Honors Latin III • 314

Prerequisite: A grade of B+ in Latin II and the department's recommendation.

Having completed all of the essential grammar in Latin II, students in this year-long course will, for the first time, consistently read great Latin authors. Grammar review is integrated into the analysis of the texts being read: Typically, students will be 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. .

Latin IV • 310

Prerequisite: Latin III

Students in this year-long course spend the fall and winter terms focusing on one of the most important works in Western literature, Vergil's *Aeneid*. Students work to improve both their sight translation and poetry analysis skills, and learn about modern scholars' interpretations of this epic. The spring term is devoted to translating a new author, ranging from Lucretius to Propertius to Tacitus, so that students may experience a variety of authors from different genres. Students will develop strong analytical and communicative skills, which will allow them to succeed in any college-level course.

Honors Latin IV • 316

Prerequisite: A grade of B+ in Latin III or a B in Honors Latin III, and the department's recommendation.

Students in this year-long course spend the fall and winter terms focusing on one of the most important works in Western literature, Vergil's Aeneid. Students work to improve both their sight translation and poetry analysis skills, and learn about modern scholars' interpretations of this epic. The spring term is devoted to translating a new author, ranging from Lucretius to Propertius to Tacitus, so that students may experience a variety of authors from different genres. Honors students are required to present and develop essays frequently on a variety of topics, ranging from their own translations to scholarly research and publications on the Latin texts studied in class. Students will develop strong analytical and communicative skills, which will allow them to succeed in any college-level course.

Honors Latin V • 320

Students in Honors Latin V will have the opportunity to study a particular theme or topic throughout the course of the academic year. These themes or topics are determined by both the students and the faculty member and may change from term to term. Students at Lawrence Academy have studied topics ranging from the Epicurean philosophy of Lucretius to the Stoic philosophy of Seneca and Marcus Aurelius, the causes of the collapse of the Western Roman Empire, the translation of modern literature into Latin, among many others. A major project is required at the end of each term to demonstrate each student's understanding of the material.

Spanish

Spanish 1 • 331

This year-long 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 oral and listening activities as well as written exercises, and Spanish and Latin American geography and culture are integral parts of this course. The language laboratory, along with other technological resources, plays an important part in the Spanish I curriculum.

Spanish 2 • 332

Prerequisite: Spanish I

An emphasis on speaking and writing continues in the second year of Spanish study. In this year-long course, the focus remains on communicative skills in Spanish, supplemented by practical applications of grammar principles. Students' comprehension levels are tested through active oral, aural, written, reading, and cultural 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 Latin American culture are also an integral part of the course, and the language laboratory is frequently used to enhance students' skills.

Spanish 3 • 333

Prerequisite: Spanish II

This year-long course 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 also used for further development of language skills and cultural appreciation.

Honors Spanish 3 • 338

Prerequisite: An A- in Spanish II and the department's recommendation.

This year-long course follows a similar curriculum to Spanish III; however, it does so at a more accelerated pace. Honors Spanish III students are responsible for more cultural and historical readings and greater content than their Spanish III counterparts; they must also complete longer assignments and practice more in-depth writing, and will be expected to know an extensive amount of material for all assessments. Students in Honors Spanish III are held to a higher standard in their class participation and critical thinking as well.

Spanish 4 • 334

Prerequisite: Spanish III

This year-long course is conducted entirely in Spanish by both the teacher and the students. Students are expected to practice their interpersonal skills in Spanish through full participation in all activities and by making a commitment to speaking Spanish and actively listening in the classroom. The course aims to further develop students' proficiency across the three modes of communication from The American Council on the Teaching of Foreign Languages (ACTFL) standards — interpretive, interpersonal, and presentational — through a variety of drills, presentations, debates, discussions, projects, and grammar reviews. The course begins with a thorough review of previous grammar topics and moves to more advanced concepts, such as the subjunctive mood, both present and past. Students read a variety of authentic selections to advance reading comprehension and analysis skills, explore historical time periods and culture, and compare literary pieces and their style throughout the Hispanic world.

Honors Spanish 4 • 344

Prerequisite: An A- in Spanish III or a B in Honors Spanish III, and the department's recommendation.

Candidates for Honors Spanish IV should demonstrate strong interpersonal skills and be eager to communicate exclusively in the target language using rich, advanced vocabulary and linguistic structures. One of the primary goals of this year-long course is to improve students' proficiency across the three modes of communication from The American Council on the Teaching of Foreign Languages (ACTFL) standards: interpretive, interpersonal, and presentational. Therefore, it is imperative that students entering the course be willing to participate frequently in class discussions, debates, and conversations entirely in Spanish; 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). 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 to explore historical time periods and culture.

Spanish 5 • 335

Prerequisite: Spanish IV and the department's recommendation.

This year-long course is conducted entirely in Spanish, with the goal of advancing 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

Prerequisite: A grade of B or higher in Honors Spanish IV and the department's recommendation.

In this year-long course, all communication is in Spanish, both inside and outside of the classroom, and students will be pushed to attain a high level of both speaking proficiency and reading comprehension. Readings will include short stories and poetry, and a novel; authors may include Isabel Allende, Julio Cortazar, Laura Esquivel, Gabriel Garcia Marquez, Ana Maria Matute, and Pablo Neruda. Students will participate in seminars to discuss the readings, and they will write analytical essays on the literature they have read. Conversations with native speakers will be common in order to boost fluency.

Honors Spanish 6 • 337

Prerequisites: A grade of B or higher in Honors Spanish V and the department's recommendation.

This rigorous, year-long course requires a passion for Spanish and a willingness to take intellectual and creative risks; it is a fully immersive course aimed at attaining a high level of both oral and written fluency. There will be a distinct focus on reading, discussing, and writing analytical essays on Hispanic literature. Students will read many different genres and create their own stories based on the literature they read. The Hispanic authors studied may include Isabel Allende, Julio Cortazar, Laura Esquivel, Gabriel Garcia Marquez, Ana Maria Matute, and Pablo Neruda.

Arts

Students entering Lawrence Academy in the ninth grade must complete two years of art, one of which must be Artistic Expression. Students entering LA after the ninth grade must complete a term-length art course for each year they are enrolled.

Year-Long Courses

Artistic Expression • 101

Required of all ninth graders.

In this year-long course, students will develop a respect for the creative space of the classroom and experience the process of making art in a variety of forms. In an environment safe for taking risks, students will learn to use the creative process to articulate their individual perspectives through visual and performing arts. They will playfully and spontaneously explore elements of design and expression to develop their individual artistic “voice.” Students will observe artwork carefully, making inferences about intention and purpose, growing comfortable with responding critically to the work of others and to having their own work critiqued. Students will explore the use of their individual and collective voices. Ninth graders will leave this course prepared for meaningful and disciplined study in any of the visual and performing arts they may study in the coming years.

Honors Dance I • 122

Prerequisite: Instructor's permission.

This year-long course is designed for students looking for a sustained and rigorous immersion into dance. It consists of a three-pronged approach: skills, choreography, and performance. While we will touch upon all three elements during each term, the emphasis early on will be the 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.

Honors Dance II • 123

Prerequisite: Honors Dance I and instructor's permission.

This year-long course will only be offered to students who excel 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 Digital Media • 017

Prerequisite: A previous course in photography or film and instructor's permission.

This year-long course will focus on building technical skills in photography, film, and other digital mediums. Students will build towards independent work in the Spring Term. Students will observe and critique each other's work with the goal of better understanding the possibilities regarding the impact and intention of their own and others' work.

Honors Lawrence Academy Singers • 031

Prerequisite: Junior or senior standing and instructor's permission.

This year-long course is offered to juniors or seniors who have sung in LA Singers for at least three trimesters and have passed a musical proficiency test. In addition to participating as a full member of the chorus by preparing repertoire and studying methods in sight singing, vocal technique, ensemble building, and expression, Honors LA Singers students serve as leaders 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 Performance Studies • 110

Prerequisite: Basic proficiency on an instrument and permission of the instructor.

Performance Studies is a class for instrumentalists and focuses on the student as a solo and collaborative performer. The course includes playing in small combos in any style, working independently with a private instructor, and performing regularly in class. The objective is to help instrumentalists gain the tools to become more well informed, confident, self-aware, and expressive performing artists. As a class we will also practice the skills of giving useful, critical feedback. In addition to full participation in the course, Honors members may prepare a Junior or Senior Recital and take on leadership roles in the combos.

Honors Theatre Ensemble • 025

Prerequisite: Junior or senior standing and instructor's permission.

This year-long course will build on fundamental skills learned in previous theatre courses or productions and will give students an opportunity for more in-depth study. Students will focus on developing their acting and directing skills as well as techniques for devising original work; they 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 directors, students will deepen the search for their 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 Theatre Ensemble II • 139

Prerequisite: Honors Theatre Ensemble

This year-long course will allow students who have taken Honors Theatre Ensemble to deepen their skills as actors, directors, and producers of theatrical work. Students enrolled in the course will serve as leaders in the class, assisting with the selection of theatrical texts, leading scene analysis, directing scenes, and partnering with other students to adapt, write, or select a one-act play for direction as a fully realized production.

Honors Visual Art I • 131

Prerequisite: Junior or senior standing and instructor's permission.

This year-long course is designed for highly motivated visual art students. 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. Students will also work collaboratively with the other honors-level art classes throughout the year for a multidisciplinary arts experience.

Honors Visual Art II • 132

Prerequisite: Honors Visual Art I, senior standing, and instructor's permission.

This year-long course is designed for students who took Honors Visual Art I as juniors, and its emphasis is on students developing their artistic voices as they set their own goals and build their portfolios. Students are expected to work extensively within their principle medium but are also encouraged to continue to experiment with other media in order to broaden their ranges as visual artists. Instruction is individualized to each student as they work to achieve their goals and develop their artistic voices.

Independent Music Instruction (1/3 credit total)

Ninth graders may participate if their schedule allows.

Please note: Students will be charged the school's usual fee for lessons. Receiving course credit is dependent on the successful completion of all three terms; if the student drops this course prior to completion, no credit will be issued.

This year-long course offers students an individualized learning experience with a private instructor. During one lesson per week, students will develop technique and expression while exploring the repertoire for their instrument. Students are expected to practice a minimum of two hours per week, 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.

Term Courses

All term-length art courses are 1/3 credit, unless otherwise indicated, and open to all 10th, 11th, and 12th graders, unless otherwise indicated.

Performing Arts

Dance

Choreography I • 070

This term-length course 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 also 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.

Choreography II • 047

Prerequisite: Choreography I

This term-length course will follow Choreography I with a deeper immersion into convention, structural, and framework choices made by the director/choreographer. Students will also look at methods of movement invention and the process's connection to our psyche; additionally, they will begin to look at the concepts of elaboration and dramatic arc, beginning with movement and body language analysis.

Introduction to Dance • 120

This term-length course focuses on the physical side of dance. Students will do exercises designed to increase flexibility, strength, and awareness of their bodies in movement. We will move in a variety of physical styles to gain greater confidence with respect to the “delivery” or performance of material.

World of Dance I • 126

This term-length course is designed to introduce students to the complexity and profoundness of dance. We will look at dance from a historical perspective, exploring the anthropological, social, and religious roots of dance. We also 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 movements in the studio and readings on religion, psychology, and anthropology.

World of Dance II • 042

Prerequisite: World of Dance I

This term-length course will follow The World of Dance I with a deeper immersion into the symbolism and imagery of our shared human consciousness. Students will begin to see dance both as protolanguage and psychological expression essential to a fuller understanding of ourselves as individuals and groups.

Music

Lawrence Academy Singers • Fall, Winter, Spring

Note: Lawrence Academy Singers is open to students at all grade levels; may be taken by term or for the full year; and may be repeated as often as desired. Students may also participate for no credit, provided they are free during the block when the class meets.

LA Singers is a chorus for credit, and students do not need prior experience to sing in the chorus. Students 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, and the emphasis will be on ensemble building, expression, and serving the greater good. The ensemble will prepare concerts for the end of each trimester and repertoire for various events on and off campus throughout the year.

Music I: Introduction to Music • 018

This term-length course introduces students to the world of music. By using the fundamentals of music theory and music history, students will become more active listeners and observers. Students will apply these skills by learning basic ukulele, 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 I: Piano Class • 028

This term-length course is intended for beginner piano players with little to no experience reading music. Students will learn to read pitch and rhythm notation, to play the piano with both hands, to read and play chords, and to play in an ensemble. Homework will primarily consist of practicing piano, for which students will have access to the practice rooms.

Music II: Musicianship • 023

Prerequisite: Any Music I course or the Director of Music's approval.

Music II: Musicianship picks up where all Music I courses leave off: at the beginning of tonal harmony. Students in this term-length course will compose and analyze music that uses basic tonal harmony in major and minor keys without modulation. A solid foundation in identifying notes on the staff, reading rhythmic notation, understanding accidentals, and basic proficiency on the piano is expected.

Music II: Songwriting • 010

Prerequisite: Any Music I course or the Director of Music's approval.

This term-length course focuses on the art of songwriting, combining the elements of creative self-expression, lyric writing, notation and lead-sheet, technical proficiency, and collaboration. Live and digital musicians are welcome, as students will create a portfolio of work in varying styles.

Music III: Advanced Musicianship • 024

Prerequisite: Any Music II course or the Director of Music's approval.

This term-length course continues from all Music II courses, beginning with modulation techniques; similar to Music II, a solid foundation in identifying notes on the staff, reading rhythmic notation, understanding tonal harmony, and basic proficiency on the piano is expected. Students will compose and analyze music that uses tonal harmony in major and minor keys with modulation and tonicization; students may also explore the theme and variation technique of composition, write fugues and other counterpoint forms, and interpret their analyses and compositions for performance.

Performance Studies (Fall, Winter, Spring)

Prerequisite: Basic proficiency on an instrument and permission of the instructor.

Performance Studies is a class for instrumentalists and focuses on the student as a solo and collaborative performer. The course includes playing in small combos in any style, working independently with a private instructor, and performing regularly in class. The objective is to help instrumentalists gain the tools to become more well informed, confident, self-aware, and expressive performing artists. As a class we will also practice the skills of giving useful, critical feedback.

Theatre

Acting I • 096

This term-length course begins with basic exercises to hone the actors' tools, beginning with focus, energy, and imagination. As we dive more deeply into the craft of the performer, we learn the importance of goal or intention, obstacles, and playing of tactics. 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 and experimenting with a variety of performance styles. Continued skill development in voice, movement, and improvisation builds a stronger foundation of tools for the actor.

Acting II • 099

Prerequisite: Acting I

This term-length course will allow students who have taken Acting I to further their study of acting through more methodical character development and script analysis. Acting II will ask students to dive into more complex texts and characters and become leaders by example for beginning actors. Acting II students will work independently to study acting theory and ideology and will focus their work on improving action, given circumstances, relaxation, and concentration.

Directing • 050

Students will engage with the Theatre, focusing on directing, analyzing text, and bringing worlds to life. This class will involve the students stepping out of the performance role and focusing on the work a director must do to cast, stage, and produce a play. By reading and staging various plays and scripts, ranging from 10 minutes to full-length, students will answer fundamental questions of blocking and producing, as well as learn strategies and techniques to take their directorial vision to the next level.

Improvisation I • 091

This unpredictable, incredibly fun, and challenging term-length 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, and scene building. The ultimate goal of the work is to hone the students' abilities to be truly alive, playful, and paying attention to the moment they are in, so the value of this work is clearly wide-ranging.

Improvisation II • 092

Prerequisite: Improvisation I

This term-length course will allow students who have taken Improvisation I to further their study of this elusive and challenging discipline while continuing to hone the skills of listening, responding truthfully, and making strong actor choices.

Improvisation II will ask students to dive into more extended narrative situations and become leaders by example for beginning improvisers. The ultimate goal of the work, as in Improvisation I, is to hone students' abilities to be truly alive and playful, paying attention to partners and to the moment they are in, so the value of the work is clearly wide-ranging.

The Art of Communication • 138

This term elective prioritizes strengthening communication skills, including the ability to speak publicly and convey complex ideas, captivate an audience, and improve active listening skills. Today's leaders must have the ability to communicate with clarity, purpose, and authenticity. Using improvisation and storytelling techniques, students will strengthen their formal and informal speech communication skills by examining self, subject, audience, space, and time. Students will also sharpen their listening skills as they offer daily critique, emphasizing the effectiveness of body, face, and voice.

Physical Theatre • 049

Students will learn techniques and concepts that blend the world of theatre and dance creatively and excitingly. Students will explore the acting classroom from the focus of their physicality, layering movement and style onto traditional types of performance. Using techniques such as miming, mask work, kinesthetic motion, and more, students will generate their performance ideas and utilize new conceptions of theatrical movement to create unique stories and scenes.

Visual Arts

Digital Arts

Digital Illustration • 137

This term-length course will explore ways to use drawing, collage, and photography to create art in the digital space. Projects will include GIFs, webcomics, and modified photography as students explore the versatile, ever-evolving world of digital design. They will become familiar with Adobe Illustrator and Photoshop as tools to create works meant to be shared digitally and printed.

Digital Photography I • 093

This is a one term course designed to help you understand the fine art of photography. You will be using a 35mm DSLR supplied by the school to shoot technical, but always aesthetic, projects. Using your computer and the software Lightroom, you will learn to edit your work to be print ready. Field trips to local areas are included to keep subject matter dynamic. The course culminates in a student show.

Digital Photography II • 095

Prerequisite: Digital Photography I.

This term-length course is designed for students who wish to continue in photography and combines local field trips for photo-taking, camera techniques, editing, studio work, and critiques. Building on skills learned in previous classes, students will engage in projects of a more technical and aesthetically challenging nature. The course culminates with an art show.

Film I • 090

This term-length course is a fast-paced introduction to digital filmmaking and Adobe editing software. Students will produce a series of short films both on their own and in groups and explore techniques from each stage of the production process. Students will observe and critique each other's work with the goal of better understanding the possibilities regarding the impact and intention of their own and others' work.

Film II • 089

Prerequisite: Film I or instructor's permission.

This course will dive deeper into the filmmaking process. Students will pursue larger projects based on their personal strengths and interests from Film I.

Studio Arts

Animation • 009

This term-length course is a fast-paced introduction to the animation process and will put an emphasis on key foundational principles of animation such as squash and stretch, ease in and ease out, solid drawing, and more. Students will practice observing their subject in and out of motion and work to understand the unique possibilities of time-based drawing.

Ceramics I • 105

This term-length 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. Peer critiques and individualized attention from the teacher help students develop both technical skills and creative voice.

Ceramics II • 103

Prerequisite: Ceramics I

This term-length course is for students who wish to continue building on the skills they learned in Ceramics I. More advanced hand-building and wheel-throwing techniques will be covered, and students will be encouraged to work independently as they strive to develop style and meaning within their work.

Collaborative Art • 072

The Collaborative Art course focuses on the intersection of creativity, teamwork, and collaboration through art. This studio-based class offers students an opportunity to work together on various collaborative art projects such as murals, sculptures, and installations, while also developing their artistic abilities. Students will learn valuable skills such as brainstorming techniques, project planning, communication strategies, and synthesizing ideas. Throughout the course, students will work in groups to create collaborative pieces, exploring new ideas and techniques while receiving peer feedback and critique to help them develop their skills further. Through this process, students will learn how to support each other and develop skills that will serve them well in both artistic and non-artistic contexts.

Design and Build • 098

This term-long course will take students through the process of developing an idea into a full-size prototype. Both aesthetic and practical concerns will be addressed through a range of traditional and unconventional building materials. Early assignments will be structured to build skills and the second half of the term will be devoted to an independently developed project. Peer critiques and individualized attention from the teacher help students develop both technical skills and creative voice.

Drawing I • 102

The goal of this term-length 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.

Drawing II • 100

Prerequisite: Drawing I

This term-length course will explore a variety of practices to get students outside their comfort areas of drawing and expose them to a variety of techniques and materials, helping each student to develop their individual voice. Students will work on larger-scale drawing to expand their visions; throughout the term, each student will have an independent theme or focus from which to create a series of drawings and generate a body of work. The group will engage in critiques of their work and written reflections of their thinking and expression.

Multimedia • 040

In this term-length course, 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.

Painting I • 104

This term-length 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.

Painting II • 108

Prerequisite: Painting I

This term-length course is designed to continue to refine the color-mixing technique and begin to develop each individual student's unique style of painting. By the end of the term, each student will develop a body of work, which will include multiple pieces showing the evolution of their understanding of color, light, and shadow. Students will also write a comprehensive artist statement about the work they produce, and will have their work displayed at the end-of-term art exhibit.

Printmaking • 177

This term-long course covers a range of printmaking techniques, including mono-printing, linoleum block printing, and screen printing. Students will explore 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.

Independent Learning Opportunities

Independent Study • Fall, Winter, Spring

Students may undertake an independent study in lieu of a regular course, provided that course is not a graduation requirement and that a course with the same topic as the independent study is not already offered. See the *Student Handbook* for more information, and the application procedure.



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