

2026/2027

ACADEMIC COURSE GUIDE



RECOGNIZE.

INSPIRE.

SUPPORT.

EMPOWER.



LAWRENCE
ACADEMY

THE LIGHT SHINES FOR ALL

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.

OUR DIPLOMA REQUIREMENTS

English	Complete a year of English for every year at Lawrence Academy.
Math	Complete Math 3: Precalculus.
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 grade students 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.

REASSESSMENT POLICY FOR IN-CLASS ASSESSMENTS

PURPOSE:

Lawrence Academy is committed to supporting all students and recognizes that sometimes students may need more than one opportunity to show their learning. This policy outlines how reassessment works for in-class assessments. The goal is to promote student learning and growth while maintaining clear, consistent expectations across courses and departments.

Reassessment is an opportunity to demonstrate growth and mastery. It is not intended to replace authentic preparation for the assessment. Students are expected to prepare thoughtfully and proactively seek support when needed for all assessments.

ASSESSMENTS THIS POLICY APPLIES TO:

This reassessment policy applies to in-class sit-down summative assessments, such as tests and writing completed during a scheduled class period.

This policy does not apply to:

- **Long-term assessments** that include feedback as part of the process (for example, research papers, projects, portfolios, or assessments with iterative drafts).
- **Participatory assessments** such as seminars, discussions, oral assessments in language classes, presentations, or performances.
- **End-of-term final assessments** including final exams, final projects, and final presentations during assessment week.

REASSESSMENT ELIGIBILITY AND AVAILABILITY:

Students may request a reassessment if they:

- Earn **below 90%** on their first attempt; or
- Earn **below a 3** in courses using the Math Department mastery grading system.

Standard-level courses: Students are allowed to request reassessments on each assessment in all terms. They are allowed one reattempt per assessment.

Honors-level courses: Students are only allowed one reassessment in term 1. They may not reassess in terms 2 or 3.

HOW REASSESSMENTS ARE SCORED:

On a reassessment, students may earn a score **up to, but not higher than, a 90% or a 3** in the Math Department mastery grading system.

WHAT REASSESSMENT MAY LOOK LIKE:

Reassessment may take different forms, depending on the department and course. It may include:

- A **full retake** of the assessment
- A **partial retake of specific portions** of the assessment focused on specific skills or content
- A structured **corrections assignment**, where students analyze mistakes and show corrected understanding

Departments determine the reassessment format. **The format will be consistent across similar courses and levels within that department** (ex: *All US History Standard classes will use the same reassessment format; All Spanish 3 classes will use the same reassessment format, etc.*).

HONORS-LEVEL COURSES

In Honors-level courses:

- Students are allowed **one reassessment during Term 1**.
- There are **no reassessment opportunities after Term 1**.

Teachers in Honors courses will clearly communicate this structure and discuss what expectations will look like for the rest of the year. These conversations are intended to help students prepare for increasing independence and pace.

In Standard-level courses students are allowed to request reassessments on each assessment in all terms. They are allowed one reattempt per assessment.



2026/2027 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 Sapien 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: Placement is based on performance on the honors assessment and 10th grade teacher recommendation, indicating readiness for the pace, depth, and independence required in honors-level English courses.

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, poetry, fiction, and personal essays as a way of demonstrating their understanding of big ideas and exercising their own voices as critical thinkers and writers. Students are expected to come to class prepared to initiate and sustain daily discussions, participate in formal seminars, and to manage their time well outside of class to complete a significant amount of reading and writing. It is expected that students will be able to manage writing assignments independently, with supplemental support from the teacher during the drafting process, and that they take ownership over their own learning. 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: Placement is based on performance on the honors assessment and 11th grade teacher recommendation, indicating readiness for the pace, depth, and independence required in honors-level English courses. .

Honors Literature is a rigorous and engaging course designed for students who are eager to think deeply about reading, writing, and storytelling. Throughout the year, students grapple with the essential questions: What makes us human? How do authors use literature to explore, reflect on, and question our humanity?

The course is organized around thematic units that guide our inquiry. In the fall, we examine Choices and Consequences, considering how decisions shape identity and morality. In the winter, we turn to Survival and the Human Condition, exploring how individuals endure, adapt, and find meaning in challenging circumstances. In the spring, we investigate Fear and the Unknown, analyzing how literature confronts uncertainty, the supernatural, and the limits of human understanding. Past classes have explored works by authors such as George Orwell, Yaa Gyasi, Edgar Allan Poe, and Joseph Sheridan Le Fanu, to name a few.

Throughout these units, students will engage with and critically analyze a variety of narrative voices, styles, and perspectives as they continue to develop the skills to interpret complex texts, support their ideas with evidence, and engage in meaningful dialogue with their peers. Frequent close reading exercises, discussions and seminars, and longer analytical writing assignments provide the framework for sustained inquiry, critical thinking, and nuanced interpretation.

HONORS WRITING • 210

Prerequisite: Placement is based on performance on the honors assessment and 11th grade teacher recommendation, indicating readiness for the pace, depth, and independence required in honors-level English courses.

This course develops students' ability to write with precision and intention across poetry, fiction, and nonfiction. Students read and discuss a shared set of texts, using close reading and seminar-style conversation to examine how writers build meaning through language, structure, and detail. Through drafting, workshop, and revision, students practice slowing down, noticing carefully, and shaping meaning through concrete detail rather than explanation. Writing moves from observation to scene to story, asking students to trust the reader and develop an intentional, independent writing process.

HONORS ENGLISH SEMINAR: ENGLISH ON THE 7s • 214

Prerequisite: Open to any 12th grade student — no teacher recommendation or written assessment required.

Open to 11th grade students with departmental recommendation. Must be taken as an additional English course.

Students who elect to take this course should do so knowing that they will be held to the standards of an honors course as outlined by the Academic Office. Students should expect to read closely, argue carefully, and revise their thinking. This course rewards intellectual curiosity and persistence over prior honors experience.

This yearlong honors English elective explores four pivotal cultural moments — 1977, 1997, 2017, and 2027 — to examine how literature and media respond to periods of social, political, and technological change. Through close reading of fiction, students will study how narrative voice, structure, symbolism, and point of view reflect the concerns of their time. Literary texts will be paired with film, essays, journalism, fashion, music, and visual media so that students learn to analyze cultural artifacts with the same rigor they bring to literature.

Across the year, students will consider how changing media environments — from broadcast television to social platforms and algorithm-driven culture — shape the stories a society tells about identity, power, and possibility. The course is organized around a single guiding question: who controls the story, and what gets pushed to the edges for that story to hold? Seminar discussion and analytical writing will emphasize evidence-based interpretation, comparative analysis, and the development of clear, sustained arguments. The year culminates in an original cultural criticism essay and live presentation in which students analyze the cultural moment they are living inside.

MATH

Lawrence Academy students must complete Math 3: Precalculus to graduate. All new students will take a math placement test to determine at which level they'll begin their studies.

At Lawrence Academy, Math 1, Math 2, and Math 3: Precalculus blend algebra, geometry, and trigonometry skills together to provide students with 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 learning objectives to help them see their progress and areas for growth.

MATH 1 • 418

Math 1 is a year-long course that introduces students to key concepts in algebra and geometry, laying a strong foundation for future mathematical learning. Students will explore sequences, linear and exponential functions, and deepen their understanding of functions through function notation, domain and range, intervals, and transformations. The course also focuses on solving equations and inequalities, as well as systems of equations and inequalities, promoting strong analytical and problem-solving skills. In the geometry portion, students examine congruence, develop formal proofs using the Pythagorean Theorem, and apply algebraic methods to explore distance and slope. Through this integrated approach, students gain a comprehensive understanding of mathematical relationships and learn to apply their knowledge in both abstract and real-world contexts.

MATH 2 • 419

Prerequisite: Math 1 or departmental recommendation

Math 2 is a year-long course that builds on the foundational skills developed in Math 1, offering students deeper insight into the interconnected nature of algebra and geometry. In the algebra strand, students will explore quadratic, piecewise, and absolute value functions—learning to analyze, graph, and solve these functions in both abstract and real-world contexts. The course also introduces the concept of inverse functions, enhancing students' understanding of function relationships. In the geometry portion, students will apply algebraic techniques to investigate triangle centers, prove relationships using congruent triangles, and explore properties of circles. The course also introduces right triangle trigonometry, providing tools to solve problems involving angles and side lengths. By blending algebraic reasoning with geometric understanding, Math 2 helps students strengthen their problem-solving abilities and deepen their mathematical thinking.

HONORS MATH 2 • 423

Prerequisite: Math 1 and must meet honors criteria

Honors Math 2 is an accelerated, year-long course designed for students who demonstrate strong mathematical proficiency and a desire to engage in more rigorous study. Following the Math 2 curriculum, this course explores quadratic, piecewise, and absolute value functions in greater depth, emphasizing advanced applications and problem-solving strategies. Students will investigate function inverses, geometric proofs involving congruent triangles, triangle centers using coordinate geometry, and key properties of circles. Honors Math 2 extends beyond the standard curriculum by incorporating advanced topics such as the Law of Sines and Law of Cosines, strategies for finding the area of non-right triangles, and a deeper exploration of circles involving dilations and connections to other geometric figures like kites. With a faster pace and an emphasis on critical thinking, this course challenges students to make deeper connections between algebraic and geometric concepts, preparing them for advanced mathematical study.

MATH 3: PRECALCULUS • 424

Prerequisite: Math 2 or departmental recommendation

Math 3 is a year-long course that provides an in-depth study of advanced algebraic, trigonometric, and precalculus concepts, building upon the foundations established in earlier math courses. In the algebra and precalculus strands, students will explore polynomial and rational functions, delve into the properties and applications of logarithmic functions, and deepen their understanding of inverses and function transformations. The trigonometry component focuses on modeling with trigonometric functions, solving real-world problems involving periodic behavior, and mastering trigonometric identities—including double-angle, half-angle, and sum and difference formulas. Students will also apply the Law of Sines and Law of Cosines, as well as use trigonometric methods to find the area of non-right triangles. Through rigorous problem-solving and analysis, Math 3 equips students with the mathematical reasoning and skills essential for success in advanced math courses and beyond.

HONORS MATH 3: PRECALCULUS • 425

Prerequisite: Math 2 and must meet honors criteria

Honors Math 3 is a rigorous, year-long course designed for students seeking a deeper and faster-paced exploration of advanced algebraic and trigonometric concepts. Mostly following the Math 3 curriculum, this course extends students' understanding of polynomial, rational, and logarithmic functions through more complex problems, detailed analysis, and real-world applications. Honors Math 3 also includes a focused study of complex numbers and their role in polynomial equations and function behavior. The trigonometry component challenges students to dive deeper into graphing, modeling, and applying trigonometric functions, while mastering identities such as double-angle, half-angle, and sum/difference formulas. Additional emphasis is placed on solving non-right triangles using the Law of Sines and Law of Cosines, as well as deriving and applying trigonometric area formulas. This honors-level course sharpens students' mathematical reasoning and prepares them for the challenges of pre-calculus, calculus, and beyond.

QUANTITATIVE REASONING • 485

Prerequisite: Math 3 or departmental recommendation

Get ready to uncover the power behind the numbers in this hands-on, yearlong course that shows how math shapes the real world. Quantitative Reasoning dives into real-life scenarios — like personal finance, casino odds, political polling, and viral trends — to help you build a toolkit of essential mathematical skills. Ever wonder how credit card companies make money, or how data can be used to mislead people? Want to know how to win (or at least not lose) at blackjack? Curious about what data really says and how it's used to make decisions?

We'll explore probability, statistics, linear regression, and even the dark art of "how to lie with statistics." You'll learn to collect and analyze real-world data, use statistical software, and build arguments based on evidence — not guesses. Each unit is driven by a big question and a practical challenge, so you're not just learning formulas — you're using math to make sense of the world.

If you're curious, skeptical, and ready to put math to work in surprising and meaningful ways, this course is for you.

CALCULUS 1 • 487

Prerequisite: Math 3 Precalculus or departmental recommendation.

Calculus 1 is a year-long course that bridges the gap between precalculus and college-level calculus, providing students with a strong conceptual and analytical foundation. The course begins by reinforcing and completing key precalculus topics from Math 3, including complex numbers, rational functions, and an introduction to vectors. From there, students move into the study of foundational calculus concepts, starting with limits and continuity, which form the basis for understanding change and motion.

The core of the course focuses on differential calculus. Students will explore the definition of a derivative and apply basic and advanced differentiation techniques, including the constant, sum, difference, power, trigonometric, product, and quotient rules. Emphasis is placed on the chain rule and implicit differentiation, leading into the study of second derivatives and their meaning. Throughout the course, students will apply derivatives to solve real-world and theoretical problems, such as analyzing rates of change, optimizing functions, and modeling motion.

HONORS CALCULUS 1/2 • 427

Prerequisite: Math 3 Precalculus and must meet honors requirements

Honors Calculus 1/2 is an intensive, year-long course designed for advanced mathematics students seeking a deep and accelerated study of both differential and integral calculus. This course covers a full sequence of topics typically found in a first-year college calculus course and lays a strong foundation for further study in mathematics, science, and engineering.

The first portion of the course focuses on limits and continuity, followed by an in-depth study of derivatives, including formal definitions, rules for differentiation (sum, difference, power, product, quotient, and trigonometric), the chain rule, implicit differentiation, and second derivatives. Students will explore a wide range of applications of derivatives, such as curve sketching, optimization, motion, and related rates.

In the second portion, students transition into integral calculus, beginning with the Fundamental Theorem of Calculus and the development of Riemann sums. Topics include indefinite and definite integrals, u-substitution, integration by parts, and trigonometric integration using identities and substitution. Students will apply integrals to problems involving average value of functions, straight-line motion, area between curves, and volume. Volume techniques include solids of revolution using the disc and washer methods, as well as cross-sectional volume with shapes such as squares, rectangles, triangles, and semicircles. Students will practice revolving functions around the x- and y-axes, as well as around other horizontal and vertical lines.

CALCULUS 2 • 489

Prerequisite: Calculus 1

Calculus 2 is a year-long course that builds on the conceptual and analytical foundation developed in Calculus 1, extending students' understanding of calculus to include accumulation, area, and more advanced applications of change. The course begins with a deep exploration of integral calculus, introducing antiderivatives and the definite integral as a way to model accumulation and net change. Students will develop fluency with fundamental integration techniques, including substitution, integration by parts, and the use of tables and patterns.

A central focus of the course is the Fundamental Theorem of Calculus, connecting derivatives and integrals and reinforcing the relationship between rates of change and accumulation. Students will apply integrals to a wide range of problems, including area between curves, volumes of solids (using cross-sections, disk, and washer methods), and real-world contexts such as motion, total change, and average value.

HONORS LINEAR ALGEBRA • 494

Prerequisite: Honors Calculus 1/2

Honors Linear Algebra is an advanced, proof-oriented course designed for students who have successfully completed Calculus and are ready to explore a new branch of mathematics focused on structure, abstraction, and application. The course introduces students to the language and tools of linear algebra while developing their ability to reason mathematically, communicate ideas clearly, and connect concepts across areas of mathematics.

Students will study systems of linear equations and their representation using matrices, including Gaussian elimination and matrix operations. The course then expands to include vector spaces, subspaces, linear independence, span, and basis, emphasizing both computational fluency and conceptual understanding. Students will investigate linear transformations and their matrix representations, exploring how these transformations model real-world processes in areas such as computer graphics, data science, and engineering. Additional topics include determinants, eigenvalues and eigenvectors, and diagonalization, with a focus on interpreting their meaning and applications.

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.

This course is designed as an additional math course for those students who have successfully completed AP Calculus and have an interest in continuing their mathematical studies while in high school.

HONORS STATISTICS • 428

Prerequisite: Math 3 and must meet honors requirements

Honors Statistics is a rigorous, year-long course designed for students who are interested in exploring the role of data and probability in real-world decision-making. This course emphasizes both conceptual understanding and practical application of statistical methods, preparing students for advanced study in statistics and data-driven fields.

The course begins with a focus on one-variable data, teaching students to display, describe, and interpret both categorical and quantitative data. Students will explore normal distributions and progress to two-variable data analysis through linear regression and correlation models. Emphasis is placed on understanding the context of data, identifying patterns, and recognizing variability. Students will learn to design and critique methods of data collection – including sampling, surveys, and experiments – before moving into probability theory, where they will apply rules of probability, explore discrete and continuous random variables, and work with binomial and geometric distributions.

The second half of the course focuses on statistical inference, covering sampling distributions, the Central Limit Theorem, and techniques for constructing confidence intervals and conducting significance tests. Students will perform inference for both categorical and quantitative data, including proportions, means, and linear regression slopes, with an emphasis on two-sample comparisons and real-world applications.

Throughout the course, students will use technology such as the TI-84 graphing calculator and statistical software to analyze data, model distributions, and interpret results. Honors Statistics fosters critical thinking, analytical reasoning, and data literacy – skills that are essential in today's data-driven world.

COMPUTER SCIENCE • 488

This project-based course is an introduction to computer science and computer programming using the programming language Java. 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 Math 3 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: Math 1

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

Corequisite: Math 2

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

Corequisite: Math 2, 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.

GEOSCIENCE: AN EXPLORATION OF PLANET EARTH • 518

Prerequisite: Chemistry

This year-long, lab-based course explores Earth as a dynamic planet shaped by powerful internal forces, surface processes, weather, climate, and human activity. Students will learn geoscience by doing geoscience: conducting laboratory investigations, creating models, analyzing real data, mapping patterns, making observations, and participating in occasional field experiences on campus and in the surrounding region. The course focuses on the science behind plate tectonics, earthquakes, volcanoes, hurricanes, tornadoes, and climate change, with an emphasis on how these processes affect real communities. Through case studies of major global events, including disasters of their own choosing, students will combine scientific data with human stories to investigate how communities prepare for, respond to, and adapt to a changing planet.

ENVIRONMENTAL SCIENCE • 509

Prerequisite: Chemistry

Corequisite: 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. Offered every other year (starting 2026), alternating with Honors Environmental Science.

HONORS ENVIRONMENTAL SCIENCE • 510

Prerequisite: Chemistry

Corequisite: Biology.

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. Offered every other year (starting 2025), alternating with Environmental Science.

MARINE SCIENCE • 508

Prerequisite: Chemistry

Corequisite: 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. Offered every other year (starting 2025), alternating with Honors Marine Science.

HONORS MARINE SCIENCE • 521

Prerequisite: Chemistry

Corequisite: Biology

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. Offered every other year (starting 2026), alternating with Marine Science.

ANATOMY AND PHYSIOLOGY • 505

Prerequisite: Chemistry

Corequisite: 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. Offered every year.

HONORS ANATOMY AND PHYSIOLOGY • 523

Prerequisite: Chemistry

Corequisite: Biology

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. Offered every year.

ADVANCED PHYSICS • 506

Prerequisite: Chemistry and Math 3: Precalculus.

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. Offered every year.

HONORS PHYSICS • 507

Prerequisite: Chemistry, Math 3: Precalculus, 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. Offered every year.

HONORS RESEARCH IN ASTRONOMY • 529

Prerequisite: Advanced Chemistry, Math 3: Precalculus, 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 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. Offered every other year (starting 2025).

HISTORY

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

Open to 11th and 12th graders.

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

Open to 11th and 12th graders with 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.

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 HISTORY SEMINAR: ECONOMICS • 619

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

Honors History Seminar: Economics is a rigorous and fast-paced course that examines how societies produce, distribute, and consume goods and services through both microeconomic and macroeconomic frameworks. Students are expected to work with a high degree of independence as they develop a strong foundation in core concepts such as supply and demand, market equilibrium, production, costs, and firm behavior in competitive markets, with an emphasis on data analysis and economic modeling. The winter term shifts to macroeconomic analysis, where students explore national income and price determination, as well as imperfect markets and market failures, while evaluating how fluctuations in economic activity shape key indicators like gross domestic product, inflation, and unemployment. In the spring, the course focuses on the role of government and financial institutions, including fiscal and monetary policy, financial markets, and environmental economic applications, with particular attention to sustainability and climate-related challenges. Throughout the year, students engage in discussion-based learning, simulations, exams, and project-based assessments that require consistent preparation, intellectual curiosity, and the ability to think critically and communicate complex economic ideas with clarity.

HONORS HISTORY SEMINAR: 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 these activities are carried out.

HONORS HISTORY 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 U.S. history and meet the requirements for an honors recommendation from the department.

HISTORY SEMINAR: ASIAN STUDIES • 614

Prerequisite: Reserved enrollment for 10th grade students.

This full-year course strengthens students' communication skills through the study of language, culture, and society across diverse regions of Asia. Students will explore how cultural values, historical contexts, and social norms shape the way people communicate, interpret meaning, and interact within and across cultures.

Topics may include the arts, belief systems, family structures, education, media, and contemporary social issues. Through a range of texts, visual media, and case studies, students will examine both traditional and modern cultural expressions, with opportunities to make connections across countries and regions.

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. By graduation, Lawrence Academy hopes its students see themselves as global citizens, with open minds and a deepened cultural perspective.

CHINESE

CHINESE 2 • 391

Prerequisite: Chinese 1

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 2

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 2 and the department's recommendation.

Chinese 3 and Honors Chinese 3 students are in the same classroom, and Honors Chinese 3 follows a similar curriculum to Chinese 3; however, the year-long course moves at a more accelerated pace. Honors Chinese 3 students are responsible for more cultural and historical readings and greater content than their Chinese 3 counterparts, and they must also complete longer assignments, write detailed essays, and answer more questions on each test and quiz. Students in Honors Chinese 3 are held to a high standard in their class participation and critical thinking.

CHINESE 4 • 393

Prerequisite: Chinese 3

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 3 or a B in Honors Chinese 3, and the department's recommendation.

Honors Chinese 4 follows a similar curriculum to Chinese 4; 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 4 are held to a high standard in their proficiency, interpretive, interpersonal, and presentational skills.

HONORS CHINESE 5 • 395

Prerequisite: A grade of A- or higher in Chinese 4 or a B in Honors Chinese 4 and the department's recommendation.

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 language and culture. The aim of the course is to provide students with a foundation for communication by learning thematic vocabulary and grammatical structures through listening, speaking, reading, and writing activities. The course also introduces students to cultural and geographic information about the French-speaking world. By the end of the year, the students will communicate using basic language structures and apply structures learned to express themselves in real-life situations in French.

FRENCH 2 • 302

Prerequisite: French 1

This year-long course builds on the material from French 1. 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. The emphasis of the French 2 course is on increasing proficiency in listening, speaking, reading, and writing in French, with the ability to communicate needs and ideas effectively and creatively. By the end of the year, students will have deepened cross-cultural awareness of the French-speaking world and will apply the grammatical and vocabulary structures meaningfully in real-life contexts at the novice high proficiency level.

FRENCH 3 • 303

Prerequisite: French 2

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. The students apply the vocabulary and grammar structures to participate in conversations, read and listen to authentic materials related to Francophone culture. By the end of French 3, students will be able to communicate using the different time frames of present, past, and future based on the intermediate low-level of the ACTFL proficiency guidelines.

HONORS FRENCH 3 • 308

Prerequisite: An average of A in French 2 and the department's recommendation.

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. By the end of Honors French 3, interpretive skills are refined as students are exposed to a variety of authentic listening scenarios and texts that mimic real-world contexts. French-speaking culture and history are studied in greater detail, providing context for communication and discussion around related topics in the target language.

FRENCH 4 • 304

Prerequisite: French 3

This year-long course is conducted entirely in French and is designed to advance proficiency across all skill areas—listening, speaking, reading, and writing. Students explore thematic units in film, art, and literature while developing interpretive, interpersonal, and presentational communication skills through discussions, presentations, debates, projects, and targeted review of grammar topics. The course emphasizes practical application of language skills to promote communication skills aligned with intermediate high proficiency guidelines.

HONORS FRENCH 4 • 309

Prerequisite: An A in French 3 or a B in Honors French 3, and the department's recommendation.

Honors French 4 is a year-long immersion course focused on the non-European francophone world and is taught alongside French 4. Students use French exclusively and are expected to enter with at least intermediate-high proficiency, strong motivation, and independence as learners. Through the study of music, film, and digital media from across the francophone world, students analyze texts for their cultural, historical, and literary significance. Honors students complete more rigorous and in-depth work than their non-honors peers, including additional assignments, differentiated tasks designed to promote fluency in communication with performance targets ranging from intermediate-high to advanced-low level based on the ACTFL and CECR standards.

FRENCH 5 • 305

Prerequisite: French 4

This year-long course is conducted entirely in French, with the goal of advancing proficiency in all skill areas through extensive practice that allows students to hone the communication skills of listening, speaking, reading, and writing skills. Material is presented in thematic units of study: film, art, and literature. Further study of advanced grammar topics is undertaken, and an emphasis is placed on practical applications of grammatical structures.

HONORS FRENCH 5 • 306

Prerequisite: An A in French 4 or a B in Honors French 4, and the department's recommendation.

This year-long course is conducted entirely in French, 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: film, art, and literature. Further study of advanced grammar topics is undertaken, and an emphasis is placed on practical applications of grammatical structures. Honors French 5 students are held to higher standards than their French 5 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.

HONORS FRENCH 6 • 307

Prerequisite: A grade of A in French 5 or a B 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 the study of French phonetics and improving pronunciation; students will simultaneously read and discuss a variety of written works in French including news articles, short stories, and children's books. Students are expected to engage in critical thinking and make connections with the culture to better understand the nuances of the French Language based on the ACTFL Advanced mid to high proficiency guidelines.

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 A- in Latin II and the department's recommendation.

After completing the core grammar in Latin II, students in this year-long course begin consistently reading authentic texts by Roman authors. Grammar review is embedded within the reading process: students analyze and identify unfamiliar grammatical structures and vocabulary, then use that understanding to guide accurate translation. Readings typically include selections from Ovid's *Metamorphoses*, the elegiac poetry of Catullus, and Cicero's philosophical works. Honors Latin III students are held to higher expectations than those in Latin III, with more detailed and in-depth work, additional assignments, and differentiated tasks designed to further develop their analytical and interpretive skills.

LATIN IV • 310

Prerequisite: Latin III

Students in this advanced 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 A- 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 IV students are held to a higher standard than their Latin 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 on the non-honors students.

HONORS LATIN V • 320

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

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 introduces students to the study of Spanish language and culture. The aim of the course is to provide students with a foundation for communication by learning thematic vocabulary and grammatical structures through listening, speaking, reading, and writing activities. The course also introduces students to cultural and geographic information about the Spanish-speaking world. By the end of the year, the students will communicate using basic language structures and apply structures learned to express themselves in real-life situations in Spanish.

SPANISH 2 • 332

Prerequisite: Spanish 1

This year-long course expands upon the material of Spanish 1. 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. The emphasis of the Spanish 2 course is on increasing proficiency in listening, speaking, reading, and writing in Spanish with communicating needs and ideas effectively and creatively. By the end of the year, students will have deepened cross-cultural awareness of the Spanish-speaking world and will apply the grammatical and vocabulary structures at the novice-mid or novice-high level of the language meaningfully in real-life contexts.

SPANISH 3 • 333

Prerequisite: Spanish 2

In this year-long course, students consolidate and expand on complex points of Spanish grammar while developing their reading ability through a variety of cultural readings, informal dialogues, and a class novel. Emphasis is placed on oral and written communication while continuing the immersive environment necessary for learning. The students apply the vocabulary and grammar structures to participate in conversations, read and listen to authentic materials related to Spanish-speaking culture. By the end of Spanish 3, students will be able to communicate using the different time frames of present, past, and future based on the novice-high or intermediate-low level of the ACTFL proficiency guidelines.

HONORS SPANISH 3 • 338

Prerequisite: An A in Spanish 2 and the department's recommendation.

This year-long course follows a similar curriculum to Spanish 3; however, it does so at a more accelerated pace. Honors Spanish 3 students are responsible for more cultural and historical readings and greater content than their Spanish 3 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 3 are held to a higher standard in their class participation and critical thinking as well. By the end of Honors Spanish 3, interpretive skills are refined as students are exposed to a variety of authentic listening scenarios and texts that mimic real world contexts. Spanish-speaking culture and history are studied in greater detail, which provides context for communication and discussion around related topics in the target language.

SPANISH 4 • 334

Prerequisite: Spanish 3

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 – interpretive, interpersonal, and presentational – through a variety of drills, presentations, debates, discussions, projects, and grammar reviews, based on the intermediate high proficiency guidelines. 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 cultural themes, and compare customs of the Spanish-speaking world.

HONORS SPANISH 4 • 344

Prerequisite: An A in Spanish 3 or a B in Honors Spanish 3, and the department's recommendation.

Candidates for Honors Spanish 4 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 – interpretive, interpersonal, and presentational., based on the ACTFL proficiency guidelines at the intermediate high to advanced level. Therefore, it is imperative that students entering the course be willing to participate frequently in class discussions, debates, and conversations entirely in Spanish. 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). At the same time, the course seeks to strengthen reading and writing skills while simultaneously exposing students to a variety of cultural experiences and lessons that explore both historical and contemporary time periods in Spanish-speaking countries. Honors Spanish 4 students are held to higher standards than their Spanish 4 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.

SPANISH 5 • 335

Prerequisite: Spanish 4

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: An A in Spanish 4 or a grade of B or higher in Honors Spanish 4 and the department's recommendation.

This year-long course is conducted entirely in Spanish and is designed to move students from intermediate high to advanced low proficiency, according to ACTFL guidelines. Students read and analyze short stories, poetry, and a novel by authors such as Isabel Allende, Julio Cortázar, Laura Esquivel, Gabriel García Márquez, Ana María Matute, and Pablo Neruda. Through presentations and analytical writing, students develop the ability to sustain conversations, narrate across multiple time frames, and interpret authentic texts. Regular interaction with native speakers further strengthens fluency, as students progress toward extended real-world application of grammar topics and the ability to support and justify their ideas with increasing accuracy and complexity.

HONORS SPANISH 6 • 337

Prerequisite: A grade of A in Spanish 5 or a B in Honors Spanish 5, and the department's recommendation.

This year-long course immerses students in advanced-level Spanish, with instruction conducted primarily in the target language. Students engage in critical analysis of informational and literary texts and participate in discussions and debates aligned with thematic units of study. The curriculum includes the study of major literary movements, such as magical realism and modernism in Latin American literature, alongside exploration of film and current events in the Spanish-speaking world. The advanced Spanish 6 students refine their command of advanced grammatical structures while developing analytical writing and presentational skills through essays and projects on cultural and historical topics. This course emphasizes intellectual curiosity, creative risk-taking, and sustained use of Spanish to achieve a high level of oral and written proficiency, aligned with ACTFL Advanced mid-high guidelines.

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

Honors Dance combines physical conditioning, Modern and Contemporary dance techniques, improvisational dance, and introductory level Modern Dance History. Using these teachings as the backbone for exploration, students will execute both movement compositions created by the instructor and compositions created collaboratively as a class. Throughout the year, Honors students are expected to create solo, duo, and group material through guided prompts. By the end of the year, students should have enough mastery of movement composition to create independently. This class is required to perform in all three end-of-term dance concerts.

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 digital media (photography, film, illustration) and instructor's permission.

This year-long course will focus on building technical skills in one or more digital mediums, as well as building creative critical thinking skills and awareness as an artist. 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

Choreography is open to all levels, from beginner to advanced dancers. This class focuses primarily on expressing thoughts, ideas, and feelings through dance. Students will create both independently and as a group and will be given the opportunity to create their own dance piece on their peers if they are interested. Together, we will discuss different dance composition strategies and aesthetic preferences, with the goal of creating space for each individual to refine their own artistic voice and to make thoughtful and original work. Students will perform the works they have created in the Winter dance concert.

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

Introduction to Dance is open to all levels, from beginner to advanced, and combines physical conditioning, Modern and Contemporary dance techniques, improvisational dance, and some basic Modern Dance History. Each day will consist of different modern and post-modern dance techniques focusing on body awareness, balance, increasing flexibility and overall quality of movement vocabulary. With prompting from the instructor, the group will translate this knowledge through in class prompts to create their own movement phrases, culminating in collaborative choreography to be performed in the Fall dance concert.

PERFORMANCE TECHNIQUES • 126

Open to all levels of dance. Complete beginners and dancers with years of training will find new information in this course. Students will discover why live theater and dance are so important and what makes them unique to the arts. We will watch works from various choreographers' repertoire and discuss the aesthetics that make each style unique. Students will then be tasked with making their own work that mimics and responds to the techniques used by choreographers that inspire them. Students will make solo and group work throughout the class, which will culminate in a performance in the Spring Dance Show.

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.

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 ART • 137

This term-length course will explore graphic design, digital illustration, and comics. Students will learn how to compose an image, tell visually engaging stories, and more. Students will work with Adobe Photoshop along with other digital tools as they learn concepts and practices that will assist them in making interesting works of art, both on and off the screen..

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 an 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.

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

DESIGN AND PRINT • 177

In this course we will learn the fundamentals of two-dimensional design and use them to create original work inspired by specific issues and organizations. A variety of traditional media will be used to build the designs, such as ink and cut paper. We will use silk screening as the primary method of printing, both on paper and fabric, to create posters and clothing to exhibit our work.

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.

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.

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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