

Table of Contents

Superintendent Introduction Letter	4
Curriculum Department.....	5
Commitment Statement	5
Mission Statement	5
Introduction to Program of Studies	6
Instructional Levels	6
Course Description Key.....	7
Specialized Programs	8
Special Education Programming	8
Sheltered English Instruction (SEI) Classes	9
Career and Technical Educational / Vocational Programming	9
Alternative Education Program.....	9
Requirements.....	10
Lynn Public Schools Graduation Requirements.....	10
Early College Pathways	11
LPS Catalog.....	13
Arts (Fine and Performing).....	13
Art Catalog.....	14
Theater Catalog.....	15
Dance Catalog.....	16
Music.....	18
Music Catalog	20
Computer Science	23
Computer Science Catalog.....	24
English Language Arts	27
English Language Arts Catalog	29
English Language Arts Electives Catalog	31
English Language Development	32
English Language Development Catalog.....	33
Physical Education/Health	35
Physical Education Catalog.....	35

History and Social Studies.....	36
History and Social Sciences Catalog	37
History Electives Catalog	39
Mathematics.....	41
Mathematics Catalog	43
Science	47
Science Catalog.....	48
World Languages	52
World Languages Catalog.....	53
Early College.....	58
Early College Catalog.....	59
Appendices	63
Career Vocational Technical Education-Lynn Tech only.....	63
CVTE Embedded Course Catalog.....	64
Technical Programs Catalog	65
Lynn Vocational Technical Institute Admission Policy	84
After Dark Program	85
Marine Corps Junior Reserve Officer Training Corps (MCJROTC) - Lynn English High School Only.....	86
GPA.....	87
MassCore Framework	88
Massachusetts State University Minimum Admission Requirements.....	89
LPS Advanced Placement (AP) Contract.....	90
Educational Proficiency Plans (EPP).....	92
Program of Studies New Courses for SY25.....	93

Superintendent Introduction Letter

LYNN PUBLIC SCHOOLS

James Leo McGuinness Administration Building – 100 Bennett Street, Lynn, MA 01905 Tel. (781) 593-1680



Evonne S. Alvarez, Ed.D.
Superintendent of Schools

Dear Students, Parents / Guardians:

I trust this letter finds you well. As we approach the upcoming academic year, I want to emphasize the critical role that thoughtful subject selection plays in shaping our student's educational journey and future success.

First, the courses chosen during this pivotal time contribute to academic development and lay the foundation for future career paths. Careful consideration of one's strengths, interests, and aspirations is crucial in making informed decisions that align with individual goals and open doors to various opportunities.

Moreover, subject selection is not merely about fulfilling core credit requirements but a strategic investment in personal growth. Diversifying coursework helps students develop a well-rounded skill set, fostering adaptability and resilience. Exposure to various disciplines encourages critical thinking and enhances problem-solving abilities, indispensable skills in today's dynamic and interconnected world.

Furthermore, the decisions made during subject selection influence the overall learning experience and, consequently, the level of engagement and motivation of our students. Tailoring the curriculum to match personal interests fosters enthusiasm, making learning more enjoyable and effective. It is a critical factor in nurturing a lifelong love for learning.

In conclusion, the significance of subject selection extends beyond the classroom; it shapes the trajectory of our students' futures. I encourage parents and students to engage in open discussions, seek guidance, and make informed choices. Together, let us embark on this journey of educational exploration, ensuring that each student's path is academically enriching and personally fulfilling.

Respectfully,

Evonne S. Alvarez, Ed.D.

Superintendent

Curriculum Department

Commitment Statement

"With a focus on collaboration and innovative practices, we champion educational equity, serve diverse student needs, and develop critical thinkers, effective communicators, and lifelong learners. Through dynamic, thoughtfully planned learning experiences, we empower educators to build authentic relationships, foster inclusive environments, and ignite a passion for learning."

The LPS Curriculum & Instruction department commits to providing equitable access to standards-based, culturally responsive, rigorous learning experiences for all students through:

- the implementation of appropriate scaffolds and supports (MTSS)
- high-quality instructional materials
- data-driven decision making
- educator professional development

Mission Statement

We work in partnership with school leaders and families to foster learning environments where students see themselves as intellectual scholars who are college and career bound, life-long learners, and engaged community members.

- Standards aligned high quality, culturally responsive instructional materials to support rigorous learning experiences with appropriate supports and scaffolds.
- Instructional leadership to strengthen and support building leaders and teachers in the implementation of materials and excellent instruction.
- Curriculum adoption, development, resources, and tools that allow equitable access for our most marginalized students.
- Programs and partnerships are designed to enhance student experiences and support unique pathways.
- Effective systems of communication and collaboration.
- Collaboration and calibration on Look Fors for curriculum implementation
- Supervision and evaluation of itinerant positions and district coaches
- Planning, organization, and promotion of district arts and athletic events

Introduction to Program of Studies

Before you start to read the course descriptions and choose your courses for next year, consider the information in this section. In addition to your academic program during the regular school day you may decide to take part in a co-curricular program (clubs, activities, and interscholastic sports) during the afternoon. Before making decisions about your program, consider how you will spend your entire day and commit your time, energy, and interest to the many available opportunities found here in Lynn.

Please note: The description of a course in this Program of Studies indicates the ability of the Lynn Public Schools staff to provide the experience. However, if an inadequate number of students select a specific course, it will not be possible to offer the course. In cases where courses are oversubscribed, priority for enrollment will be given first to seniors, then juniors, then sophomores, and finally freshman students, provided they satisfy course prerequisites. Students who are unable to be enrolled in a course for their first choice will be offered an alternate course.

Given student growth, both in an academic and motivational sense, level placements are reviewed annually by the student's guidance counselor and teachers to ensure that the student has every opportunity to work and achieve at their maximum level.

It is extremely important that the student's senior high school program of studies be planned carefully. Families and students should not hesitate to consult with school principals, guidance counselors, department heads, and teachers for advice and counsel.

Instructional Levels

All courses provide each student with maximum opportunity for achievement commensurate with their ability, performance, and academic goals. Students are encouraged to select a course of study, based upon realistic self-assessment, that is consistent not only with their current academic goals and future aspirations, but also their motivation to succeed and put forth their best effort.

Advanced Placement (AP)	AP enables students to pursue college-level studies while still in high school. Culminating with a rigorous exam, AP provides willing and academically prepared students with the opportunity to earn college credit and/or advanced placement. Students will be expected to sign a contract agreeing to the commitment of: <ul style="list-style-type: none">• Pre-course summer assignments• After school sessions during the school year• Independent reading assignments• Advanced Placement exams in May There are minimum requirements for entrance into Advanced Placement.
Early College (EC)	Early College courses provide willing and academically prepared students with the opportunity to earn college credit through North Shore Community College and Salem State University. Early College classes are taught by professors during the school day. Students who earn a C- or higher will earn college credit from the college providing the course. College credits in this program are transferrable to state colleges and universities through the MassTransfer program. All college courses also count for high school credit at the AP level. Courses are supported on our high school campuses by high school teachers and early college coordinators.
Honors (H)	Honors level courses are designed for the academically talented student who has consistently demonstrated the ability and intrinsic motivation to achieve a high degree of success in a rigorous academic program. This student is also committed to continuing his/her/their formal academic learning in a post-secondary

	institution. Honors programs are available in the following areas: English, Social Studies, Mathematics, Science, and World Languages. Curriculum requirements will include more demanding classroom assignments, longer homework preparations periods, and some independent study. There are minimum requirements for entrance into an honors course.
College (CP)	College level courses are designed for students who have consistently demonstrated the ability and motivation to achieve success in a rigorous academic program. This student is also committed to continuing formal academic learning in a postsecondary institution. Several CP courses are also offered as electives (CPE).

Course Description Key

Name of course: (Grade level, prerequisites, corequisites)			
Course number: This number is used in the registration process to identify the course.	Length of course: Indicates if the course is Full Year or Semester course.	Credits: The number of credits earned for successful completion of the course.	Level: Indicates the curriculum level of the course.
Course description: Brief summary of a course's content, including all the relevant details about the course.			

Specialized Programs

Special Education Programming

Special Education Programs in Lynn are designed to service children between the ages of 3 and 21 who have been identified as having special needs. Individualized Education Programs are created to provide accommodations and/or modifications to allow students to access the general education curriculum. Students may be referred for a special education evaluation by parent/guardian, school personnel, the courts, human service agencies, and physicians. The Special Education services that are provided in an individual or small group setting and inclusionary settings in the schools are as follows:

- Early Childhood Programs
- Vision & Mobility Services
- Specialized Nursing Services
- Speech & Language Therapy
- Support Services – out of school; hospital programs; home tutoring
- Academics-via learning centers, resource rooms, and alternative elementary and secondary school settings
- Services for Hearing Impaired Students
- Occupational Therapy
- Physical Therapy
- May Center, N.S. Consortium, Raw Arts, Northeast ARC
- School Adjustment Counselors
- Adaptive Physical Education
- Behavior Specialists
- School Psychologists

Coach Program 9-12: The COACH program is designed for students with Autism Spectrum Disorder (Level 2/3) who require intensive, specially designed instruction and support to access the curriculum. Students served in the program have needs in multiple areas such as communication, social, behavior and academic. The teaching staff is highly skilled in adolescent development, social interaction, verbal and non-verbal communication, distractibility, sensory integration, and Applied Behavior Analysis.

Life Skills Program 9-12: The Life Skills Program is offered to students in grades 9-12 who have moderate to severe disabilities across various domains (i.e. language, fine motor, gross motor, social and cognitive). The program primarily focuses on functional academics, life skills, vocational and social skills development. Students are taught with a modified curriculum that is aligned to the Massachusetts Curriculum Frameworks.

Post Graduate Programs: LPS provides a continuation of special education services for students on IEPs who are evaluated by school-based teams and subsequently recommended for this programming following graduation from district high schools (**COACH 18-22, Life Skills 18-22 and Fresh Start Program**). The goal of these programs is to strengthen the skills necessary for successful transition to a post-secondary life, such as vocational and career readiness, independent living, community access and navigation, social skills, money management and financial literacy, health and safety, self-management, post-secondary education, and self-determination. All of these skills are determined by a student's team and based off of ongoing transition assessment results. Additionally, this programming facilitates collaboration with state

adult agencies that support students' postsecondary transition planning, such as Massachusetts Rehabilitation Commission (MRC), Department of Developmental Services (DDS), Department of Mental Health (DMH) and Department of Children and Families (DCF).

Sheltered English Instruction (SEI) Classes

English Learner (EL) students receive grade-level content by SEI-endorsed core-academic teachers using SEI knowledge and strategies to support access to the academic content and promote the development of academic English.

Career and Technical Educational / Vocational Programming

Lynn Vocational Technical Institute (LVTI) offers seventeen technical areas that all students explore during part of their freshmen year before choosing a career path of study for the next three years. We offer three licensed trades where students log hours toward licensure while learning in shop. Co-Operative education and internships are also available to juniors and seniors who meet eligibility requirements. Students have the opportunity to transition into the workplace, offering them advanced on-the-job training that often leads to full time employment upon graduation.

Alternative Education Program

Fecteau-Leary High School is a grade 9-12 therapeutic vocational program that supports students' social, emotional, and academic needs through alternative instructional delivery of Mass Core content standards in a personalized setting. Coursework is developed with an intentional lens to support students as they navigate all aspects of their learning toward graduation completion and post-secondary planning. Fecteau-Leary offers additional courses to provide students with opportunities for successful academic experiences.

Requirements

Lynn Public Schools Graduation Requirements

File: IKF

GRADUATION REQUIREMENTS

In order to graduate from high school in the Lynn Public Schools, a student must have earned at least 95 credits and complied with all state accountability requirements. Course requirements are the following:

- Four years of English;
- Four years of Mathematics*;
- Three years of lab-based Science;
- Three years of History/Social Science;
- Two years of World Languages**;
- Physical Education in accordance with Massachusetts General Laws Chapter 71 Section 3 (or any successor statute or regulation); and
- One year of the Arts (which may include Dance, Music, Theatre, and/or Visual Arts)***.

Other requirements may be established by the school administration in relation to the particular program, otherwise the additional credits needed for a graduation may be selected from among elective courses. For the total number of credits required please see the high school program of studies.

Credit for study abroad: Students who are away for a term or year to participate in a student exchange program or otherwise study abroad may receive credits toward high school graduation when (1) study plans are approved by the school administration in advance; and (2) the institution where the study occurred submits a record of the student's work. In these instances, the Principal and student's guidance counselor will evaluate the work and assign credit for it according to standards prevailing in the applicable high school/Lynn Public Schools.

* The requirement for four years of Mathematics shall be effective for students graduating in June 2026. Students graduating in earlier years shall be grandfathered under the former Policy IFK requiring three years of mathematics.

** Students enrolled in Lynn Vocational Technical Institute High School (or any other state-approved career and technical education program of studies) may opt out of World Languages and would still fulfill MassCore as an exception to the foregoing course requirements. The Lynn Public Schools may also waive the World Language requirement for certain Special Education programs for students placed outside of the general education setting. Additionally, at the time of this policy, the Massachusetts Department of Elementary and Secondary Education allows districts to designate students with demonstrated fluency and literacy in language(s) other than English as meeting the MassCore recommendations for World Language. The Superintendent or Designee is empowered to develop a method to provide for this exception to the World Language requirement as an exception to the foregoing course requirements.

*** Students enrolled in Lynn Vocational Technical Institute High School (or any other state-approved career and technical education program of studies) may opt out of the Arts and would still fulfill MassCore as an exception to the foregoing course requirements.

LEGAL REFS.: M.G.L. 69:1D; M.G.L. 71:3; 603 CMR 30:00

Adopted by the Lynn School Committee

February 29, 2024

Early College Pathways

Early College – Healthcare Pathway (SSU)		
10th Grade	11th Grade	12th Grade
Oral Communication for Civic Engagement & Social Justice Social Ethics	Healthcare in the US Foundations of Writing	Global History Since 1900 Health Disparities in the U.S. in the 21st Century

Early College – Education Pathway (SSU)		
10th Grade	11th Grade	12th Grade
Oral Communication for Civic Engagement & Social Justice Social Ethics	Exploring Education Foundations of Writing	Global History Since 1900 Child Growth

Early College – Business Pathway (NSSC)			
9th Grade*	10th Grade	11th Grade	12th Grade
Global Voices-Writing Today I (FDCA only)	Speech Ethics	Composition 1 Introduction to Entrepreneurship	Introduction to Business Principles of Marketing

Early College – Computer Science and Information Technology Pathway (NSSC)			
9th Grade*	10th Grade	11th Grade	12th Grade
Global Voices-Writing Today I (FDCA only)	Speech Ethics	Composition 1 Information Technology, Society and Culture	HTML Programming Logic and Design with Python

*LY615, LY615C Introduction to Computer Science may earn articulated credit at NSCC as CPS100

Early College – Spanish Language Pathway at LEHS and LCHS (NSCC)	
First Year	Second Year
Understanding Higher Ed and Career Pathways Speech	Introduction to Psychology Introduction to Sociology

***Global Voices-Writing Today I**

LY117

Semester

Credits: 5.0

This thematic, multi-genre course features the development of critical thinking, reading, and writing skills on global topics through reading and writing about literature representing a variety of world regions and viewpoints. In addition to selections of fiction and non-fiction, students will independently research world news media. Writing assignments will build strengths in expository, descriptive, persuasive, and narrative writing. In addition to required texts, independent reading, and weekly reflection on arising global events are an expectation of the course.

*Early college at Frederick Douglass Collegiate Academy at North Shore Community College begins in the 9th grade with an LPS writing course called Global Voices and Writing Today I (see course description above). This course is not for college credit but is part of the North Shore Community College pathway in preparation for early college coursework.

Early College Promise Pathway (13th year)

SSU - ECP

Full Year

Credits: 30

Level: College

LPS is partnered with Salem State University (SSU) for the Early College Promise Program. Massachusetts Early College Promise (ECP) Program (sometimes referred to as "13th year" or a "5th year" of high school) is a one-year extension of the Early College program. The Early College Promise Program deepens the grades 9-12 Early College offerings and expands opportunity for students to earn a full associate degree or 30 transferable credits towards a bachelor's degree at no cost to the student. Continuation of strong high school supports for students is integral to ECP Programming. ECP Programming is intentionally designed to empower students traditionally underserved by higher education and to increase access and success among Black and Latine students. Student enrollment in the Early College Promise program is a collaborative effort of students, families, guidance counselors, Early College Coordinators, and Salem State University. Priority enrollment for this program is for Salem State University Early College Pathway students.

LPS Catalog

Arts (Fine and Performing)

The arts are recognized by the Massachusetts Common Core of Learning as being an essential component in the total development of each child. Believing that mastery in the arts is a sequential, life-long process, Lynn Public Schools is committed to providing every student with a comprehensive arts curriculum that promotes artistic learning, exploration, and expression.

Courses Offered:

- Art I
- Art II
- Art III
- Art IV
- Portfolio Art
- AP Art and Design(2d)
- AP Art and Design(3d)
- Stagecraft I
- Stagecraft II
- Theatre Arts I
- Theatre Arts II
- Theatre Arts III
- Theatre Arts IV
- Film Studies
- Dance Survey 1A
- Dance Survey 1B
- Dance Technique 2A
- Dance Technique 2B
- Dance Production

Arts: Typical Course Sequencing

9 th Grade	10 th Grade	11 th Grade	12 th Grade
Art 1 and 2 →	Art 3 and 4 →	Portfolio →	AP Art (2d or 3d)
Theatre 1 and Stagecraft 1→	Theatre 2 and → Stagecraft 2	Theatre 3 →	Theatre 4
Dance 1 A and Dance 1B →	Dance 2A and Dance 2B →	Dance Production →	Dance Production

Art Catalog

AP Art and Design (Drawing and 2D Design) (Grades 10-12, Must have passed at least 2 levels of high school art classes)

LY717 **Full Year** **Credits: 5** **AP**

Advanced placement 2D Art is a rigorous college-level course where students create a series of related artworks based on a unique guiding inquiry question. Students work towards mastery of their materials, processes, and ideas through practice, experimentation, and revision. Students will deepen their critical understanding of art history and contemporary art by investigating diverse art styles and culturally relevant artists. Students submit one of three portfolios to the college board: AP 2D Art and Design or AP Drawing.

AP Art and Design (3D Art and Design) (Grades 10-12, Must have passed at least 2 levels of high school art classes)

LY718 **Full Year** **Credits: 5** **AP**

Advanced placement 3D Art is a rigorous college-level course where students create a series of related artworks based on a unique guiding inquiry question. Students work towards mastery of their materials, processes, and ideas through practice, experimentation, and revision. Students will deepen their critical understanding of art history and contemporary art by investigating diverse art styles and culturally relevant artists. Students submit one of three portfolios to the college board: AP 3D Art and Design.

Art I (Grades 9-12)

LY711 **Semester** **Credits: 2.5** **CP**

This course is a foundation course of study introducing students to the formal elements of art and principles of design. Students will explore a variety of 2-dimensional and 3-dimensional art media. Students will develop skills to respond to artwork of their peers/self and master artists. This is the introductory art class and is open to all grade levels.

Art II (Grades 9-12, Must have passed Art I or other high school art classes)

LY712 **Semester** **Credits: 2.5** **CP**

Building on the knowledge and experience base of Art I, this course stresses the development of originality in visual expression through creating a variety of 2-dimensional and 3-dimensional art media. Students will develop their critical understanding of art history and contemporary art by investigating diverse art styles and culturally relevant artists.

Art III (Grades 9-12, Must have passed Art II or other high school art classes)

LY713 **Semester** **Credits: 2.5** **CP**

This intermediate course will continue from Art II and further develop the student's technical skills and individual artistic voice using a variety of 2-dimensional and 3-dimensional art media. Students will learn to apply the cycle of inquiry to deepen artistic intent. Students will continue to develop their critical understanding of art history and contemporary art by investigating diverse art styles and culturally relevant artists.

Music

The arts are recognized by the Massachusetts Common Core of Learning as an essential component in each child's total development. Believing that mastery in music is a sequential, life-long process, Lynn Public Schools is committed to providing every student with a comprehensive music curriculum that promotes artistic learning, exploration, and expression.

Students need direct, participatory experiences with music to develop music literacy and skills, understand how musicians make aesthetic choices, and interpret, create, and respond.

Active engagement in music and an interdisciplinary curriculum contributes to the development of holistically educated students who are better able to solve problems, use their imaginations, develop critical-thinking skills, and enjoy life. These experiences also provide students with cognitive and affective skills with which to explore and understand more about themselves and the world.

Music education considers the various learning styles inherent in each child. It serves as a catalyst to facilitate non-traditional modes of learning. Students learn by doing. While gaining knowledge, students develop a multiplicity of skills by working collaboratively, being judicious risk-takers, and benefiting from mistakes. Students also strive toward higher levels of achievement, become self-motivated learners, and derive great pride and satisfaction for all that they have achieved.

Courses Offered:

Band
Beginner Band
Modern Band
Chorus
Concert Choir
Developing Musicianship
Music Exploration
Music Technology, Recording & Production
Music Theory I
Music Theory II
AP Music Theory
Orchestra
Piano I
Piano II
Piano III
World Music Ensemble

Music: Typical Course Sequencing

Student choice in Music courses begins in the fourth grade in Lynn Public Schools, where students may choose to study Band, Orchestra, or Chorus and their general music class. The flow and order of high school music course enrollment may be tailored to each student’s specific background, experience, and interests. Any combination of existing music courses may be taken with respect to individual pre-requisites or approval process (*ex. Piano 1 must be completed before Piano 2*). Ensemble courses may be repeated over all four years for credit (Beginner Band, Band, Chorus, Concert Choir, Modern Band, Orchestra, etc.)

The After-School All-City Music Program ensembles may also be taken all four years for credit (All-City Marching Band, All-City Concert Band, All-City Jazz Band, All-City Orchestra).

Elementary & Middle School Experience	Grades 9-12
Students with no prior music experience	Chorus Music Exploration Piano 1 Beginner Band
Students who have taken in-school lessons on a band or orchestra instrument in grades 4-8, and participated in their Elementary & Middle School Instrumental Ensembles	Chorus Music Exploration Beginner Band Band Modern Band World Music Ensemble Piano 1 Music Theory 1 <i>Other music courses with teacher approval / audition</i>
Students who have participated in their Elementary and Middle School Chorus Ensembles during the school day	Concert Choir Chorus Beginner Band World Music Ensemble Piano 1 Music Theory 1 <i>Other music courses with teacher approval / audition</i>

Music Catalog

AP Music Theory (Grades 9-12)

LY755 **Full Year** **Credits: 5.0** **CP**

AP Music Theory courses are designed to be the equivalent of a first-year music theory college course as specified by the College Board. AP Music Theory develops students' understanding of musical structure and compositional procedures. Usually intended for students who already possess performance-level skills, AP Music Theory courses extend and build upon students' knowledge of intervals, scales, chords, metric/rhythmic patterns, and the ways they interact in a composition. Musical notation, analysis, composition, and aural skills are important components of the course.

Band (Grades 9-12, Beginner Band; LPS Instrumental Performing Ensemble; approval from music teacher)

LY730 **Full Year** **Credits: 5** **CP**

This course is for students with one or more years of experience on one of the following instruments: flute, clarinet, saxophone, trumpet, French horn, trombone, tuba, baritone/euphonium, concert/keyboard percussion. Students will perform a variety of music from various genres. Attendance at all rehearsals and concerts (day and evening) is required to remain in the class and will be factored into the student's grade. **Students with one or more years of experience on the following instruments may also participate: violin, viola, cello, upright bass.*

Beginner Band (Grades 9-12, no prior experience necessary)

LY730B **Full Year** **Credits: 5**

This course is for students who would like to learn one of the following instruments: flute, clarinet, saxophone, trumpet, French horn, trombone, tuba, baritone/euphonium, concert/keyboard percussion. Students will develop music literacy as well as fundamentals on their chosen instrument. Students will perform a variety of music from various genres. Attendance at all rehearsals and concerts (day and evening) is required to remain in the class and will be factored into the student's grade.

Modern Band (Grades 9-12, Beginner Band; LPS Instrumental Performing Ensemble; approval from music teacher)

LY750 **Full Year** **Credits: 5** **CP**

This course is for students who have one or more years of experience playing one of the following instruments: acoustic/electric guitar, electric bass, keyboard, drum set (any other instruments subject to teacher approval). Students will perform in ensembles a diverse repertoire of music from styles such as pop, rock, R&B, jazz, Latin, metal, etc. Attendance at all rehearsals and concerts (day & evening) is required to remain in the class and will be factored into the student's grade.

Chorus (Grades 9-12)

LY737 **Full Year** **Credits: 5** **CP**
LY737a **Semester** **Credits: 2.5** **CP**

Chorus is open to the entire student body. Students will develop healthy vocal techniques, with a focus on the blend and balance necessary for singing in a group. Through a variety of repertoire and musical styles, students will be able to develop their individual and part-singing skills, as well as practice reading and writing music notation. Attendance at rehearsals and concerts (day and evening) is required to remain in the class and will be factored into the student's grade. LY737 is a full-year course and can run concurrently with LY737a.

Concert Choir (Grades 9-12, must complete Chorus, or teacher approval)

LY736 **Full Year** **Credits: 5** **CP**

Concert choir is a smaller, select, performance-oriented group of balanced voices providing a vehicle for more advanced choral literature and technique. This class is offered to those students who wish to refine their choral singing skills and who wish to make a high level of commitment to the performance of choral music. Admission is by audition or teacher approval. Students must make the commitment to participate in a multitude of performance opportunities, both in school and in the community throughout the year. Attendance at all rehearsals and concerts (day and evening) is required to remain in the class and will be factored into the student's grade.

Developing Musicianship (Grades 9-12, Beginner Band; LPS Performing Ensemble; approval from music teacher)

LY754 **Semester** **Credits: 2.5** **CP**

This course is centered around differentiated instruction to support individual musical goals and music career aspirations, based on students' background and interests. This can include but is not limited to: songwriting, individual lessons, preparation for districts and college auditions, improvisation, music technology and production and refining musicianship.

Music Exploration (Grades 9-12)

LY751 **Semester** **Credits: 2.5** **CP**

Students will develop musical skills while exploring the basics of music theory, music history and instrumental and choral music.

Music Technology, Recording and Production (Grades 9-12, Beginner Band; LPS Performing Ensemble; Music Exploration; approval from music teacher)

LY752 **Semester** **Credits: 2.5** **CP**

The Music Technology, Recording & Production course emphasizes current technology as a means to create, record, mix, and otherwise interact with music and music media. This course focuses on experimenting with electronic music technology as part of the process for creating music.

Music Theory I (Grades 9-12)

LY741 **Semester** **Credits: 2.5** **CP**

This course presents the fundamental principles and concepts of music, including notation, rhythm, harmony, melody, form, and composition. The class will guide students in the knowledge and skills necessary to analyze and understand different styles of music. No prior music experience is required – this course is open to all. In Music Theory, students learn to read and write music notation, including key signatures, scales, intervals, chords, and cadences. They also learn about the various musical forms and structures used in different genres of music and compose and arrange musical pieces. This course provides a foundation of knowledge and skills that are essential for anyone who wants to deepen their understanding and appreciation of music. This course can run concurrently with Music Theory II.

Music Theory II (Grades 9-12, Music Theory I)

LY741a **Semester** **Credits: 2.5** **CP**

Music Theory II builds upon the material covered in Music Theory I. Students will compose more complex melodies and chord progressions, using good voice-leading techniques. A wide variety of culturally responsive repertoire and styles will be studied. This course can run concurrently with Music Theory I.

Orchestra (Grades 9-12)

LY747 **Full Year** **Credits: 5** **CP**

Designed for both novice and experienced musicians, the Orchestra course cultivates technical prowess on individual string instruments while emphasizing the essential elements of ensemble playing. Through a diverse repertoire spanning classical, romantic, and contemporary genres, students refine their musical interpretation, develop a keen sense of teamwork, and gain confidence in live performances. The course not only prioritizes musical skill development but also explores the cultural and historical contexts of the repertoire, providing students with a holistic understanding of orchestral music.

Piano I (Grades 9-12)

LY733 **Semester** **Credits: 2.5** **CP**

Students learn the basics of piano study. Each student can work on his/her/their own keyboard and not only learn to play and read music but learn to compose and analyze it as well. This course can run concurrently with Piano II and Piano III.

Piano II (Grades 9-12, must complete Piano I or prior musical education in piano)

LY734 **Semester** **Credits: 2.5** **CP**

Designed for both novice and experienced musicians, the Orchestra course cultivates technical prowess on individual string instruments while emphasizing the essential elements of ensemble playing. Through a diverse repertoire spanning classical, romantic, and contemporary genres, students refine their musical interpretation, develop a keen sense of teamwork, and gain confidence in live performances. The course not only prioritizes musical skill development but also explores the cultural and historical contexts of the repertoire, providing students with a holistic understanding of orchestral music.

Piano III (Grades 9-12, must complete Piano II or prior musical education in piano)

LY735 **Semester** **Credits: 2.5** **CP**

The student builds upon the skills acquired through both Piano I and Piano II, and further develops their playing technique and musicianship. This course can run concurrently with Piano I and Piano II.

World Music Ensemble (Grades 9-12, Beginner Band; LPS Instrumental Performing Ensemble; approval from music teacher)

LY753 **Full Year** **Credits: 5** **CP**

LY753E **Semester** **Credits: 2.5** **CPE**

World Music Ensemble provides students with an opportunity to perform a variety of cultural music styles, such as Mariachi band, steel drum band, Indian gamelan, or African drumming ensembles. Students will develop techniques on instruments appropriate to the style(s) performed—brass, woodwind, string, percussion instruments, and/or electronic. This course emphasizes instrumental music but may also include vocal music. Advanced coursework provides students with opportunities for growth through rehearsal and performance, improvisation, or creating and performing their own compositions.

Computer Science

Lynn Public Schools is committed to providing high quality technology courses as an integral part of the high school student experience to support pathways to college and career success.

Technology plays an essential role in the education of all students!

Courses Offered:
 AI in Our World
 AP Computer Science Principles
 CCNA: Routing and Switching
 Computer Accounting 1
 Cybersecurity
 Graphic Design and Digital Photography
 HP IT Essentials
 Introduction to Computer Science Principles
 Pre-Engineering Computer Aided Design – Graphics
 Pre-Engineering Drawing
 Technical Support (Helpdesk)
 TV Production I
 TV Production II
 Web Design

Computer Science: Typical Course Sequencing

Note: Arrows indicate *typical* paths through the Computer Science sequence and *do not* preclude movement between levels. Teachers make course and level recommendations based on course prerequisites and are guided by their knowledge of a student’s strengths in order to make a recommendation that will help to ensure the student’s success.

9 th Grade	10 th Grade	11 th Grade	12 th Grade
Introduction to Computer Science →	Web Design →	Graphic Design and Digital Photography→	AP Computer Science Principles
Introduction to Computer Science →	Pre-Engineering CAD→	Pre-Engineering Drawing→	Graphic Design and Digital Photography
HP IT Essentials→	CCNA: Routing and Switching→	Technical Support	
TV Production I→		TV Production II	

Computer Science Catalog

AI in Our World (Grades 9 -12, successful completion of Intro Computer Science or teacher recommendation)

LY631 **Semester** **Credits: 2.5** **CPE**

AI is an introductory course designed to help students explore Artificial Intelligence (AI) and its far-reaching societal impacts in our world. The course is designed around engaging activities and learning units that integrate foundational AI concepts and real-world applications with ethical design and responsible use, as students explore how these technologies can help solve problems and improve life for themselves and their communities.

AP Computer Science Principles (Grades 10-12)

LY600 **Full Year** **Credits: 5** **AP**

AP Computer Science Principles is an introductory college-level computing course that introduces students to the breadth of the field of computer science. Students learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. They incorporate abstraction into programs and use data to discover new knowledge. Students also explain how computing innovations and computing systems—including the internet—work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical.

CCNA Routing and Switching (Grades 10-12)

LY356 **Full Year** **Credits: 5** **CP**

This course introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. It is an engaging, and approachable course that explores many of the foundational ideas of computing, so all students understand how these concepts are transforming the world we live in.

Computer Accounting I (Grades 9-12)

LY621 **Full Year** **Credits: 5** **CP**

Accounting I will introduce students to the fundamental principles of accounting procedures for professional and personal use. Students will learn to use accounting principles to manage a business and to analyze the effects of business transactions in the accounting process. Spreadsheet software will be used to complete chapter activities.

Cybersecurity (Grades 9-12)

LY632 **Semester** **Credits: 2.5** **CP**

Whether seeking a career in the growing field of cybersecurity or learning to defend their own personal data or a company's data, students in Cybersecurity establish an ethical code of conduct while proactively defending data in today's complex cyberworld. (PLTW)

English Language Arts

The Lynn Public Schools vision for high school ELA instruction centers on providing opportunities for students to become critical thinkers, effective communicators, and lifelong learners. As educators, we will create a student-centered, culturally responsive environment that celebrates the diverse contributions of our student body. Through equitable access to high quality, data-driven instruction, our learning community will build essential literacy skills for college and career readiness.

Courses Offered:

AP English Language and Composition

AP English Literature and Composition

English 9

English 10

English 11

English 12

Horror Literature

Latin American Literature

Science Fiction

World Mythology

English Language Arts (ELA): Typical Course Sequencing

Required Courses (Choose 1)			
English 9	English 10	English 11	English 12
English 9	English 10	English 11	English 12
English 9 Honors	English 10 Honors	English 11 Honors	English 12 Honors
	AP Language and Composition	AP Language and Composition	AP Language and Composition
		AP Literature and Composition	AP Literature and Composition
		Composition I (NSSC)**	Horror Literature*
		Foundations of Writing (SSU)***	Latin American Literature*
		Horror Literature*	World Mythology*
		Latin American* Literature	Science Fiction*
		World Mythology*	
		Science Fiction*	

Teachers make course and level recommendations based on course prerequisites and are guided by their knowledge of a student’s strengths in order to make a recommendation that will help to ensure the student’s success.

* Students who are enrolled in Grade 11 and 12 semester courses (*) must take the following combinations to replace full-year ELA courses.

- Horror Literature and Latin American Literature
- World Mythology and Science Fiction

** For students enrolled in Early College Business and Information Technology Pathways at NSCC

*** For students enrolled in Early College Healthcare and Education Pathways at SSU

Electives
Grades 11 and 12
Horror Literature Latin American Literature World Mythology Science Fiction

English Language Arts Catalog

AP English Language and Composition

LY136 **Full Year** **Credits: 5** **AP**

The AP English Language and Composition course focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments. Additionally, they read and analyze rhetorical elements and their effects in nonfiction texts—including images as forms of text—from a range of disciplines and historical periods. Students who enroll in AP Language will be expected to read and comprehend college-level texts and engage in the writing process.

AP English Literature and Composition

LY137 **Full Year** **Credits: 5** **AP**

The AP English Literature and Composition course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. Students engage in close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works. Students who enroll in AP Literature will be expected to read and comprehend college-level texts and engage in the writing process.

Composition 1 (*Grade 11, Early College Business and Information Technology Pathways NSCC*)

CMP101 **Semester** **Credits: 5** **EC**

Emphasis is on developing skills of writing, reading, analytical thinking, and research. Students are introduced to thought provoking ideas in readings from a variety of disciplines and learn to organize material, analyze ideas, and produce clear writing. Fulfills open and liberal arts electives. This class satisfies the Mass Core requirement for high school grade 11 ELA.

English 9

LY101, LY100, LY068 **Full Year** **Credits: 5** **CP and H**

This grade nine course is designed to enhance students' language proficiency and foster a love for literature. Through a variety of rigorous, engaging reading and writing activities, students will develop essential ELA skills such as critical thinking, analysis, and effective communication. As they explore different genres, students may encounter texts such as *Romiette and Julio* and *The Odyssey*, as well as culturally responsive texts, such as *American Born Chinese* and *Bless Me, Ultima*. Students will broaden their literary knowledge and perspective, preparing them for future academic and professional endeavors. Additionally, an extended writing assignment will be completed each quarter.

English 10

LY111, LY110, LY069 **Full Year** **Credits: 5** **CP and H**

This grade ten course continues to enhance students' language proficiency, while fostering a love for literature. Through a variety of rigorous, engaging reading and writing activities, students will develop essential ELA skills such as critical thinking, analysis, and effective communication. As students explore different genres, they may encounter texts such as *The Alchemist* and *Macbeth*, as well as culturally

responsive texts, such as *House of Spirits* and *Immortal Life of Henrietta Lacks*. Students will broaden their literary knowledge and perspective, preparing them for future academic and professional endeavors. Additionally, an extended writing assignment will be completed each quarter with an added focus on writing for MCAS.

English 11

LY121, LY119, LY070 Full Year Credits: 5 CP and H

This grade eleven course elevates students' language proficiency, while encouraging engagement with diverse, and increasingly complex texts. Through a variety of rigorous, engaging reading and writing activities, students will develop essential ELA skills such as critical thinking, analysis, and effective communication. As students explore different genres, they may encounter texts such as *The Crucible* and *Walden* as well as culturally responsive texts, such as *Americanah* and *The Namesake*. Students will broaden their literary knowledge and perspective, preparing them for future academic and professional endeavors. Additionally, an extended writing assignment will be completed each quarter with an added focus on writing for SAT Prep.

English 12

LY132, LY130, LY071 Full Year Credits: 5 CP and H

This grade twelve course continues to elevate students' language proficiency, while encouraging engagement with diverse, and increasingly complex texts. Through a variety of rigorous, engaging reading and writing activities, students will develop essential ELA skills such as critical thinking, analysis, and effective communication. Through exploration of different genres, students may encounter texts such as *Beowulf* and *Hamlet*, as well as culturally responsive texts, such as *Nectar in a Sieve* and *Long Walk to Freedom*. Students will broaden their literary knowledge and perspective, preparing them for future academic and professional endeavors. Additionally, an extended writing assignment will be completed each quarter, including writing for college and career readiness.

Foundations of Writing (Grade 11, EC Healthcare and Education Pathways SSU)

ENL110 Semester Credits: 5 EC

This course introduces the foundation knowledge, literacies, and composing strategies that will help prepare students for writing across the disciplines, in the workplace, and in their local and global communities. This class satisfies the Mass Core high school requirement for grade 11 ELA.

Horror Literature

LY122 Semester Credits: 2.5 CP

Horror introduces students to the conventions and techniques of horror, mystery, and suspense writing. Students will examine what drives mysteries, the tension that defines suspense, and the fear of death, failure, and the unknown. This course presents the works of key creators of this genre and their modern-day counterparts.

Latin American Literature

LY124 Semester Credits: 2.5 CP

Latin American Literature will explore contemporary and classic examples of Latin American literature from diverse perspectives. Students will examine novels, short stories, poems, and essays from Latine authors to refine their understanding of Latin American history, social movements, and identity.

English Language Development

Courses Offered:

Foundational Literacy

English as a Second Language 1 – ESL 1

English as a Second Language 2 – ESL 2

English Language and Literacy Development 1 - ELLD 1

English Language and Literacy Development 2 - ELLD 2

Academic Language Development - ALD

Academic Language Development Intermediate – ALD-I

Academic Language Development Advanced – ALD-A

Academic Language Development Advanced High – ALD-AH

English Language Development: Typical Course Sequencing

Initial Placement: Lynn Public Schools is required by law to identify English Learners so they can receive instruction designed to assist them in learning English and subject matter content. Parents and guardians participate in the decision-making process relative to the type of program the identified student will receive.

Lynn Public Schools uses the following process, which is mandated by both state and federal law, for determining whether a newly enrolled student is an English Learner:

- Home language survey to all newly enrolling students
- English proficiency assessment
- Parental notification and input

Students are placed into English Language Development courses based on results of their initial English language proficiency assessment and additional information such as previous coursework.

Course Progression: Each year identified English Learners take ACCESS for ELs 2.0 language proficiency test. The purpose of the exam is to monitor student progress in English language proficiency in all four domains of language (listening, speaking, reading and writing). Results of this annual assessment can be used to adjust student placement – as a result, English Language Development courses do not need to be taken in order. For example, ESL 2 is not a prerequisite for ALD and students can move from ESL 1 to ALD if their ACCESS data supports this.

Note: Arrows indicate *typical* paths through the Multilingual Learner Education sequence and *do not* preclude other movement between levels. Teachers make course and level recommendations based on course prerequisites and are guided by their knowledge of a student’s strengths in order to make a recommendation that will help to ensure the student’s success.

9 th Grade	10 th Grade		11 th Grade	12 th Grade
ESL 1 Foundational Literacy →	ESL 2 and ELLD 2 →		Academic Language Development (ALD) →	ALD-I
ESL 1 and ELLD 1 →	ESL 2 and ELLD 2 →		Academic Language Development (ALD) →	ALD-I
ESL 2 and ELLD 2 →	Academic Language Development (ALD) →	ALD-I→	ALD-A	
Academic Language Development (ALD) →	ALD-I →	ALD-A→	ALD-AH	

English Language Development Catalog

ALD – Academic Language Development

LY814, LY814H

Full Year

Credits: 5

CP, H

This course is designed for Developing English Learners (EL), or students who have completed ESL 2, who need additional ESL instruction. The four domains of language are addressed with an emphasis on reading and summarizing different types of texts. Students practice and expand their skills related to summary writing, paragraph structure, and using academic language.

ALD - I – Academic Language Development Intermediate

LY815, LY815H

Full Year

Credits: 5

CP, H

This course is designed for Developing English Learner students, and/or students who have completed ALD 1, who need additional ESL instruction. The four domains of language are addressed with a heavy emphasis on academic reading and writing. Students develop and refine skills such as summarizing texts, argumentative writing, and comparing perspectives on the same topic.

ALD-A – Academic Language Development Advanced

LY816, LY816H

Full Year

Credits: 5

CP, H

This course is designed for Developing/Expanding English Learner students, and/or students who have completed ALD 2 but not yet met English Learner Exit requirements and need additional ESL instruction. The four domains of language are addressed with specific emphasis on productive academic language. Students work with extended reading selections and stretch their writing skills, creating more extensive essay length pieces.

ALD-AH – Academic Language Development Advanced High**LY817 Full Year Credits: 5 CP**

This course is designed for Expanding English Learner students, and/or students who have completed ALD Advanced but not yet met English Learner Exit requirements and need additional ESL instruction. The four domains of language are addressed with specific emphasis on productive academic language. Students work with novels and stretch their writing skills, creating more extensive essay length pieces.

ELLD1 - English Language and Literacy Development 1**LY816A Full Year Credits: 5 CP**

This project-based course is intended for students at the Entering English proficiency level who need intense English language instruction. Through a series of projects, students address all four domains of language (listening, speaking, reading, and writing) while also developing academic language and academic habits of thinking across core-content areas.

ELLD2 – English Language and Literacy Development 2**LY817A Full Year Credits: 5 CP**

This project-based course is intended for students at the Emerging English proficiency level who need intense English language instruction. Through a series of projects, students address all four domains of language (listening, speaking, reading, and writing) while also developing academic language and academic habits of thinking across core-content areas.

English as a Second Language 1**LY812A Full Year Credits: 5 CP**

This course is intended for students at the Entering English proficiency level who need intense English language instruction. The emphasis is on both social and academic language across the four domains of language (listening, speaking, reading, and writing). This course will focus on the development of communicative language skills through vocabulary development, oral communication, reading and writing.

English as a Second Language 2**LY813, LY813H Full Year Credits: 5 CP, H**

This course is intended for students at the Emerging English proficiency level and/or students who have completed ESL 1, who need intense English language instruction emphasizing social and academic language in the four domains of language (listening, speaking, reading, and writing). This course will focus on the development of more advanced communicative language skills through vocabulary development, oral communication, reading and writing.

Foundational Literacy**LY811A Full Year Credits: 5 CP**

This project-based course is designed for identified Students with Limited Interrupted Formal Education (SLIFE) students who are at the Entering English Language development level and who may be in the early development of academic skills across content areas due to limited or interrupted schooling. The focus of instruction is on early oral communication, phonetic and phonemic awareness, and early literacy skills to bridge students’ background experiences to academic educational experiences.

Physical Education/Health

The Lynn Public School's Health and Physical Education Department focuses on providing students with a comprehensive understanding of health and wellness, as well as a range of physical activities to promote fitness and sportsmanship. The department offers health education courses that cover topics such as nutrition, mental health, substance abuse prevention, and healthy relationships. Through these courses, students are equipped with the knowledge and skills to make informed decisions about their health and well-being. In addition to health education, the department also offers a wide range of physical education activities that cater to different interests and abilities. These classes include traditional team sports, individual fitness activities, and team building.

The goal is to provide students with opportunities to develop physical skills, improve fitness levels, and cultivate a lifelong appreciation for physical activity. The health and physical education department aims to provide a well-rounded education that emphasizes the importance of both physical and mental well-being. By offering a diverse range of activities, students are empowered to take charge of their health and fitness, ultimately leading to a healthier and more active lifestyle. With dedicated and knowledgeable instructors, the department is committed to promoting the overall wellness of its students.

Physical Education Catalog

Health I (Grades 9-12)

LY759

Semester

Credits: 2.5

CP

The high school health program, based on the Massachusetts Comprehensive Health Frameworks, aims to equip students with foundational health values. The course will cover a range of health issues impacting social and emotional development and will incorporate various teaching methods such as classroom instruction, group projects, guest speakers, and community health projects. The program will give students information and resources to make informed health decisions and promote healthy behaviors and choices. Topics will include mental health, substance abuse, sexual health, nutrition, and physical activity. Students will learn about the importance of developing strong interpersonal skills and building healthy relationships.

Physical Education (Grades 9-12)

LY761

Semester

Credits: 2.5

CP

Physical education is a course based on the Massachusetts Comprehensive Health and Physical Education framework and emphasizes the development of physical literacy, fitness, and wellness, and the promotion of positive social interactions and teamwork. In addition to the framework, the course incorporates Project Adventure-based activities, which focuses on experiential learning and team building through group challenges. Also, the course is aligned with national standards for physical education, ensuring that students receive a high-quality and effective physical education experience. Combining these elements gives students a comprehensive and well-rounded physical education program that improves their physical health and fitness, fosters important life skills and promotes positive social interactions.

History and Social Studies

In Massachusetts, “the primary purpose of a history and social science education is to prepare students with the knowledge, skills, and dispositions to become thoughtful and active participants in a democratic society and a complex world.” (DESE) The history and social studies educators take this purpose to heart, and offer engaging, rigorous, and relevant courses that meet state requirements, but that also engage students in real and meaningful local, national, and global issues.

Courses Offered:

AP European History
 AP Microeconomics
 AP United States History
 AP Psychology
 AP US Government & Politics
 AP World History: Modern
 Economics (1/2 Year)
 Immigrant & Indigenous Experience in the US (1/2 year)
 Global Genocides: Understanding the Past, Shaping the Future (1/2 year)
 Modern World History
 Personal Finance (1/2 year)
 Psychology (1/2 year)
 Sociology (1/2 year)
 Street Law (1/2 year)
 US History I
 US History II
 World History I

Required History		
Grade 9	US History I <i>Levels: College Placement, EL Cohort, Honors</i>	Full Year
Grade 10	US History II <i>Levels: College Placement, EL Cohort, Honors</i> <i>Note: AP US may substitute for this requirement</i>	Full Year
Grade 11	World History I <i>Levels: College Placement, EL Cohort, Honors</i> <i>Note: AP Euro or AP World may substitute for this requirement</i>	Full Year

Recommended History		
Grade 12	Modern World History <i>Levels: College Placement, Honors</i> -OR- 5 Credits from History Elective, AP, or Early College History courses	Full Year AP Full Year, Elective & EC Semester

History and Social Sciences Catalog

AP European History (Grades 11-12)

LY143

Full Year

Credits: 5

AP

AP European History is an introductory college-level European history course. Students cultivate their understanding of European history through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like interaction of Europe and the world; economic and commercial developments; cultural and intellectual developments; states and other institutions of power; social organization and development; national and European identity; and technological and scientific innovation. This rigorous class requires significant independent reading, writing, and other assignments to prepare students for the College Board AP exam in the Spring. *May substitute for Grade 11 World History requirement*

AP US History (Grade 10)

LY107

Full Year

Credits: 5

AP

AP U.S. History is an introductory college-level U.S. history course. Students cultivate their understanding of U.S. history from c. 1491 CE to the present through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures. This rigorous class requires significant independent reading, writing, and other assignments to prepare students for the College Board AP exam in the Spring. *May substitute for Grade 10 US History II*

AP US Government and Politics (Grades 11-12)

LY157

Full Year

Credits: 5

AP

AP U.S. Government and Politics is an introductory college-level course in U.S. government and politics. Students cultivate their understanding of U.S. government and politics through analysis of data and text-based sources as they explore topics like constitutionalism, liberty and order, civic participation in a representative democracy, competing policy-making interests, and methods of political analysis. This rigorous class requires significant independent reading, writing, and other assignments to prepare students for the College Board AP exam in the Spring.

AP Psychology (Grades 11-12)

LY185

Full Year

Credits: 5

AP

AP Psychology is an introductory college-level psychology course. Students cultivate their understanding of the systematic and scientific study of human behavior and mental processes through inquiry-based investigations as they explore topics that include, but are not limited to, the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. This rigorous class requires significant independent reading, writing, and other assignments to prepare students for the College Board AP exam in the Spring.

world. Students will tackle essential questions that create an inquiry mindset. Particular attention is given to inquiry-driven instruction, historical thinking skills, collaboration, writing, and civic knowledge, skills, and dispositions.

Modern World History (Grade 12)

**LY209, LY206,
LY057, LY058**

Full Year

Credits: 5

CP, H

In Modern World History, students continue their learning from the World History I course up through the 21st century. This course explores topics such as industrialization, rise of the nation state, the Industrial Revolution, the World Wars, globalization, and the rise of modern-day international issues such as global conflict, genocide, and terrorism. Particular attention is given to inquiry-driven instruction, historical thinking skills, collaboration, writing, and the teaching of civic knowledge, skills, and dispositions.

History Electives Catalog

Economics (Grades 11, 12)

LY280

Semester

Credits: 2.5

H

This course is designed to prepare students to make important economic decisions in their personal lives and as citizens of a democratic society. This study of economics will enable students to make reasoned judgments about personal finances and the economic policy decisions of governments and businesses. Students learn about how individuals and governments deal with scarcity of resources and the economic reasoning used by government agencies and by people as consumers, producers, savers, investors, workers, and voters. Other topics include supply and demand, market structures, microeconomics, macroeconomics, the stock market, and economic current events.

Immigrant and Indigenous Experience in the United States (Grades 10-12)

LY222

Semester

Credits: 2.5

CPE

Embark on a project-based learning journey in this immersive course, uncovering the compelling stories of immigrants and indigenous communities in the United States. Explore their journeys, challenges, and cultural significance while honing research skills. Students will gain a deeper appreciation of their narratives and continued influence on modern America. By cultivating empathy and nuanced insights, students engage with the diverse identities of these communities, revealing the intricate tapestry of the United States in this hands-on, project-based learning class. This course offers an opportunity to compete in state and national competitions through National History Day when offered in first semester.

Global Genocides: Understanding the Past, Shaping the Future (Grades 10-12)

LY214

Semester

Credits: 2.5

CPE

This course delves into the painful realities of global genocides throughout history, providing insights into the root causes and consequences. By examining past atrocities, students gain a comprehensive understanding, fostering empathy and a commitment to a more just and compassionate world. Additionally, this exploration of historical genocides offers valuable insights into contemporary global events, encouraging students to draw connections between the past and present, and inspiring them to be active agents of change.

Personal Finance (Grades 10-12)**LY221** **Semester** **Credits: 2.5** **CPE**

Explore essential personal finance concepts, including financial decision-making, managing financial assets, using personal finance applications, banking, savings, credit, investment planning, and understanding income. This course, aligns with the National Standards for Financial Literacy and the Massachusetts Frameworks for Personal Financial Literacy, equips students with the knowledge and skills needed for financial stability and future planning.

Psychology (Grades 11-12)**LY260** **Semester** **Credits: 2.5** **CPE**

In this high school psychology course students explore the brain, mind, and human behavior, covering basic principles, mental health disorders, and aspects of self-understanding, relationships, and growth. Students gain insight into contemporary mental health issues, societal impacts, and develop empathy for those with mental illness. Topics include memory, intelligence, motivation, emotions, development, personality, disorders, therapies, and social psychology.

Street Law (Grades 11-12)**LY250A** **Semester** **Credits: 2.5** **CPE**

Street Law is an exploration of the legal systems in the United States. This one semester elective focuses on constitutional law, legal principles, laws, and legal procedures. Through in-depth study of constitutional law, civil and criminal laws, court procedures, and civil rights, students gain a comprehensive understanding of the legal, judicial, law enforcement, and corrections systems. By engaging in case studies and legal research students will learn about the roles of lawyers, judges, and law enforcement professionals, aiming to equip students with a practical understanding of how law influences their everyday lives.

Sociology (Grades 11-12)**LY261** **Semester** **Credits: 2.5** **CP**

This course is an introduction to the study of society and social behavior. Topics covered include sociological theory, research methods, culture, socialization, deviance, social institutions, social stratification, global inequalities, gender, race, ethnicity, social movements and social change.

Mathematics

In Massachusetts, mathematics education builds students' understanding and skills through active engagement in meaningful mathematics. The content and practice standards included in the [Massachusetts Mathematics Curriculum Framework](#) focus on developing students in the following areas:

- **Conceptual understanding** — make sense of the math, reason about and understand math concepts and ideas
- **Procedural skills** — know mathematical facts, compute and do the math
- **Capacity** — solve a wide range of problems in various contexts by reasoning, thinking, and applying the mathematics they have learned.

The Lynn Public Schools vision for high school mathematics centers around empowering students to develop strong mathematical skills; critical thinking abilities through differentiated instruction to meet grade level standards; and to foster a collaborative and inclusive learning environment where students will be prepared to confidently tackle real world problems and excel in diverse fields.

Courses Offered:

Advanced Math

Algebra I

Algebra II

Algebra III and Trigonometry

AP Precalculus

AP Calculus

AP Statistics and Probability

Calculus

Financial Algebra

Foundations of Algebra

Foundations of Geometry

Geometry

Math Essentials

Pre-Calculus

Probability and Statistics

Lynn Public School Secondary Mathematics Pathways

FIGURE 1: TRADITIONAL GRADE LEVEL PATHWAY				
MIDDLE SCHOOL	HIGH SCHOOL			
Grade 6 Math Grade 7 Math Grade 8 Math	Algebra I →	Geometry →	Algebra II →	<input type="radio"/> Precalculus <input type="radio"/> Financial Algebra <input type="radio"/> Algebra III & Trig
FIGURE 2: COMPACTING IN MIDDLE SCHOOL – ACCELERATION POINT GRADE 6				
MIDDLE SCHOOL	HIGH SCHOOL			
Grade 6 Math Accelerated Grade 7 <i>(includes Gr 8)</i> Algebra I	Geometry →	Algebra II →	Precalculus →	<input type="radio"/> Calculus <input type="radio"/> AP Statistics
FIGURE 3: DOUBLING UP IN HIGH SCHOOL				
MIDDLE SCHOOL	HIGH SCHOOL			
Grade 6 Math Grade 7 Math Grade 8 Math	Algebra I → Geometry →	Algebra II → Geometry →	Precalculus →	<input type="radio"/> Calculus <input type="radio"/> AP Statistics

Lynn Public School Secondary Mathematics Pathways: AB/BC Calculus

FIGURE 4: DOUBLING UP IN HIGH SCHOOL				
MIDDLE SCHOOL	HIGH SCHOOL			
Grade 6 Math Grade 7 Math Grade 8 Math	Honors Algebra I → Honors Geometry →	Honors Algebra II → Honors Geometry →	Honors/AP Precalculus →	AB Calculus
FIGURE 5: COMPACTING IN MIDDLE SCHOOL + DOUBLING UP IN HIGH SCHOOL				
MIDDLE SCHOOL	HIGH SCHOOL			
Grade 6 Math Accelerated Grade 7 <i>(includes Gr 8)</i> Algebra I	Honors Algebra II → Honors Geometry →	Honors/AP Precalculus → Honors Geometry →	AB Calculus →	BC Calculus

- **Figure 1 shows a 6–8 grade-by-grade progression** followed by the three Model High School Courses culminating in an advanced mathematics course in grade 12.
- **Figure 2 & 3 depicts two accelerated pathways leading to Calculus.** The first accelerated pathway in **Figure 2** compresses grades 7, 8, and the High School Model Algebra I course standards in two years. This compacting of standards begins during middle school at the end of grade 6 and ends with Algebra I in grade 8. The last pathway in **Figure 3** is the high school accelerated pathway option. Note that the accelerated high school pathway delays decisions about accelerating students until they are in high school while still allowing access to advanced mathematics in grade 12.
- **The last two pathways in Figure 4 and Figure 5 are high school accelerated pathway options.** Note that the accelerated high school pathways delay decisions about accelerating students until they are in high school while still allowing access to advanced mathematics in grade 12.

Mathematics Catalog

Advanced Math

LY350 **Full Year** **Credits: 5** **CP**

This course is for seniors who have completed Algebra 3 and Trigonometry or Precalculus. The course will include and reinforce topics such as: conic sections, complex numbers in trigonometry form, matrices and linear algebra, linear programming (optimization and minimization), regressions, vectors, sequence and series, parametric equations, polar coordinates, 3-D coordinate system, and limits.

Algebra I

LY301, LY300 **Full Year** **Credits: 5** **CP, H**

The fundamental purpose of the Algebra I course is to formalize and extend the mathematics that students learned in the middle grades. Instructional time will focus on four critical areas: (1) deepen and extend understanding of linear and exponential relationships; (2) contrast linear and exponential relationships with each other and engage in methods for analyzing, solving, and using quadratic functions; (3) extend the laws of exponents to square and cube roots; and (4) apply linear models to data that exhibit a linear trend. Problem solving in real world context will be emphasized, and a variety of assessment strategies will be employed in preparation for the State MCAS assessment.

Algebra II

LY312, LY311 **Full Year** **Credits: 5** **CP, H**

Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include logarithmic, polynomial, rational, and radical functions in the Algebra II course. Students work closely with the expressions that define the functions, are facile with algebraic manipulations of expressions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. Instructional time will focus on four critical areas: (1) relate arithmetic of rational expressions to arithmetic of rational numbers; (2) expand understandings of functions and graphing to include trigonometric functions; (3) synthesize and generalize functions and extend understanding of exponential functions to logarithmic functions; and (4) relate data display and summary statistics to probability and explore a variety of data collection methods.

AP Calculus BC

LY349 **Full Year** **Credits: 5** **AP**

Following the College Board's suggested curriculum designed to parallel college-level calculus courses, AP Calculus BC courses provide students with an intuitive understanding of the concepts of calculus and experience with its methods and applications, and also require additional knowledge of the theoretical tools of calculus. These courses assume a thorough knowledge of elementary functions, and cover all of the calculus topics in AP Calculus AB as well as the following topics: vector functions, parametric equations, and polar coordinates; rigorous definitions of finite and nonexistent limits; derivatives of vector functions and parametrically defined functions; advanced techniques of integration and advanced applications of the definite integral; and sequences and series.

Financial Algebra

LY307

Full Year

Credits: 5

CP

Financial Algebra is a mathematical modeling course that is algebra-based and applications-oriented. The course addresses mathematics topics from Advanced Algebra, Statistics, Probability, and Pre-calculus under seven financial umbrellas: Banking, Investing, Credit, Employment and Income Taxes, Automobile Ownership, Independent Living, and Retirement Planning and Household Budgeting. The course allows students to experience the interrelatedness of mathematical topics, find patterns, make conjectures, and extrapolate from known situations to unknown situations. Students are encouraged to use a variety of problem-solving skills and strategies in real-world contexts, and to question outcomes using mathematical analysis and data to support their findings. The course offers students multiple opportunities to use, construct, question, model, and interpret financial situations through symbolic algebraic representations, graphical representations, geometric representations, and verbal representations. It provides students a motivating, young-adult centered financial context for understanding and applying mathematics.

Geometry

LY322, LY321

Full Year

Credits: 5

CP, H

The fundamental purpose of the Geometry course is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships by presenting and hearing formal mathematical arguments. Instructional time will focus on six critical areas: (1) establish criteria for congruence of triangles based on rigid motions; (2) establish criteria for similarity of triangles based on dilations and proportional reasoning; (3) informally develop explanations of circumference, area, and volume formulas; (4) apply the Pythagorean Theorem to the coordinate plane; (5) prove basic geometric theorems; and (6) extend work with probability. Problem solving in real world context will be emphasized, and a variety of assessment strategies will be employed in preparation for the State MCAS assessment.

Math Essentials

LY339

Full Year

Credits: 5

CP

Taken in conjunction with a core math class, this course consists of Algebra 1 topics, in addition to a review of pre-algebra, at a level that supports and reinforces foundational skills. The pace of the course is determined by student needs. Such topics include the language of algebra, integer operations, functions, solving linear functions, graphing linear functions, solving 1-variable linear equalities, applications of linear equations and 1-variable inequalities, systems of linear equations and inequalities, polynomials (operations, factoring quadratics, solving quadratic equations), properties of exponents and radicals.

Pre-Calculus

LY329, LY331

Full Year

Credits: 5

CP, H

Pre-Calculus courses combine the study of Trigonometry, Elementary Functions, Analytic Geometry, and Math Analysis topics as preparation for calculus. Topics typically include the study of complex numbers; polynomial, logarithmic, exponential, rational, right trigonometric, and circular functions, and their relations, inverses and graphs; trigonometric identities and equations; solutions of right and oblique triangles; vectors; the polar coordinate system; conic sections; Boolean algebra and symbolic logic; mathematical induction; matrix algebra; sequences and series; and limits and continuity. Ability with these topics is especially important for students intending to study calculus, physics, and other sciences, and/or engineering in college.

Probability and Statistics

LY345

Full Year

Credits: 5

CP

Probability and Statistics courses introduce the study of likely events and the analysis, interpretation, and presentation of quantitative data. Course topics generally include basic probability and statistics: discrete probability theory, odds and probabilities, probability trees, populations and samples, frequency tables, measures of central tendency, and presentation of data (including graphs). Course topics may also include normal distribution and measures of variability.

Foundations of Algebra

LY820

Semester

Credits: 2.5

CP

This course is designed for Students with Limited Formal Education (SLIFE students) who have limited previous exposure to math due to limited or interrupted schooling. The purpose of this course is to develop ESL literacy and offer remediation in basic math skills and concepts in preparation for Algebra.

Foundations of Geometry

LY821

Semester

Credits: 2.5

CP

This course is designed for Students with Limited Formal Education (SLIFE students) who have limited previous exposure to math due to limited or interrupted schooling. The purpose of this course is to develop ESL literacy and offer remediation in basic math skills and concepts in preparation for Geometry.

Science

Drawing upon the assets of our community, families, students, and educators, the Lynn Public Schools Science Curriculum Department commits to working collaboratively to provide equitable access to high-quality science education that is targeted to meet the needs of our diverse student population. Towards this end, we will focus on the implementation of high-quality instructional materials, assessments, and educator professional development. We will leverage connections between science in the real world and students' lived experiences so that our students can thrive, advance, and impact the greater community and our interconnected global society. We are a community of lifelong learners that will grow together and use data-driven systems of continuous improvement to inform our decision-making.

Courses Offered:

Anatomy & Physiology
AP Biology
AP Chemistry
AP Environmental Science
AP Physics I
Applied Chemistry
Biology I
Biotechnology
Chemistry I
Earth Science
Ecology
Forensic Investigations.
Introduction to Biology
Marine Biology
MCAS Biology Portfolio
Physics I
Physics II

Science: Typical Course Sequencing

Note: Table indicates *typical* paths through the Science sequence and *do not* preclude other movement between levels. Teachers make course and level recommendations based on course prerequisites and are guided by their knowledge of a student's strengths in order to make a recommendation that will help to ensure the student's success.

9 th Grade	10 th Grade	11 th Grade 12 th Grade	
Biology	Applied Chemistry (LCHS & LEHS Only)	Physics I	AP Biology (LCHS & LEHS Only)
Introduction to Biology (Fecteau-Leary Only)	Chemistry	Physics II (LCHS & LVTI Only)	AP Chemistry (LCHS & LEHS Only)
	Ecology	Anatomy & Physiology	AP Environmental Science (LCHS & LEHS Only)
		Marine Biology	AP Physics I (LCHS & LEHS Only)
		Earth Science (LCHS & LEHS Only)	Biotechnology (LEHS only)
		Forensic Investigation (LEHS & LCHS only)	MCAS Biology Portfolio (Fecteau-Leary Only)

Science Catalog

Anatomy and Physiology (Grades 11-12, Prerequisites: Biology, Chemistry)

LY410, LY406

Full Year

Credits: 6

CP, H

The human body is studied to understand how homeostasis is maintained at the cellular, tissue, organ, and organ systems levels. Hands-on, cooperative activities, dissections and research projects comprise a major part of the course. Students study structures and functions as a means of understanding diseases and disorders of the human body. (This course is strongly suggested for students planning to pursue health science careers).

AP Biology II (Grades 11-12, Pre-requisites: Biology and Chemistry)

LY120

Full Year

Credits: 6

AP

The AP Biology course is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes, energy and communication, genetics, information transfer, ecology, and interactions. Students will engage in science practices such as: Questioning and Scientific Method, Concept Explanation, Representing and Describing Data, Statistical Tests and Data Analysis, and Developing and justifying scientific arguments using evidence.

AP Chemistry (Grades 11-12, Prerequisites: Biology and Chemistry)

LY125 **Full Year** **Credits: 6** **AP**

The AP Chemistry course provides students with a college-level foundation to support future advanced coursework in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore content such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. The AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first college year.

AP Environmental Science (Grades: 11-12, Prerequisites: Biology and Chemistry)

LY149 **Full Year** **Credits: 6** **AP**

The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science, through which students engage with the scientific principles, concepts, and methodologies required to understand the interrelationships within the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography.

AP Physics I (Grades: 11-12, Prerequisites: Biology and Chemistry)

LY178 **Full Year** **Credits: 6** **AP**

The AP Physics course is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: kinematics, dynamics, circular motion and gravitation, energy, momentum, simple harmonic motion, torque and rotational motion, electric charge and electric force, DC circuits, and mechanical waves and sound.

Applied Chemistry (Grade level, Pre-requisite: Biology)

LY414 **Full Year** **Credits: 6** **CP**

This course provides an introduction to Chemistry topics without rigorous mathematics background. Topics include: Matter and Measurement, Properties of Matter, Transformation of Matter, and Topics in Chemistry (intermolecular forces, solutions, and acids/bases.) Students explore the role of chemistry in various fields to better understand the principles of chemistry, their applications, and the relevance of chemistry in our daily lives.

Biology I (Grade 9)

LY402, LY401 **Full Year** **Credits: 6** **CP, H**

In this introductory Biology course, students apply a variety of science and engineering practices to four core ideas of biology: From Molecules to Organisms (macromolecules, cellular processes, human organ systems), Ecosystems (species interactions, populations, energy transfer, biodiversity, human impact), Heredity (inheritance patterns, gene expression), and Evolution (evidence, natural selection). Students engage with science and engineering practices such as developing and using models, constructing explanations, engaging in argumentation from evidence, and evaluating and communicating information. This course prepares students for the Biology MCAS which is taken in June.

Biotechnology (Grades 11, 12, Prerequisites: Biology and Chemistry)

LY417, LY415 **Full Year** **Credits: 6** **CP, H**

In this course, students study the Biotechnology practices. The theory of biotechnology, along with hands-on laboratory experience, provides the student with a general background of the biotechnology industry. Along with the theory and government regulations are general laboratory skills. These skills include preparation of solutions, pH measurements, microbiological techniques, spectroscopy, protein determination, and separation techniques (filtration, centrifugation, chromatography, and/or electrophoresis). In addition, students learn what job opportunities are available with a biotechnology education. Different careers offered in biotechnology companies are positions in manufacturing, Quality Control (QC), Quality Assurance (QA), Regulatory and /or Research and Development (R&D).

Chemistry I (Grade 10, Prerequisites: Biology)

LY412, LY411 **Full Year** **Credits: 6** **CP, H**

This course studies fundamental concepts of matter, energy, and chemical changes. The major areas studied are atomic theory, chemical bonding, chemical reactivity, writing and balancing equations, stoichiometry, acids and bases, gas laws, electrochemistry, redox reactions, and nuclear chemistry. In this course students learn to use the periodic table as a powerful model. Most of these topics will be covered in laboratory investigations or experiments allowing the student to apply many ideas about chemistry. Students engage with science and engineering practices related to conducting investigations, modeling, and mathematical reasoning.

Earth Science (Grade 11, 12, successful completion of Biology and Chemistry)

LY461 **Full Year** **Credits: 6** **CP**

This course places its main emphasis on the chemical makeup of the earth, mineral identification, rock identification, layers of the atmosphere and plate tectonics. Other topics include oceanography, marine topography, topographic maps, and the earth's relationship to the universe.

Ecology (Grades 10-12, successful completion of Biology I and teacher recommendation)

LY465 **Full Year** **Credits: 6** **CP**

This course will provide an in-depth study of the interaction among organisms and between those organisms and their environment. Students explore ecosystems and the factors that determine the types and numbers of organisms that live in them. Topics include biodiversity, the global flux of atmospheric gases that are regulated by photosynthesis and respiration, and how heredity, genetic variation and changing environments lead to adaptations and evolution of populations. Students engage with science and engineering practices such as developing and using models, constructing explanations, engaging in argumentation from evidence, and evaluating and communicating information.

Introduction to Biology (Grade 9)

LY442 **Full Year** **Credits: 6** **CP**

This course is the basic 9th grade science course and conforms to the Massachusetts Curriculum Frameworks in Science and Technology. Topics to be covered include related aspects of chemistry, physics, earth science and mathematics, as they apply to biological concepts. The history and philosophy of science, as well as research methods in the sciences, will also be covered. Laboratories will include engineering and technical applications of biology and the use of technology.

Forensic Investigations (Grade 11, 12, Prerequisites: Biology and Chemistry)

LY766, LY766H **Full Year** **Credits: 6** **CP, H**

This course will provide a working understanding of the science of forensic criminal investigation. Major topics will include how the concept of forensics developed and became accepted, various processes of identification of both the victim and the suspect, different methods of evidence collection and interpretation, the science of pathology and how the actual death process can leave clues behind, and common misunderstandings brought about through entertainment mediums. This course will follow the frameworks for the NGSS and include MA standards for chemistry, biology, and engineering.

Marine Biology (Grades 11, 12, Prerequisites: Biology and Chemistry)

LY408, LY409 **Full Year** **Credits: 6** **CP, H**

This course concentrates on the ecology of all marine life typical of New England waters but will also encompass various organisms and environments from around the world. Classes will study a variety of local organisms including plankton, sponges, jellyfish, worms, mollusks, crustaceans, fish, birds, reptiles, and marine mammals. Both live and preserved specimens are studied as students learn about the structure and function of life in the oceans. Additional topics include the study of ocean water, currents, waves, tides, conservation, and human impact on the marine environment and global warming's effect on the oceans. All students will also be expected to conduct independent directed studies and research projects.

MCAS Biology Portfolio (Grades 11, 12)

LY433a, LY433 **Semester, Full Year** **Credits: 2.5, 5** **CP**

Appropriate for students in grades 11 & 12 who have yet to pass the Biology MCAS. Students will prepare a portfolio of their work for submission to DESE for the MCAS appeal process. Students who successfully pass the November retest may opt out of second semester and be rescheduled.

Physics I (Grades 11, 12, Prerequisites: Biology, Chemistry)

LY422, LY420 **Full Year** **Credits: 6** **CP, H**

This course introduces basic physical principles that govern the universe with an emphasis on connection to student daily life. This course emphasizes the topics of forces, motions, and the forms of energy. Students use Newton's laws of motion, and explore how to apply science and engineering ideas to total momentum, conservation, system analysis, and gravitational and electrostatic forces. Students engage with science and engineering practices such as developing and using models, analyzing and interpreting data, using mathematics, and engaging in argument from evidence.

Physics II (Grade 12, Prerequisites: Biology, Chemistry, Physics I)

LY421 **Full Year** **Credits: 6** **H**

Physics II is a second-year physics course designed for high school students in grade 12 who have completed Physics 1. The course covers the topics and concepts typically included in the second semester of an algebra-based, introductory college-level physics course. Topics include fluid statics & fluid dynamics, thermal physics & thermodynamics, electricity & magnetism (including RC circuits and electromagnetic induction), light & optics, and modern (quantum, atomic & nuclear). The course focuses on high-level understanding of concepts and experimental design.

World Languages

By following a course of study in World Languages in Lynn Public Schools, students will develop their language skills while gaining cultural insights. The World Languages department uses a proficiency-based approach to teaching language and culture. Students who follow a course of study in World Languages will develop their language skills through the four domains: reading, writing, listening, and speaking. Language courses encourage and promote communication and self-expression in the target language through thematic units related to students' daily lives and interests.

Courses Offered:

ASL - American Sign Language	French	Latin	Spanish	Spanish for Spanish Speakers
Intro to ASL I	French I French II	Latin I Latin II Latin III Latin IV AP Latin: Vergil Intro to Ancient Greek	Spanish I Spanish II Spanish III Spanish IV Spanish V AP Spanish Language & Culture	Spanish for Spanish Speakers I Spanish for Spanish Speakers II

World Languages: Typical Course Sequencing

Students entering the 9th grade in Lynn Public Schools will have taken a Spanish placement test in the 8th grade to determine their placement for high school. Students who have tested will be placed into appropriately challenging courses according to their language proficiency level. Thus, 9th graders' course entry level will be determined by the placement test and students should elect and plan to continue a program in World Languages for as long of a sequence as possible. It is recommended that students follow a sequential program of at least three years, preferably four. Most of the language courses are offered as both a moderately paced college-preparatory class and as an intensively paced honors class. The selection of course will be determined by successful completion of the previous course and or placement test in collaboration with teacher recommendation, caregiver input, and guidance from guidance counselors.

Note: Arrows indicate *typical* paths through the World Languages sequence and *do not* preclude other movement between levels. Teachers make course and level recommendations based on course prerequisites and are guided by their knowledge of a student’s strengths in order to make a recommendation that will help to ensure the student’s success.

7 th Grade	8 th Grade	9 th Grade	10 th Grade	11 th Grade	12 th Grade
		Language I →	Language II →	Language III →	Language IV
Language IA →	Language 1B →	Language II →	Language III →	Language IV →	Language V / AP Language
Spanish for Spanish Speakers					
		Spanish for Spanish Speakers I →	Spanish for Spanish Speakers II →	Spanish for Spanish Speakers III →	Spanish V / AP Spanish
Spanish for Spanish Speakers 1A →	Spanish for Spanish Speakers 1B →	Spanish for Spanish Speakers II →	Spanish for Spanish Speakers III →	Spanish V →	AP Spanish

World Languages Catalog

Intro to American Sign Language (Grades 9-12)

LY550

Semester

Credits: 2.5

CP

This introductory course is designed to develop basic receptive and expressive skills using language situations they may encounter in the local Deaf community. Students will learn to respect and better understand Deaf people and ASL with an appreciation for linguistic and cultural diversity. ASL grammar and cultural information will be introduced through the target language of ASL, with written English and visuals as secondary means of communication. The functional-notional teaching approach will be implemented, which focuses on how language is used in real-life situations and allows students to personalize how they might communicate in those situations. (LEHS only)

Latin I (Grades 9-12)**LY541** **Full Year** **Credits: 5** **CP**

This first level college-preparatory course introduces students to the Latin language. Students learn the principles of pronunciation and inflection, essential Latin constructions, and adequate vocabulary. Much time is also spent discussing English derivatives, Latin phrases used in daily life, the relationship of Latin to other Romance Languages, and Ancient Roman and Greek civilization.

Latin II (Grades 9-12, Successful completion of Latin I and/or placement test in conjunction with teacher recommendation.)**LY542, LY542H** **Full Year** **Credits: 5** **CP, H**

This second level course in Latin is a language class, in which students complete the basic vocabulary and grammar concepts, including work on all the noun and adjective declensions, verb infinitives and participles, and special structures involving them. Assignments are challenging as students translate adapted readings and readings from real ancient authors. Students also explore ancient culture, history, and mythology.

Latin III (Grades 9-12, Successful completion of Latin II and/or placement test in conjunction with teacher recommendation.)**LY543** **Full Year** **Credits: 5** **H**

The third level honors course in Latin is an intensive class, in which students complete the study of Latin grammar, including the subjunctive and other advanced structures, which are needed to begin readings of passages from Roman authors such as Caesar, Ovid, Plautus, and Martial. There is continued emphasis on derivatives, Latin phrases, and ancient literature and civilization.

Latin IV (Grades 9-12, Successful completion of Latin III and/or placement test in conjunction with teacher recommendation.)**LY544** **Full Year** **Credits: 5** **H**

The fourth level honors course in Latin is an intensive language class, in which there is a focus on reading Latin Literature with an emphasis on more advanced works of Roman authors such as Virgil, Cicero, and Pliny. There is a review of grammar and study of additional complex structures. Figures of speech, versification, and ancient civilization and its relationship to modern studies in the humanities are emphasized.

Spanish I (Grades 9-12)**LY501** **Full Year** **Credits: 5** **CP**

This first level course introduces students to the Spanish language with immediately useful communication skills. Through daily classroom activities presented as part of thematic units, students will learn the basic sound system of the Spanish language and study vocabulary and structures through meaningful context. Additionally, students will acquire cultural insights to the Spanish-speaking world. There will be many opportunities during class time to practice the language and interact in all four domains: reading, writing, listening, and speaking. Classes will be conducted primarily in Spanish. The targeted ACTFL proficiency level for the end of this course is novice-mid through novice-high.

Spanish II (Grades 9-12, Successful completion of Spanish I and/or placement test in conjunction with teacher recommendation)

LY504, LY503

Full Year

Credits: 5

CP, H

This second level course in Spanish further develops those skills and proficiencies attained in the first year of Spanish. Additional enrichment is achieved through the increasing emphasis on vocabulary acquisition and communication skills; reading and supplementary materials are featured more prominently than in level 1. Students will develop the ability to communicate in the language about everyday situations and increase their awareness of culture through classroom activities driven by thematic units. Classes will be conducted primarily in Spanish. The targeted ACTFL proficiency level for the end of this course is novice-high through intermediate-low.

Spanish III (Grades 9-12, Successful completion of Spanish II and/or placement test in conjunction with teacher recommendation)

LY506, LY505

Full Year

Credits: 5

CP, H

This third level course in Spanish features an accelerated emphasis on improving the student's ability to understand and speak in Spanish. The course will encourage proficiency in language skills, which will be developed through further study of structures, vocabulary, and idiomatic expressions. More opportunities will be provided for self-expression, orally and in writing, by means of dialogues, skits, projects, and compositions. Students will further develop an awareness and appreciation of the culture of the Spanish-speaking world through a variety of activities. This class will be conducted primarily in Spanish. The targeted ACTFL proficiency level for the end of this course is intermediate-low through intermediate-mid.

Spanish IV (Grades 9-12, Successful completion of Spanish III and/or placement test in conjunction with teacher recommendation)

LY508, LY507

Full Year

Credits: 5

CP, H

This fourth level course in Spanish features more sophisticated structures, listening, speaking, reading, and writing skills already attained in the first three years of the study. Increased emphasis will be on reading and conversational skills along with the development of writing in Spanish. Students will read and discuss various literary selections as well as articles on contemporary issues. The art, music, and history of the culture of the Spanish-speaking world will be further explored. This course will be primarily conducted in Spanish. The targeted ACTFL proficiency level for the end of this course is intermediate-mid through intermediate-high.

Spanish V (Grades 9-12, Successful completion of Spanish IV and/or placement test in conjunction with teacher recommendation)

LY511, LY510

Full Year

Credits: 5

CP, H

This fifth level course in Spanish incorporates a survey of short stories by Latin American authors to continue the development of the four linguistic skills of reading, writing, listening, and speaking in a communicative context. Vocabulary acquisition, oral expression, and composition work is based on conversational and literary themes. Grammar is reviewed in context. This course will be primarily conducted in Spanish. The targeted ACTFL proficiency level for the end of this course is intermediate-high through advanced-low.

Spanish for Spanish-Speakers I (Grades 9-12, placement test in conjunction with teacher recommendation)

LY501SP, LY500SP

Full Year

Credits: 5

CP, H

This course offers Spanish speakers, who speak Spanish at home, an opportunity to develop their academic skills in their heritage language while being appropriately challenged. This course explores the identity of Spanish speakers in and out of the Spanish speaking world through study of language, history, and the arts. Heritage Spanish speakers bring a unique skillset to language learning and therefore this course is designed to develop their academic language skills while reinforcing their home culture and language. This course will prepare students to participate in a second and third year of Spanish for Spanish speakers as well as upper-level Spanish classes such as Spanish 5 and AP Spanish. Students will develop the ability to communicate using academic Spanish and increase their awareness of the culture of the Spanish speaking world through classroom activities driven by thematic units. Classes will be conducted primarily in Spanish. The targeted ACTFL proficiency level for the end of this course is intermediate-low.

Spanish for Spanish-Speakers II (Grades 9-12, Successful completion of Spanish for Spanish Speakers I and/or placement test in conjunction with teacher recommendation)

LY504SP, LY503SP

Full Year

Credits: 5

CP, H

This second level course offers Spanish speakers, who speak Spanish at home, an opportunity to further develop those skills and proficiencies attained in the first year of Spanish for Spanish speakers. Additional enrichment is achieved through the increasing emphasis on vocabulary acquisition and communication skills; reading and supplementary materials are featured more prominently than in level 1 and students will continue to develop their academic skills in their heritage language while being appropriately challenged. This course explores the identity of Spanish speakers in and out of the Spanish speaking world through study of language, history, and the arts. Heritage Spanish speakers bring a unique skillset to language learning and therefore this course is designed to develop their academic language skills while reinforcing their home culture and language. This course will prepare students to participate in a third year of Spanish for Spanish speakers as well as upper-level Spanish classes such as Spanish 5 and AP Spanish. Students will develop the ability to communicate using academic Spanish and increase their awareness of the culture of the Spanish speaking world through classroom activities driven by thematic units. Classes will be conducted primarily in Spanish. The targeted ACTFL proficiency level for the end of this course is intermediate-mid.

Early College

Early College: Typical Course Sequencing

Note: Table indicates *typical* paths and *do not* preclude other movement between levels. Teachers make course and level recommendations based on course prerequisites and are guided by their knowledge of a student's strengths in order to make a recommendation that will help to ensure the student's success.

Pathway	10 th Grade	11 th Grade	12 th Grade
Computer Science and IT NSCC	Speech	Information Technology, Society and Culture	HTML
	Ethics	English Composition	Programming, Logic and Design - Python
Business NSCC	Speech	Intro to Entrepreneurship	Intro to Business
	Ethics	English Composition	Principles of Marketing
Education SSU	Oral Communication for Civic Engagement and Social Justice	Exploring Education	Child Growth
	Social Ethics	Foundations of Writing	Global History Since 1900
Healthcare SSU	Oral Communication for Civic Engagement and Social Justice	Healthcare in the US	Human Rights and Public Health
	Social Ethics	Foundations of Writing	Global History Since 1900
<ul style="list-style-type: none"> • Courses in the LPS early college pathways are all 3 credit courses that are transferable to any Massachusetts college or university as part of the Massachusetts Mass Transfer block. • On the LPS transcript the courses are weighted as AP level courses. 			

Pathway	First Year	Second Year
Spanish Language NSCC	Understanding Higher Ed and Career Pathways	Introduction to Psychology
	Speech	Introduction to Sociology
<ul style="list-style-type: none"> • Courses in the Spanish Language early college pathway are offered in Spanish • Courses in the LPS early college pathways are all 3 credit courses that are transferable to any Massachusetts college or university as part of the Massachusetts Mass Transfer block. • On the LPS transcript the courses are weighted as AP level courses. 		

Early College Catalog

LY257 Child Growth (SSU)

PSY251 **Semester** **Credits: 5** **EC**

This course is designed to provide students with an integrated exposure to child development. A broad theoretical background is combined with principles of application. Three lecture hours per week.

LY115 Composition 1 (NSCC)

CMP101 **Semester** **Credits: 5** **EC**

Emphasis is on developing skills of writing, reading, analytical thinking, and research. Students are introduced to thought provoking ideas in readings from a variety of disciplines and learn to organize material, analyze ideas, and produce clear writing. Fulfills open and liberal arts electives. This class satisfies the Mass Core requirement for high school grade 11 ELA.

LY264 Ethics (NSCC)

PHI116 **Semester** **Credits: 5** **EC**

Study of the philosophical approach to moral experience. A systematic inquiry into human conduct with the purpose of discovering both the rules that ought to govern human action and the goods that are worth seeking in human life. Both classical and contemporary philosophers are studied. Fulfills open, liberal arts, and humanities electives.

LY127 Exploring Education (SSU)

EDC115 **Semester** **Credits: 5** **EC**

Students will explore contemporary issues in education and reflect on their own experience as learners through a range of media and multiple lenses—historical, philosophical, sociological, political, and personal. We will explore the purposes of learning and education, careers in education aligned with those purposes, and pathways available within the School of Education that prepare students to be educators of many kinds. We will consider what it means to “learn” something, what makes an “educated” person, and how learning and education contribute to the functioning (or dysfunction) of a society. We will explore persistent problems of access and equity and consider the social and educational climate that support or limit the work of educators.

LY118C Foundations of Writing (SSU)

ENL110 **Semester** **Credits: 5** **EC**

This course provides an introduction to the foundation knowledge, literacies, and composing strategies that will help prepare students for writing across the disciplines, in the workplace, and in their local and global communities. This class satisfies the Mass Core high school requirement for grade 11 ELA.

LY212 Global History Since 1900 (SSU)**HST106** **Semester** **Credits: 5** **EC**

This course is an introduction to world history since 1900. Students will examine topics and themes in modern history and explore the diverse cultural, social, political and economic transformations leading to our increasingly globalized world. Topics may include capitalism, colonialism, anti-colonialism, race, democracy, world war, nationalism, ethnicity, genocide, the Cold War, human rights, technological development and globalization. Three lecture hours per week. This class satisfies the Mass Core high school requirement for Social Studies.

LY431 Healthcare in the US (SSU)**BHS101** **Semester** **Credits: 5** **EC**

This course introduces a student to the history, structure, and characteristics of the American healthcare system including the delivery of healthcare services, service settings, healthcare financing, insurance, and the roles and responsibilities of healthcare providers and professionals. Students will establish skills and knowledge needed to become more informed healthcare consumers and to comprehend the complexities of the current healthcare system, healthcare practice guidelines, and ethical practices. Three lecture hours per week. Required of all BHS majors and minors.

LY625 HTML (NSCC)**CPS140** **Semester** **Credits: 5** **EC**

This course combines the web development skills of HTML, CSS, and JavaScript with the topics of web design, e-commerce, and web promotion strategies. Emphasis will be on creating accessible and responsive web pages. Students enrolling in this course should be capable of using the Windows or Mac operating system and understand basic file management. Fulfills open and computer science electives.

LY ### Information Technology, Society and Culture (NSCC)**IDS108** **Semester** **Credits: 5** **EC**

A study of the continuing revolution in information technology and its effects on global culture. Includes an analysis of the social, cultural, and economic impact of computers and information technology and an examination of the psychological, ethical and philosophical implications of these new technologies. Various topics including online gaming culture, virtual reality and social media will be explored. Fulfills open and liberal arts elective.

LY627 Introduction to Business (NSCC)**BUS100** **Semester** **Credits: 5** **EC**

Designed to introduce the student to the various aspects of the business world. Topics include economic systems, management principles, organizing concepts, motivation theory, production and quality, marketing principles, accounting concepts, financial management and contracts. Fulfills open elective.

LY617 Introduction to Entrepreneurship (NSCC)**ENT100** **Semester** **Credits: 5** **EC**

This is an introductory course intended to provide students with a solid foundation in the vital role played by entrepreneurs and entrepreneurship in the economy of the 21st Century. It provides students from all disciplines with an avenue to explore a perspective of innovation and entrepreneurship within their areas of interest. Topics include the importance of business development for a healthy economy, basic economic ideas and their effect on new ventures and small business, entrepreneurial lifestyle, business environment analysis, opportunity identification and innovation, the entrepreneurial process, business ownership, sustainability, and social entrepreneurship. Fulfills open electives.

LY258, LY258S Introduction to Psychology (NSCC)**SOC106** **Semester** **Credits: 5** **EC**

Systematic study of behavior including the development of psychology as a science, the biological basis of behavior, learning and memory, motivation, sensation and perception, personality development, cognitive processes, maturation and development, and adjustment.

LY262, LY262S Introduction to Sociology (NSCC)**SOC106** **Semester** **Credits: 5** **EC**

Introduction to the study of society, employing all the basic concepts of sociology, such as: the structure and functions of society, culture, norms, roles and status. Attention is given to the origins of sociology, its methods and its place as one of the social sciences.

LY267 Oral Communication for Civic Engagement & Social Justice (SSU)**SPC1015** **Semester** **Credits: 5** **EC**

This course is designed to give students a broad overview about communication strategies in civic engagement and using the best communication practices to enact social justice/change. The course lectures, materials, and activities are designed to engage students in authentic and compelling dialogue about critical social issues found within the local, national or international contexts. Students will be expected to deliver speeches, lead discussions, critically analyze issues, and critique their own work, as well as that of others. This course satisfies the oral communication core requirement. Three lecture hours per week.

LY616 Principles of Marketing (NSCC)**MKT101** **Semester** **Credits: 5** **EC**

Introduces the role of marketing in business and other organizations. Basic theory and terminology are examined with emphasis on the major components of marketing: product, price, promotion, and distribution. Fulfills open electives.

LY626 Programming Logic and Design with Python (NSCC)**CPS109** **Semester** **Credits: 5** **EC**

This course uses the Python language to provide a comprehensive introduction to fundamental programming concepts for students interested in exploring computer programming for the first time. Topics covered include problem solving and algorithm development using flow charts and pseudo code, understanding structure, data types, input/output, arithmetic, comparison and logical operators, selection statements, looping, functions, and array. The student will be introduced to object-oriented programming (OOP) design. Fulfills open and liberal arts electives.

LY265 Social Ethics (SSU)**PHL209** **Semester** **Credits: 5** **EC**

An inquiry into the major theories in Moral Philosophy, with special application to social problems. Issues to be discussed will include some of the following: abortion, euthanasia, the death penalty, sexual equality, discrimination and reverse discrimination, pornography and censorship, violence, economic injustice, and environmental and population control. Three lecture hours per week.

LY114, LY114S Speech (NSCC)**SPE102** **Semester** **Credits: 5** **EC**

Focuses on the nature and effects of verbal communication. Students will become familiar with the communication process, including some of the following: principles of organization, purpose, language structure, effective delivery, and audience analysis. Students individually will use these elements in informative and persuasive speaking in the traditional speaker-audience relationship. Fulfills open, liberal arts, and humanities electives.

LY610, LY610S Understanding Higher Education (FDCA, LVTI, and Spanish Language Pathways Only) (NSCC)**FFL103** **Semester** **Credits: 5** **EC**

This course introduces higher education, including the purposes, functions, and structures of postsecondary institutions. Students will gain a full understanding of degree and career pathways available across institutional types and familiarity with the social and emotional factors influencing student persistence and completion across educational settings. A variety of contemporary issues in higher education will be explored, with particular emphasis on the ways in which student experiences intersect with these issues. Topics include but are not limited to: academic discourse, social-emotional learning, educational planning, financial planning, college placement options, prerequisites/corequisites, and teaching and learning modalities. While this course focuses on higher education specifically, course topics will have application to educational settings and successful learning more broadly.

Appendices

Career Vocational Technical Education-Lynn Tech only

Technical Programs

Each student in grade 9 completes a half-year Exploratory program, which allows them to experience each of LVTI's career and vocational technical education programs. Upon completion of the Exploratory program, students select a shop in which to enroll based on the criteria set forth in the LVTI Admission Policy.

Automotive Collision Repair and Refinishing	Heating, Ventilation, Air Conditioning and Refrigeration
Automotive Technology	Health Assisting
Biotechnology (<i>new in 2024</i>)	Information Technology & Networking
Carpentry	Metal Fabrication and Joining Technology
Cosmetology	Plumbing
Culinary Arts	Machine Tool Technology
Early Childhood Education	Programming and Web Development
Electricity	Radio & Television Broadcasting
Graphic Communications	

CVTE Embedded Course Catalog

Physical Education/Health

LY761

Credits: 2.5

Grades 10-12

LY62Q

Credits: .13

Grade 9

The course, embedded into the student's technical program, is to promote a sense of self-awareness and well-being in all of our students. The activities of this integrated program are designed to develop a sound mind in a sound body which will assist each student to meet the daily challenges of the mental, emotional, social, and physical aspects of health. While developing lifelong skills and techniques in a variety of physical activities, students will develop an understanding and appreciation of the value of fair play and sportsmanship.

Career Guidance

LYCGEX

Credits: .12

Grade 9

The purpose of this rotation in Exploratory is to guide the student through the process of career decision-making and career planning. It will include a self-assessment and help to determine individual student interests. These will then be used to match these interests to occupations and higher education training options including college. Students will become familiar with career planning resources, identify personal interests and personality traits and match these interests to academic and technical course selections and future occupations. In addition, they will perform occupational research, identify educational/training requirements including skills/abilities needed for specific professions, research future earnings potential and participate in goal-setting activities.

Technical Programs Catalog

Automotive Collision Repair and Refinishing

The Automotive Collision Repair and Refinishing Program is an intensive three-year NATEF (National Automotive Technician Education Foundation) certified training program that emphasizes the application of skills in all areas of automobile collision trade. This program provides training with the latest technology utilizing hands-on experiences in all aspects of vehicle repair and reconditioning including sheet metal work, unibody alignment, Metal Inert Gas (MIG) welding, collision repair, computerized estimating, and finish painting. This program is in the process of “going green” by implementing waterborne paint into the program.

The ninth-grade exploratory program emphasizes shop safety and the basic skills needed in the auto collision trade. In addition, instruction is provided on the use of tools and application procedures. The use of visual demonstrations and hands-on experiences provide students with an excellent introduction to a career in this exciting field.

LYAC09	Auto Collision Repair and Refinishing	Credits: 5.5	Grade 9
LYAC10	Auto Collision Repair and Refinishing	Credits: 10	Grade 10
LYAC11	Auto Collision Repair and Refinishing	Credits: 15	Grade 11
LYAC12	Auto Collision Repair and Refinishing	Credits: 15	Grade 12

Students who select automotive collision repair and refinishing as their major course of study will be provided with instruction and experiences that will enable them to apply and demonstrate the acquisition of competencies in the following areas:

- Proper use of measuring, hand and power tools
- Inspecting & repairing frames
- Preparing and executing a repair plan
- Repairing and adjusting outer panels
- Finishing and painting automotive bodies
- Repairing mechanical and electrical components
- Repairing plastics and using adhesives
- Opportunity to earn S/P2 Safety & Pollution Prevention Training Certificate
- OSHA 10-hour, First Aid AND CPR Certifications
- SP2 Certification
- EPA GH Painter Certification

Career opportunities upon completion of the program include, but are not limited to:

- Postsecondary Education in Collision Repair Technologies
- Eligible to apply for ASE National Institute for Automotive Service Excellence
- One-year trade credit towards two-year requirement
- ASE Certification
- Automobile painter
- Automobile assembler
- Frame technician
- Automobile detailer
- Dealer prep person
- Insurance estimator
- Glass installer
- Parts specialist
- Paint technician
- Auto body equipment salesperson
- Insurance claims adjuster

Automotive Technology

The Automotive Technology Program is designed to provide students with the knowledge and critical thinking skills required to meet the growing demands of the automotive industry. Students are trained to diagnose and repair automotive problems in a fully equipped shop environment using training aids as well as customer and donated vehicles. This exciting three-year program is a NATEF (National Automotive Technician Education Foundation) certified training program, and the instructors hold ASE (Automotive Service Excellence) Certifications. Students receive on-going instruction in personal and shop safety and will be able to demonstrate correct responses to situations that threaten health and safety.

Grade nine exploratory students are introduced to the various opportunities available in the automotive industry. Students receive thorough instruction in personal and shop safety, basic tool identification and operation of shop equipment. Hands-on learning is emphasized.

LYAT09	Automotive Technology 9	Credits: 5.5	Grade 9
LYAT10	Automotive Technology 10	Credits: 10	Grade 10
LYAT11	Automotive Technology 11	Credits: 15	Grade 11
LYAT12	Automotive Technology 12	Credits: 15	Grade 12

The students who select automotive technology as their major course of study will receive on-going instruction in personal and shop safety. They will be accountable to define and demonstrate related health and safety regulations and practices in addition to being able to demonstrate correct responses to situations that threaten health and safety. Students will be tested annually on shop safety and procedures. Automotive technology students will participate in the OSHA 10-hour occupational safety and health training program.

The young people who select automotive technology as their major course of study will be provided with instruction and experiences that will enable them to apply and demonstrate the acquisition of competencies in the following areas:

- Demonstrate proper measuring procedures
- Demonstrate proper use of hand and power tools
- Diagnosing & repairing steering and suspension systems
- Diagnosing & repairing general, hydraulic, drum and disc brake systems
- Diagnosing & repairing electrical, starting, charging, lighting & driver information systems
- Diagnosing & repairing general and computerized engine problems
- Diagnosing & repairing ignition and emission systems
- OSHA 10-hour Certification
- First Aid Certification and CPR Certification

Upon successful completion of this technical program, students will be better prepared for:

- Postsecondary Education
- Automotive Technician
- Aircraft or Marine Technician
- Heavy Equipment Technician
- Brake & Exhaust Repair
- Auto Equipment Sales

Biotechnology (new in 2024)

LYBT09	Biotechnology 9	Credits: 5.5	Grade 9
LYBT10	Biotechnology 10	Credits: 10	Grade 10
LYBT11	Biotechnology 11	Credits: 15	Grade 11
LYBT12	Biotechnology 12	Credits: 15	Grade 12

Biotechnology career and technical education (CTE) is designed to explore the field of biotechnology through academically rigorous lessons and intensive hands-on laboratory experience. Students will be introduced to the careers possible in the field of biotechnology. Students will learn the importance of proper documentation in the laboratory. The topics covered will include: Lab safety and regulation, scientific inquiry, calculation, units and measurement; basic microbiology, introduction to DNA and DNA purification, and common laboratory techniques such as pipetting, chromatography and gel electrophoresis.

The ninth grade exploratory program provides for students to learn about the scientific method, detection methods for whether a substance is an acid or base, chromatography separation techniques based on properties of polarity, aseptic technique for Luria Broth (LB) Agar plates, growing bacteria, using a pipette to measure small volumes and to load samples on a gel, and finally examining DNA fingerprinting to determine the identify of a whale pup's father. Students will also maintain proper documentation by keeping a laboratory notebook and learn about safety and important equipment used in the lab every day.

Students who select biotechnology as their major course of study will be provided with instruction and experiences that will enable them to apply and demonstrate the acquisition of competencies in the following areas:

- Safety in the biotechnology lab
- Demonstrate knowledge of biotechnology industry fundamentals
- Demonstrate knowledge of regulatory affairs
- Demonstrate basic lab management skills
- Demonstrate and apply manufacturing process management techniques
- Perform basic calculations in solution preparation
- Metrology: use measurement instrumentation
- Use microscopes properly
- Perform standard lab assays/techniques
- Perform separation techniques
- Perform cell techniques
- OSHA 10-hour, First Aid AND CPR Certifications

Career opportunities upon completion of the program include, but are not limited to:

- Postsecondary Education in Biotechnology
- Biofuel Technician
- Biomanufacturing technician
- Cell culture technician
- Clinical research assistant
- Environmental Health and safety technician
- Food technologist
- Instrumentation calibration technician
- Laboratory technician
- Molecular biology technician
- Purification technician
- Quality control technician microbiology/chemistry
- Water quality technician

Carpentry

Carpentry is a program that prepares students to apply technical knowledge and skills to lay-out, fabricate, erect, install, and repair wooden structures and fixtures using hand and power tools as they prepare for a career in residential construction. In addition, the program will prepare individuals to apply technical knowledge and skills to set-up and operate industrial woodworking machinery and to use such machinery to design and fabricate wooden components and complete articles. Throughout the program, students will be exposed to various job situations where problem-solving and decision-making will be tested and evaluated. Accuracy and precision will be required. Students will be instructed in state and local building codes as well as current changes in laws.

The ninth grade exploratory program introduces students to the career opportunities in the carpentry field. Shop safety practices are stressed. They will receive exposure to measuring instruments, hand tools, portable and stationary woodworking equipment and building materials.

LYCA09	Carpentry 9	Credits: 5.5	Grade 9
LYCA10	Carpentry 10	Credits: 10	Grade 10
LYCA11	Carpentry 11	Credits: 15	Grade 11
LYCA12	Carpentry 12	Credits: 15	Grade 12

The students who select carpentry as their major course of study will be provided with instruction and experiences that will enable them to apply and demonstrate the acquisition of competencies in the following areas:

- Technical Mathematics
- Blueprint Reading
- Framing
- Job Estimating
- Construction Material Selection
- Foundations and Roughing
- Applications of codes and standards
- Use of hand and power tools
- Use of ladders and scaffolding
- Framing floors, walls, ceilings and roofs
- Finishing the interior and exterior of wooden structures
- Performing commercial carpentry tasks
- OSHA 10-hour Certification
- First Aid Certification and CPR Certification

Upon completion of this technical program opportunities include, but are not limited to:

- Postsecondary Education
- Architecture
- Civil Engineering
- Carpenters Union
- Apprenticeship Training
- Remodeling Contractor

Cosmetology

Cosmetology is the scientific study and practices of beauty culture. Our program is designed to prepare students for a career in this continually evolving field as a professional beauty technician. An active on-site clinic provides students with the opportunity to refine their skills in a fully equipped salon setting. Appropriate equipment and chemical use safety procedures and sanitation practices are taught and reinforced as the students interact with a client base from the Lynn area. The LVTI Cosmetology program is aligned with the Massachusetts Vocational Technical Frameworks as well as the State Board of Cosmetology. Once they reach the age of 16, students have the opportunity to acquire the 1,000 hours mandated to be eligible to take the examination for Board Certification.

The exploratory program stresses shop and professional safety, sanitation and personal hygiene, and a clear understanding of license requirements. The ninth graders will participate in basic mannequin work and procedures in braiding, shampooing, scalp treatments, facial cleansing and nail care. Students will explore the many job opportunities in the cosmetology fields.

LYC009	Cosmetology 9	Credits: 5.5	Grade 9
LYC010	Cosmetology 10	Credits: 10	Grade 10
LYC011	Cosmetology 11	Credits: 15	Grade 11
LYC012	Cosmetology 12	Credits: 15	Grade 12

The students who select cosmetology as their major course of study will be provided with instruction and experiences that will enable them to apply and demonstrate the acquisition of competencies in the following areas:

- Effective Customer Service skills.
- Effective related business managerial and financial skills
- Demonstrate proper shampooing procedures
- Demonstrate proper hair styling techniques
- Performing hair, scalp and facial treatments
- Performing make-up application
- Manicure procedures
- Hair shaping, coloring procedures and techniques
- Performing permanent waving and hair relaxing procedures
- With accomplished skills and accumulated time in shop during high school, students become eligible to take the MA State Cosmetology License Exam
- OSHA 10-hour Certification
- First Aid Certification
- Hairdresser – Massachusetts Division of Registration of Cosmetologist

Career Opportunities upon completion of this technical program include, but are not limited to:

- Postsecondary Education
- Licensed Cosmetologist
- Salon Owner
- Make-up Artist
- Color Technician

Culinary Arts

Culinary Arts is a comprehensive cooking and baking program, where students become involved in the entire spectrum of the food industry including planning, preparation, and presentation. The Tiger's Den restaurant is located within the school where meals and bakery items are prepared and served to the public. Lynn Tech is committed to providing its students with the highest level of health and safety instruction prescribed in the Vocational Technical Educational Frameworks, as well as local and state regulations dealing with food preparation and service.

Ninth grade exploratory students receive an exciting introduction to the world of hospitality. Students, working in teams, will acquire a hands-on overview of hot food preparation, baking, and restaurant operation. Students will be introduced to the food service industry standards that are necessary for success in the field of baking, restaurant operations and culinary arts.

LYCU09	Culinary Arts 9	Credits: 5.5	Grade 9
LYCU10	Culinary Arts 10	Credits: 10	Grade 10
LYCU11	Culinary Arts 11	Credits: 15	Grade 11
LYCU12	Culinary Arts 12	Credits: 15	Grade 12

Throughout the three-year program, students will be provided with instruction and experiences that will enable them to apply and demonstrate the acquisition of skills in the following areas:

- Food service
- Dining room service activities
- Host or hostess duties
- Basic nutrition
- Hospitality sales and marketing
- Starches, marinades, and dressings
- Banquet and catering services
- Utility services
- Preparing fruits and vegetables
- Preparing stocks, sauces, and thickening agents
- Preparing soups, meats, seafood, and poultry
- Grade manager, hors d' oeuvres and appetizers baking and dessert preparation
- OSHA 10-hour Certification
- First Aid Certification, CPR Certification and ServSafe Certification

Upon successful completion of the culinary arts program, career opportunities include, but are not limited to:

- Line Cooks
- Pastry Chefs
- Events Manager
- Banquet Server
- Executive Chef
- Franchise Restaurant Owner

Early Education and Care

In the Early Education and Care program, students learn growth and development of young children, responsibilities of the childcare teacher, and the importance of a professional attitude. Students will learn how to incorporate materials and activities that are developmentally appropriate across a variety of educational and social settings. In addition, students will understand the responsibilities of childcare, the importance of communication with others, and the need to project a professional appearance. They will gain an understanding of prenatal care, birth, and the developmental milestones in the early years of life. Students are exposed to educational pedagogy and experiences in areas including toddler care, pre-K and kindergarten. They are provided with practical experiences in the Cubbies Den and the Early Education Program.

Ninth grade exploratory students receive an overview of early education and care with experiences in the Cubbies Den and the Early Education enter in the Annex.

LYEC09	Early Education and Care 9	Credits: 5.5	Grade 9
LYEC10	Early Education and Care 10	Credits: 10	Grade 10
LYEC11	Early Education and Care 11	Credits: 15	Grade 11
LYEC12	Early Education and Care 12	Credits: 15	Grade 12

Throughout the three year program, students will be provided with instruction and experiences that will enable them to apply and demonstrate the acquisition of skills in the following areas:

- CPR and First Aid Certification
- Child Growth and Development
- Classroom Management
- Articulation with: North Shore Community College
- Portfolio Development
- Building Strong Family Relationships
- Daycare Teacher
- Design and Maintain a Positive Learning Environment
- Curriculum Planning and Assessment
- Early Education Care Level 1: Teacher Preschool and Infant Toddler
- OSHA 10-hour certification
- First Aid Certification
- CPR Certification

Upon successful completion of the Early Childhood Education and Care program, career opportunities include, but are not limited to:

- Home Day Care
- Special Education Teacher
- Preschool Teacher-Daycare
- Infant/Toddler, Preschool and Before and After School Programs
- Childcare Centers Owner/Operator

Electricity

In the Electricity Program, students learn to install electrical equipment for lighting, heating, and power applications in commercial, industrial & residential buildings according to the Massachusetts Electrical Code. Students use commercial tools and equipment and work in a shop with simulated residential and industrial work areas. Shop safety practices are constantly stressed. Through demonstrations and shop activities, students will be exposed to wiring procedures, splicing of conductors and work with bell and cable wiring. Students can complete 1200 hours of work experience toward an electrical apprenticeship.

The ninth-grade exploratory program introduces students to the career opportunities in the electrical field. Shop safety practices are emphasized. Through demonstrations and simple shop activities, students will be exposed to basic wiring procedures including switches, lighting, and receptacles. They will have an opportunity to perform the basic splicing of conductors and to work with bell and cable wiring. Students will discover the many career opportunities available in the electrical field.

LYEL09	Electricity 9	Credits: 5.5	Grade 9
LYEL10	Electricity 10	Credits: 7.5	Grade 10
LYEL00	Electricity Related 10	Credits: 2.5	Grade 10
LYEL11	Electricity 11	Credits: 12.5	Grade 11
LYEL01	Electricity Related 11	Credits: 2.5	Grade 11
LYEL12	Electricity 12	Credits: 12.5	Grade 12
LYEL02	Electricity Related 12	Credits: 2.5	Grade 12

Electricity students will be provided with instruction and experiences that will enable them to apply and demonstrate the acquisition of skills in the following areas:

- National and Massachusetts Electrical Code
- Print reading
- The use of tools, fasteners and test equipment
- Basic and advanced concepts of electrical theory
- Installing raceways, boxes, fittings, transformers, cable wiring
- Installing, splicing and terminating conductors
- Applying concepts of industrial, commercial and residential wiring
- Using motors
- Installing and maintaining lighting luminaries and alarm systems
- Electrical students acquire time that counts toward Eligibility to take the test for an Electrician's License which is 600 classroom hours and 8000 hands on training under the supervision of a licensed Electrician
- OSHA 10-hour Certification and First Aid Certification

Career opportunities upon completion of this technical program include, but are not limited to:

- Electrical Apprenticeship Program
- Industrial Wiring Technician
- Electrical Designer
- Electrical Engineer
- Class C and D Security and Fire Alarm Systems

Graphic Communications

Graphic Communications is a program designed to instruct students in the various aspects of the printing and publishing industries as they relate to design, pre-press, and post-press as well as the art of Screen Printing. Students will use computers utilizing software specific for design and desktop publishing, as well as pre-press operations and estimating.

The students who select Graphic Communications as their career major will receive on going instruction in personal and shop safety as well as troubleshooting and problem-solving in a realistic student/instructor/client atmosphere. Graphics students have recently partnered with students in Life Skills to run our copy center, "Paw Prints". Lynn Tech has an articulation agreement with North Shore Community College.

The exploratory program introduces 9th grade students to the industry standard software. They explore their talents in graphic design, computer illustration and digital photo enhancement. Shop safety practices are emphasized.

LYGA09	Graphic Communications 9	Credits: 5.5	Grade 9
LYGA10	Graphic Communications 10	Credits: 10	Grade 10
LYGA11	Graphic Communications 11	Credits: 15	Grade 11
LYGA12	Graphic Communications 12	Credits: 15	Grade 12

Students will be provided with instruction and experiences that will enable them to apply and demonstrate the acquisition of skills in the following areas:

- Ability to design graphics using Adobe CS-6 Software
- Computer design using State-of-the-Art MAC computers
- Job estimating using Franklin Estimating software
- Basic and advanced concepts of Graphic Communications Theory and Layout and Design
- Customer Service procedures including order expediting, scheduling, and billing
- Pre-production, production and post-production practices
- Offset press operation
- Effective bindery practices
- Applying printing knowledge to production processes
- Adobe Certification
- OSHA 10-hour Certification
- First Aid Certification

Upon successful completion of the graphic communications technology program, career opportunities include, but are not limited to:

- Postsecondary Education
- Digital Imaging Specialist
- Graphic Designer
- Press Operator
- Desktop Publisher
- Screen Printer

Health Assisting

Health Assisting is an excellent program for students who are interested in the high demand area of health care and human services. Students are provided with a knowledge based in human behavior and development, geriatrics, nursing assistant skills, medical terminology, and nutrition. Students work toward meeting both classroom and clinical requirements to be eligible for state and/or national certification testing. Students preparing for the Certified Nurse Assistant (CNA) certification focus on the care of the resident or patient in an in-patient setting. Students work in a variety of settings including extended nursing care, and rehabilitative facilities, gaining experience communicating and working with the elderly. There is a strong emphasis on mathematics and written verbal communication skills that are necessary for the health care professional.

Ninth grade exploratory students are introduced to the many career opportunities in the health technology field. Shop/clinical safety practices are stressed. A wide variety of techniques are used to stimulate student curiosity and assist students in assessing their suitability for a career in the health field. Hands-on experience is provided in the classroom and laboratory environment.

LYHT09	Health Assisting 9	Credits: 5.5	Grade 9
LYHT10	Health Assisting 10	Credits: 10	Grade 10
LYHT11	Health Assisting 11	Credits: 15	Grade 11
LYHT12	Health Assisting 12	Credits: 15	Grade 12

Health Assisting students will be provided with instruction and experiences that will enable them to apply and demonstrate the acquisition of competencies in the following areas:

- Orientation to Health Care
- Responding to and assisting clients in the activities of daily life
- Health care office management
- Measuring, documenting, and reporting client information
- Performing special procedures
- Administering comfort measures to clients
- Assisting clients with nutrition and hydration
- Assisting cognitively impaired clients
- Necessary skills to successfully pass State CNA licensing exam and the State CAN licensing exam during sophomore and junior years
- Alzheimer's 13 hour Certification, OSHA 10-hour Certification, and First Aid Certification
- Phlebotomy Training
- EKG/ECG Training (75 hours)

Upon successful completion of this program, career opportunities include, but are not limited to:

- Nursing
- Certified Nurse Assistant
- Home Health Aid
- Hospital Clerk
- Surgical Technician
- Paramedicine
- Occupational Therapy
- Physical Therapy

Heating, Ventilation, Air Conditioning and Refrigeration Program

The Heating, Ventilation, Air Conditioning and Refrigeration program offers students the opportunity to demonstrate their abilities in a series of hands-on projects designed to acquaint students with the HVAC and industry.

Ninth grade exploratory students learn to wire series and parallel electric circuits and how to use a volt and ohmmeters. Copper soldering, brazing, and assorted connecting techniques are introduced. Safety issues and career opportunities are stressed.

LYHV09	HVAC 9	Credits: 5.5	Grade 9
LYHV10	HVAC 10	Credits: 10	Grade 10
LYHV11	HVAC 11	Credits: 15	Grade 11
LYHV12	HVAC 12	Credits: 15	Grade 12

Throughout the three year program, students will be provided with instruction and experiences that will enable them to apply and demonstrate the acquisition of skills in the following areas:

- Blending, flaring, soldering, and brazing copper tubing
- Basic electricity and basic controls in wiring
- Voltmeters, ohmmeters, amprobe meters
- Designing refrigeration piping schemes
- Installing manifold gauges, vacuum pumps, recovery units, and charging cylinders to refrigeration units
- Laws of thermodynamics, heat transfer methods, refrigeration components (compressors, condensers, metering devices, evaporators)
- Refrigerant characteristics and safety issues
- Hot water boilers, freezer stations, and s including refrigerators, winder air conditioners, ice machines, and commercial air conditioner systems
- Installing gauges, performing efficiency tests, isolating compressors, pumping down the system
- Split air conditioning systems, gas and oil heating systems, hot water boilers, freezer stations
- Principles of refrigeration containment
- Troubleshooting, installation, and servicing

Licensing/Certifications:

10-hour OSHA Certificate

EPA Section 608 Refrigeration Certification

Information Technology and Networking

Information Technology and Networking professionals learn the architecture, structure, functions and components of the Internet and other computer networks. Students will be able to build simple LANs, configure routers and switches for basic through advanced functionality, and implement IP addressing schemes. The course enables students to understand the selection criteria of network devices and WAN technologies to meet network requirements. Students will be able to describe the internal components of a computer, assemble a computer system, install an operating system, and troubleshoot using system tools and diagnostic software. Students will also be able to connect to the Internet and share resources in a network environment. Students will have the opportunity to earn the following certifications: Cisco CCENT and CCNA; and CompTIA IT Fundamentals, A+, and Networking +. Additionally, Networking Academies offers courses in Security, Linux, Programming, Entrepreneurship, Mobil Devices, and Internet of Things.

The ninth-grade exploratory student is introduced to the basic knowledge and skills necessary to pursue study in Information Technology & Networking and learn of the professional opportunities available to graduates of this program. Shop safety is emphasized.

LYIT09	Information Technology & Networking 9	Credits: 5.5	Grade 9
LYIT10	Information Technology & Networking 10	Credits: 10	Grade 10
LYIT11	Information Technology & Networking 11	Credits: 15	Grade 11
LYIT12	Information Technology & Networking 12	Credits: 15	Grade 12

Students will be provided with instruction and experiences that will enable them to apply and demonstrate the acquisition of competencies in the following areas:

- Installation, configuration, upgrading of hardware and software
- Preventative maintenance
- Basic Networking
- Diagnosing and troubleshooting
- Implement a switched network
- Implement an IP addressing scheme
- Implement a routed network
- Identify security threats to a network
- OSHA 10-hour Certification

Advanced Manufacturing

Advanced Manufacturing Shop is based on the MA Department of Elementary and Secondary Education (DESE) Career Technical Education (CTE) Chapter 74 Manufacturing, Engineering and Technology Services Occupational Cluster. The Advanced Manufacturing program is designed to prepare students for entry-level work in a machine shop. The students will learn, through hands-on training, the use of Milling Machines, Lathes, Grinders, Saws and C.N.C (Computer Numerical Control) machining. Students will also be introduced to the concepts of robotics and three-dimensional designing using modeling software.

The ninth-grade exploratory program introduces students to hands-on training, the use of Milling Machines, Lathes, Grinders, Saws and C.N.C. (Computer Numerical Control) machining.

LYPM09	Advanced Manufacturing 9	Credits: 5.5	Grade 9
LYPM10	Advanced Manufacturing 10	Credits: 10	Grade 10
LYPM11	Advanced Manufacturing 11	Credits: 15	Grade 11
LYPM12	Advanced Manufacturing 12	Credits: 15	Grade 12

Students will be provided with instruction and experiences that will enable them to apply and demonstrate the acquisition of competencies in the following areas:

- Blueprint Reading
- Machine Shop Theory & Practicing
- Applied Machine Shop Mathematics
- Inspection of Finished Parts
- Geometric Dimensioning and Tolerancing
- CNC Programming
- CNC Set-up & Operation
- CNC Lathe
- Vertical Machining Center (VMC)
- Practical and efficient use of Mastercam X6 Design
- Mill Programming
- Two Dimensional Design
- Three Dimensional Design
- OSHA 10-hour Certification
- First Aid Certification
- CPR Certification

Career opportunities upon completion of this technical program include but are not limited to:

- Machine Operators
- Maintenance Machinists
- Tool Inspectors
- Parts Inspectors
- CNC (Programmers / Operators)
- Job, Shop and Experimental Machinists

Metal Fabrication and Joining Technologies

The Metal Fabrication and Joining Technologies program is designed to train and develop students to become skilled fabricators, welders, and sheet metal workers. Instruction is delivered by NIMS certified teachers. Welding is the most common way to permanently join metal parts and therefore, is the core component of this program. In the process, heat applied to metal pieces melts and fuses them together. Because of its strength, welding is used in the building of ships, automobiles, and aircraft. It is also used to join beams in the construction of buildings, bridges, and other structures. Students are introduced to the safe use of equipment in both forming and welding various metals. Strong emphasis is placed on the development and application of mathematical skills. Students receive instruction in a supervised laboratory atmosphere within the technical program and participate in supervised off-campus projects.

The ninth-grade exploratory program introduces students to the safe use of equipment in both forming and welding various metals. Students will receive hands-on basic skill training in gas metal arc welding. Included in the program is the fabrication and welding of small projects in the shop environment.

LYMC09	Metal Fab and Joining Technologies 9	Credits: 5.5	Grade 9
LYMC10	Metal Fab and Joining Technologies 10	Credits: 10	Grade 10
LYMC11	Metal Fab and Joining Technologies 11	Credits: 15	Grade 11
LYMC12	Metal Fab and Joining Technologies 12	Credits: 15	Grade 12

Metal fabrication and joining technologies students will be provided with instruction and experiences that will enable them to apply and demonstrate the acquisition of competencies in the following areas:

- Applying principles of industry quality standard operations.
- Demonstrating and applying the design and manufacturing process.
- Problem solving, diagnosing, troubleshooting.
- Operating hand & power tools
- Maintaining equipment & machinery
- Using measurement devices.
- Explaining the fundamentals of metal fabrication & joining.
- Performing the oxy-acetylene, shielded metal arc, flux, core arc, and the gas tungsten arc welding.
- Performing the oxy-fuel gas & plasma cutting process.
- Performing the carbon arc gauging and spot welding processes.
- Laying out of materials according to standards.
- Joining metals.
- Performing mechanical cutting operations.
- Skills needed to take the Welding Certification test
- First Aid Certification

Career opportunities upon completion of this technical program include, but are not limited to:

- Apprenticeship programs
- Structural, mechanical or metallurgical engineering
- Art colleges for architectural metal designs or metal art construction
- Metal shop welder / fabricator
- Structured steel ironworker

Plumbing

Plumbing is a licensed trade that requires not only strong technical knowledge and skills but also a thorough understanding of the Massachusetts State Plumbing and Fuel Gas Code. The students in this program will also develop skills in blueprint reading, natural and propane gas piping, water and heat piping, drainage, and various types of gas hydronic heating systems. This hands-on program allows the student to assemble various components of plumbing and heating systems in a supervised laboratory atmosphere within the technical program and participate in supervised off-campus projects. The curriculum consists of problem-solving projects that require individual attention, as well as teamwork to complete.

The ninth-grade exploratory program introduces students to the safe use of equipment used in the plumbing trade. Students will receive hands-on basic skill training in plumbing and pipefitting in the shop environment.

LYPP09	Plumbing 9	Credits: 5.5	Grade 9
LYPP10	Plumbing 10	Credits: 7.5	Grade 10
LYPP00	Plumbing Related	Credits: 2.5	Grade 10
LYPP11	Plumbing 11	Credits: 12.5	Grade 11
LYPP01	Plumbing Related	Credits: 2.5	Grade 11
LYPP12	Plumbing 12	Credits: 12.5	Grade 12
LYPP02	Plumbing Related	Credits: 2.5	Grade 12

Students will be provided with instruction and experiences that will enable them to apply and demonstrate the acquisition of competencies in the following areas:

- Reading and interpreting prints
- Describing the fundamentals of the plumbing trade
- Installing fixtures
- Explaining the fundamentals of venting systems
- Installing fuel gas systems
- Installing drainage, waste, and vent piping
- Installing roof and area drains
- Servicing a plumbing system
- Identifying features of and regulations relating to water supplies
- Plumbing students must acquire 550 class hours and 8700 shop hours (1750 per year), this adds up to five years. Upon graduation the student will have completed 330 class hours and 1750 shop hours. Once the student gets their Apprentice license, they can continue to get 230 hours and work 3 years in order to go for their Journeyman's license.
- OSHA 10-hour Certification, First Aid Certification, and CPR Certification

Career opportunities upon completion of this technical program include but are not limited to:

- Postsecondary Education
- Gas Fitters
- Journeyman Plumber
- Plumbing and Heating Maintenance
- Master Plumber
- Oil Burner Technician

Programming and Web Development – Computer Technology

Computer programmers write detailed instructions that tell computers how to perform tasks. They determine the steps that must be followed and the processes that must be completed in each step. Programmers tell the computer which information to access, how to process it, and what equipment to use. Many programmers work with existing programs. They update, modify and expand these programs based on the needs of their clients. Programmers use one or more of the advanced languages available to encode their instructions. Students will be exposed to hardware and software currently used in office settings. They will be instructed in the design, creation, debugging and implementation of a Web page.

The ninth-grade exploratory student is introduced to the theory of computing, the history of the Internet, and the professional opportunities available to graduates of this program. Students will be exposed to the hardware and software currently used in office settings. Shop safety is emphasized.

LYCT09	Programming and Web Development 9	Credits: 5.5	Grade 9
LYCT10	Programming and Web Development 10	Credits: 10	Grade 10
LYCT11	Programming and Web Development 11	Credits: 15	Grade 11
LYCT12	Programming and Web Development 12	Credits: 15	Grade 12

Students will be provided with instruction and experiences that will enable them to apply and demonstrate the acquisition of competencies in the following areas:

- Describe Basic Network Technologies
- Applying Problem Solving and Trouble Shooting Techniques
- Explaining Programming Concepts
- Classifying and Installing Computer Hardware
- Implementing and Managing Software
- Creating HTML Documents
- Identifying and Explaining Security and Risk Awareness Issues
- Demonstrating Project Management Skills
- Testing and Following Quality Assurance Processes
- Using HTML, Cascading Style Sheets and JavaScript in the Creation of a Website
- Using XML
- Designing, Creating, Publishing, and Maintaining a Website
- OSHA 10-hour Certification, First Aid Certification, and CPR Certification
- AP Java Programming worth 3 college credits at most colleges

Career opportunities upon completion of this technical program include, but are not limited to:

- Postsecondary Education
- Computer Systems Management
- Computer Engineering
- Computer Systems and Analysis
- Computer Design Engineering
- Software Engineering
- Programming
- Computer Forensics
- Database Administration

Radio and Television Broadcasting

Radio and Television Broadcasting is a three-and-a half-year production course offered at Lynn Vocational Technical Institute. In today's world, most people can't get through a day without coming in contact with some form of media: television, film, radio, internet, publication magazines, newspapers, cell phone headlines. Students are introduced to a wide variety of production processes in both the shop and related environment. There is an emphasis placed on understanding the role that software and hardware play in the structuring of visual, auditory and motion elements to communicate through television, radio and media. Through basic studio multi-camera exercises and handheld field production assignments, students become familiar with the tools of the medium and the processes involved in media production. To familiarize students with the complex and multilevel activities involved in television production individual and team projects are assigned to help students learn the functions, potentials and limitations of the video equipment and the facilities.

The ninth-grade exploratory program is designed to introduce students to the many career opportunities available to a radio and television broadcasting professional. They will be exposed to the basic equipment and procedures of the broadcasting shop. Safety practices will be stressed.

LYTV09	Radio and Television Broadcasting 9	Credits: 5.5	Grade 9
LYTV10	Radio and Television Broadcasting 10	Credits: 10	Grade 10
LYTV11	Radio and Television Broadcasting 11	Credits: 15	Grade 11
LYTV12	Radio and Television Broadcasting 12	Credits: 15	Grade 12

Students will be provided with instruction and experiences that will enable them to apply and demonstrate the acquisition of competencies in the following areas:

- Pre-production, production, and post-production practices
- Identification and defining the fundamentals of broadcasting and video technologies and broadcast journalism
- Brainstorming an idea, producing a project to fruition, editing and exporting to DVD
- Experience with all formats including the new media for internet technology
- Producing a digital video
- Proficiency in all post-production software packages: Final Cut Pro Suite, Adobe Master Collection, Studio Maker and Microsoft Office
- OSHA 10-hour Certification
- First Aid Certification
- CPR Certification

Career opportunities upon completion of this technical program include, but are not limited to:

- Public Relations
- Media Advertising
- Journalism and Photojournalism
- Cellular sales
- Radio announcing
- Programming
- Cable technician
- Wedding videography
- Audio engineering
- Cable access production

Lynn Vocational Technical Institute Admission Policy

Non-LPS students: If you are a student living in the city of Lynn and attend a non-LPS school, please email Josselyn Guzman for the admission application at guzmanj@lynnschools.org.

Please see below for important information regarding the application requirements.

- 1. Admission Application:** The application will be a Microsoft form that requires your student to complete on their Lynn Public Schools laptop.
- 2. Artifact Choice Board:** All students are required to upload an artifact with their admission application. Please review the admission artifact choice board guidelines to understand the assignment required.
- 3. Interview Questions:** The LVTI Counseling department will visit LPS middle schools to complete the interview portion of the application with all students who applied. If the student is absent on the day scheduled for the interview, we will provide a make-up day to complete the interview. If your student requires an interpreter, we will accommodate the student by arranging an interpreter for the day of the interview.

Lottery Dates: We will be conducting 3 lottery dates where the drawings will be made for the incoming 9th grade class. The dates will be in March, June, and August. Please refer to the Admission Policy Handbook for more information. The decision letters will be sent out via email approximately a week after the lottery has been drawn.

Admission Information for Grade 8:

Any current 7th grader interested in applying for Grade 8 to Lynn Tech must apply. The admission application for Grade 8 will be live once the Grade 9 application closes. All students who are accepted to grade 8 must reapply if they would like to come for grade 9. More information will be available as we get closer to the admission time. If there are any questions, please contact Jennifer Miller at millerje@lynnschools.org.

Admission Information for Grade 10:

Any current 9th grader interested in transferring to Lynn Tech must also apply. The admission application for Grade 10 will be live on April 1st 2024 and will be closing on April 30th 2024. All application requirements are the same such as applying with artifact and an interview. If there are any questions, please contact Josselyn Guzman at guzmanj@lynnschools.org.

REMINDER: The application can only be submitted from a Lynn school-issued laptop.

After Dark Program (Housed at Lynn Vocational Technical Institute)

LVTI After Dark is a program offered by Lynn Public Schools. It is a modified academic/vocational school day program. Students will start their day at their current school at 10:30 am and complete their academic coursework until 2:30 pm. After that, they will board a bus to LVTI and work in their vocational programs from 3:00 to 6:00 pm on Mondays, Tuesdays, and Thursdays, and from 1:00 to 6:00 pm on Wednesdays. At 6:00 pm, students will be picked up and taken back to their home schools.

This program requires a two-year commitment during junior and senior years. Its goal is to equip students from Lynn Classical, Lynn English, and Fecteau-Leary with the vocational skills necessary to enter the workforce upon graduation. Only new juniors will be enrolled in LVTI After Dark each school year, and priority will be given to those students who are on the LVTI waitlist. The four vocational programs offered are Advanced Manufacturing (Precision Machining), Heating, Ventilation, Air Conditioning and Refrigeration (HVAC-R), Metal Fabrication and Joining Technologies, and Health Assisting.

GPA

The minimum admissions standards for first-year students require that students earn the following average GPAs.

State Universities	UMass Undergraduate Campuses
3.0	3.0

Grade point averages are to be calculated based upon grades earned in all high school level academic courses. Grades earned in Honors, Advanced Placement and Dual Enrollment courses should be given extra weight.

Each state university or UMass campus to which a student applies will calculate the GPA for purposes of applying the admissions standards.

In order to calculate a weighted GPA, individuals must convert each final grade earned in high school level academic courses to a 4-point grading scale (where A = 4.0; B = 3.0; C = 2.0; D = 1.0 and F = 0.0). A chart is provided with these materials so that letter or numeric grades may be converted. Further, the level of each course must be identified (for example, Honors or Advanced Placement). Full-year Honors level and Advanced Placement courses will receive an extra .5 and 1.0 points on the 4-point scale, respectively. A dual enrollment course will receive an extra 1.0 point on the 4-point scale.

An online tool for calculating the weighted GPA is available on [here](#). All applicants will have a “weighted high school GPA” calculated by the admissions office during the admissions process. Schools with uncommon grading schemes may be asked to provide a conversion to letter grades or other supporting material.

Calculating the weighted GPA

Use the following steps to complete the weighted GPA calculation:

- Step 1. Convert each final grade to its equivalent on the 4.0 scale.
- Step 2. Weight grades by adding .5 to each converted grade earned in an Honors level course, and 1.0 to each converted grade earned in Advanced Placement or Dual Enrollment course.
- Step 3. Multiply each converted grade or, if applicable, each weighted grade by the course credits earned. (Where a full-year course equals one unit; a semester course equals .5 units; a quarter course equals .25 units; etc.)
- Step 4. Total the products from Step 3.
- Step 5. Divide total from Step 4 by total number of course credits attempted.
- Step 6. Quotient is the student's weighted GPA. Note: students may not have completed all required high school level academic courses prior to applying to college. GPAs should be based upon all completed academic courses for which students are able to report final grades.

NOTE: The weighted GPA should be based on final grades earned in all high school level academic courses. Grades earned in courses that are not high school level academic courses may not be used to calculate the weighted GPA.

MassCore Framework

MassCore is a recommended program of study Massachusetts high school students need to excel in college, career, and civic life. Developed by an advisory group from elementary and secondary education, higher education, nonprofits and the private sector, MassCore maintains flexibility for students while letting districts set additional graduation requirements. Courses included in MassCore should be rigorous, engaging, and based on appropriate learning standards for high school or beyond. Fulfilling MassCore is just a start. Students should also engage in a full range of additional learning opportunities, such as: accelerated/advanced coursework; capstones or senior projects; dual enrollment courses; online courses; service learning; work-based learning; clubs and student organizations; varsity and intramural athletics; and part-time employment.

SUBJECT	UNITS	NOTES
English Language Arts	4 Units	
Mathematics	4 Units	Including completion of Algebra II or the Integrated Mathematics equivalent. A mathematics course during senior year is recommended for all students. Students may substitute one unit of Computer Science that includes rigorous mathematical concepts and aligns with the Digital Literacy and Computer Science standards for a mathematics course.
Science	3 Units of lab-based science	Coursework in technology/engineering courses may also count for MassCore science credit. Students may substitute one unit of Computer Science that includes rigorous scientific concepts and aligns with the Digital Literacy and Computer Science standards for a laboratory science course.
History and Social Science	3 Units	Including U.S. History and World History.
World Languages	2 Units	Of the same language.
Physical Education	As required by law	"Physical education shall be taught as a required subject in all grades for all students" (M.G.L. c.71 sec 3).
Arts	1 Unit	<i>Art, Dance, Music, and Theatre</i> qualify as the Arts per the MA Curriculum Frameworks 2019.
Additional Core Courses	5 Units	Other additional coursework (including Career and Technical Education) or any of the above.

*A unit represents a full academic year of study or its equivalent in a subject that covers all the standards contained in a specific Curriculum Framework.

**Students enrolled in a state-approved Career and Technical Education program of studies have the option of opting out of World Languages and Art and still fulfill MassCore.

***Districts may designate students with demonstrated fluency and literacy in language(s) other than English as meeting the MassCore recommendations for world languages

Massachusetts State University Minimum Admission Requirements

High School Unit Requirements

Minimum subject matter requirements must be met. The rigor of the curriculum is strongly considered. We appreciate applicants who take challenging courses, including honors, Advanced Placement (AP) or International Baccalaureate (IB) courses, if available.

When assessing academic achievement, course grades as well as grade trends are important, including course selection and grades in relation to the desired major. A strong senior schedule helps show the applicant's commitment to higher education. If the high school provides a class rank, that is taken into consideration as well.

Units

- English: 4
- Mathematics (Algebra II minimum): 4 including math in the senior year of high school
- Natural Science (3 labs): 3
- Social Science (one course in US history): 2
- World Languages: 2 of same language
- Electives (from areas above, arts and humanities, or computer science): 2

Applicants to the College of Engineering, Isenberg School of Management, or the Computer Science major must have four math units including an advanced math course, such as pre-calculus, calculus or trigonometry. Applicants to the College of Engineering must also have chemistry and physics.

Applicants to the Architecture, Art, Dance, and Music majors are encouraged to contact the appropriate department and apply as early as possible to allow enough time for an audition or portfolio review. Students must have their admission application on file with Undergraduate Admissions before auditions or portfolio reviews will be scheduled.

LPS Advanced Placement (AP) Contract

Dear _____

Congratulations! Your diligence and hard work have paid off and your teachers have great confidence in you. You have been recommended for the following AP Course(s) (note: course offerings vary by year and by school):

Arts	English	History & Social Science	Math and Computer Sciences	Science	World Languages and Culture
<input type="checkbox"/> AP Art History	<input type="checkbox"/> AP English Language and Composition	<input type="checkbox"/> AP European History	<input type="checkbox"/> AP Pre-Calculus	<input type="checkbox"/> AP Biology	<input type="checkbox"/> AP French Language and Culture
<input type="checkbox"/> AP Music Theory	<input type="checkbox"/> AP English Literature and Composition	<input type="checkbox"/> AP Microeconomics	<input type="checkbox"/> AP Calculus AB	<input type="checkbox"/> AP Chemistry	<input type="checkbox"/> AP Spanish Language and Culture
<input type="checkbox"/> AP Studio Art		<input type="checkbox"/> AP Psychology	<input type="checkbox"/> AP Calculus BC	<input type="checkbox"/> AP Environmental Science	<input type="checkbox"/> AP Latin
		<input type="checkbox"/> AP US History	<input type="checkbox"/> AP Computer Science	<input type="checkbox"/> AP Physics 1	
		<input type="checkbox"/> AP US Government and Politics	<input type="checkbox"/> AP Statistics	<input type="checkbox"/> AP Physics 2	

Enrollment in Advanced Placement courses is a great honor and requires you to make a mature decision. Advanced Placement courses require **intensive study and serious responsibility**. AP courses go much deeper into content areas than regular or honors courses. Assignments, readings, and assessments are rigorous and generally require more work and thus more time than other courses. The AP course content itself will be approximately that of a college course, since they aim to reflect what students will face in college.

Please only elect to take subjects in which you are prepared to participate in:

- summer work (students who have not passed in summer work may be dropped from the course)
- afterschool sessions throughout the year
- independent reading assignments
- Advanced Placement exams in May

Two weeks after the start of school, no students enrolled in an AP course will be allowed to drop/transfer before the completion of the first quarter without a meeting with the principal. If you transfer at the end of first quarter to a lower level course, the grade earned for first quarter will remain on your transcript permanently. Your grade WILL NOT be changed to compensate for the weighted difference of the new course. Any student dropping an AP course must have a meeting with the principal. Replacement courses are not guaranteed.

Additionally, if you choose to enroll in four or more AP courses, we require that you participate in a discussion with our AP Committee to review the extensive academic requirements for the coming year. It is our hope that meeting with the AP Committee will help you to make an informed decision regarding participation in so many rigorous and challenging classes. We encourage you to take advantage of the opportunity to ask questions and gather useful information about the Advanced Placement program. Please do not view the committee as a deterrent, but rather as a support for your efforts. We will schedule meetings for all relevant students soon.

Again, congratulations on your academic success. Thank you for sharing your talents and efforts with us. Please sign below to acknowledge your agreement and consent to the above considerations. **Return this form, with the signature of your parent/guardian, to Guidance no later than _____.** Failure to do so may forfeit your participation in the course.

Student: _____

Date: _____

Parent: _____

Date: _____

The Lynn Public School System pays half of the cost for each AP exam taken. Please check with your School Counselor for the cost of each AP exam.

Educational Proficiency Plans (EPP)

An [EPP](#) must be developed for students meeting certain scores on the grade 10 MCAS tests in ELA or Math (see the tables in #1 above for the scores for different classes). (STE is not part of the EPP requirement.)

Overview

As part of the [Competency Determination \(CD\) graduation requirements](#), an Educational Proficiency Plan (EPP) must be developed for any student who does not meet or exceed the *Proficient* level (a minimum scaled score of 240) or the next-generation equivalent on the MCAS grade 10 ELA and/or Mathematics tests. Science and Technology/Engineering (STE) is not part of the EPP requirement.

Each EPP includes, at a minimum:

- a review of the student's strengths and weaknesses, based on MCAS and other assessment results, coursework, grades, and teacher input
- the courses the student will be required to take and successfully complete in grades 11 and 12
- a description of the assessments the school will administer on a regular basis to determine whether the student is moving toward proficiency

Program of Studies New Courses for SY25

(All courses are offered 9-12 unless noted in the description.)

Early College Pathways

LY268SP PSY204 Human Growth and Development (NSCC) (Grades 10-12) **5 Credits EC**

Study of the development sequences of growth from prenatal to death, including the methodological problems of developmental studies, individual differences, the interplay of heredity and environment and the development of language, motivation, and motor behavior.

***IDS108 Information Technology, Society and Culture (NSCC)** (Grades 11) **5 Credits EC**

***LY # (in process pending college approval)**

A study of the continuing revolution in information technology and its effects on global culture. Includes an analysis of the social, cultural, and economic impact of computers and information technology and an examination of the psychological, ethical and philosophical implications of these new technologies. Various topics including online gaming culture, virtual reality and social media will be explored.

Arts (Fine and Performing)

Art

AP Art and Design (3D Art and Design) (Grades 10-12, Must have passed at least 2 levels of high school art classes)

LY718 **Full Year** **5 Credits AP**

Advanced placement 3D Art is a rigorous college-level course where students create a series of related artworks based on a unique guiding inquiry question. Students work towards mastery of their materials, processes, and ideas through practice, experimentation, and revision. Students will deepen their critical understanding of art history and contemporary art by investigating diverse art styles and culturally relevant artists. Students submit one of three portfolios to the college board: AP 3D Art and Design.

Theater

Stagecraft II (must have passed Stagecraft I)

LY740A **Semester** **2.5 Credits CP**

This is a continuation of Stagecraft I. This course offers a holistic approach to theatre, combining both technical elements with performance. The first quarter covers improvisation, pantomime, set building, lighting, sound, and stage management. In the second quarter, students shift their focus to the artistic aspects, including voice and speech, props, costumes, hair, and makeup.

Film Studies

LY748 **Semester** **2.5 Credits CP**

Students will explore the rich history of cinema, tracing its roots from theatrical performances to the emergence of Hollywood and beyond. Through engagement with films from diverse global perspectives, including Hollywood classics and international cinema, students will develop language skills by analyzing and discussing the art form both verbally and in writing. This course aims to provide students a platform to connect language learning with the immersive experience of film, fostering critical thinking and cultural appreciation.

Dance

Dance Production (Grades 10-12, must have passed Dance Survey 1 and Dance Technique 2)

LY728

Full Year

5 Credits CP

Welcome to Dance Production (advanced), where creativity meets the stage! This course is designed for the aspiring choreographer, producer, and performer ready to take on the challenge of producing a full-scale dance production. Dive into the intricacies of choreographic composition and stage design. Collaborate with fellow dancers to bring your creative vision to life, from concept to curtain call. This course is a unique opportunity to showcase your artistic voice, leadership skills, and technical prowess in a culminating dance performance. Join us in creating magic onstage and leaving a lasting impression on your audience!

Music

Beginner Band

LY730B

Full Year

5 Credits CP

This course is for students who would like to learn one of the following instruments: flute, clarinet, saxophone, trumpet, French horn, trombone, tuba, baritone/euphonium, concert/keyboard percussion. Students will develop music literacy as well as fundamentals on their chosen instrument. Students will perform a variety of music from various genres. Attendance at all rehearsals and concerts (day and evening) is required to remain in the class and will be factored into the student's grade.

Modern Band

LY750

Full Year

5 Credits CP

This course is for students who have one or more years of experience playing one of the following instruments: acoustic/electric guitar, electric bass, keyboard, drum set (any other instruments subject to teacher approval). Students will perform in ensembles a diverse repertoire of music from styles such as pop, rock, R&B, jazz, Latin, metal, etc. Attendance at all rehearsals and concerts (day & evening) is required to remain in the class and will be factored into the student's grade.

Music Exploration

LY751

Semester

2.5Credits CP

Students will develop musical skills while exploring the basics of music theory, music history and instrumental and choral music.

Developing Musicianship

LY754

Semester

2.5 Credits CP

This course is centered around differentiated instruction to support individual musical goals and music career aspirations, based on students' background and interests. This can include but is not limited to: songwriting, individual lessons, preparation for districts and college auditions, improvisation, music technology and production and refining musicianship.

Graphic Design and Digital Photography (Coming in SY2526)

LY633

Semester

2.5 Credits CP

Through websites, magazines, CD and book covers, logos, advertising, and social media, graphic designers shape messages using words and images to communicate a message. In this course, you will learn skills and techniques to creatively solve problems in a variety of real-world projects. Topics include: digital photography, design principles; color theory; typography; image editing and retouching; page layout; and graphic design career possibilities.

Introduction to Computer Science

LY615, LY615C

Full Year

5 Credits H, CP

This course provides a comprehensive introduction to fundamental programming concepts for students interested in exploring computer programming for the first time. Students will learn the basics of computer programming and computer science. The material emphasizes computational thinking and helps develop the ability to solve complex problems. This course covers the basic building blocks of programming along with other central elements of computer science. It gives a foundation in the tools used in computer science and prepares students for further study in computer science.

Technical Support (Helpdesk) (Grades 11-12, requires DLCS teacher recommendation)

LY614

Semester

2.5 Credits CP

The course is a hands-on study of technology integration in an educational setting. Students assess problem sets throughout the day and define the best approach to addressing or solving the problem.

Science

Courses advanced for rigor: **Forensics**. Running at more schools, now at two levels: CP and H.

Biotechnology (new technical program at LVTI)

LYBT09

Biotechnology 9

5.5 Credits CP

Biotechnology career and technical education (CTE) is designed to explore the field of biotechnology through academically rigorous lessons and intensive hands-on laboratory experience. Students will be introduced to the careers possible in the field of biotechnology. Students will learn the importance of proper documentation in the laboratory. The topics covered will include: Lab safety and regulation, scientific inquiry, calculation, units and measurement; basic microbiology, introduction to DNA and DNA purification, and common laboratory techniques such as pipetting, chromatography and gel electrophoresis.

The ninth grade exploratory program provides for students to learn about the scientific method, detection methods for whether a substance is an acid or base, chromatography separation techniques based on properties of polarity, aseptic technique for Luria Broth (LB) Agar plates, growing bacteria, using a pipette to measure small volumes and to load samples on a gel, and finally examining DNA fingerprinting to determine the identify of a whale pup's father. Students will also maintain proper documentation by keeping a laboratory notebook and learn about safety and important equipment used in the lab every day.

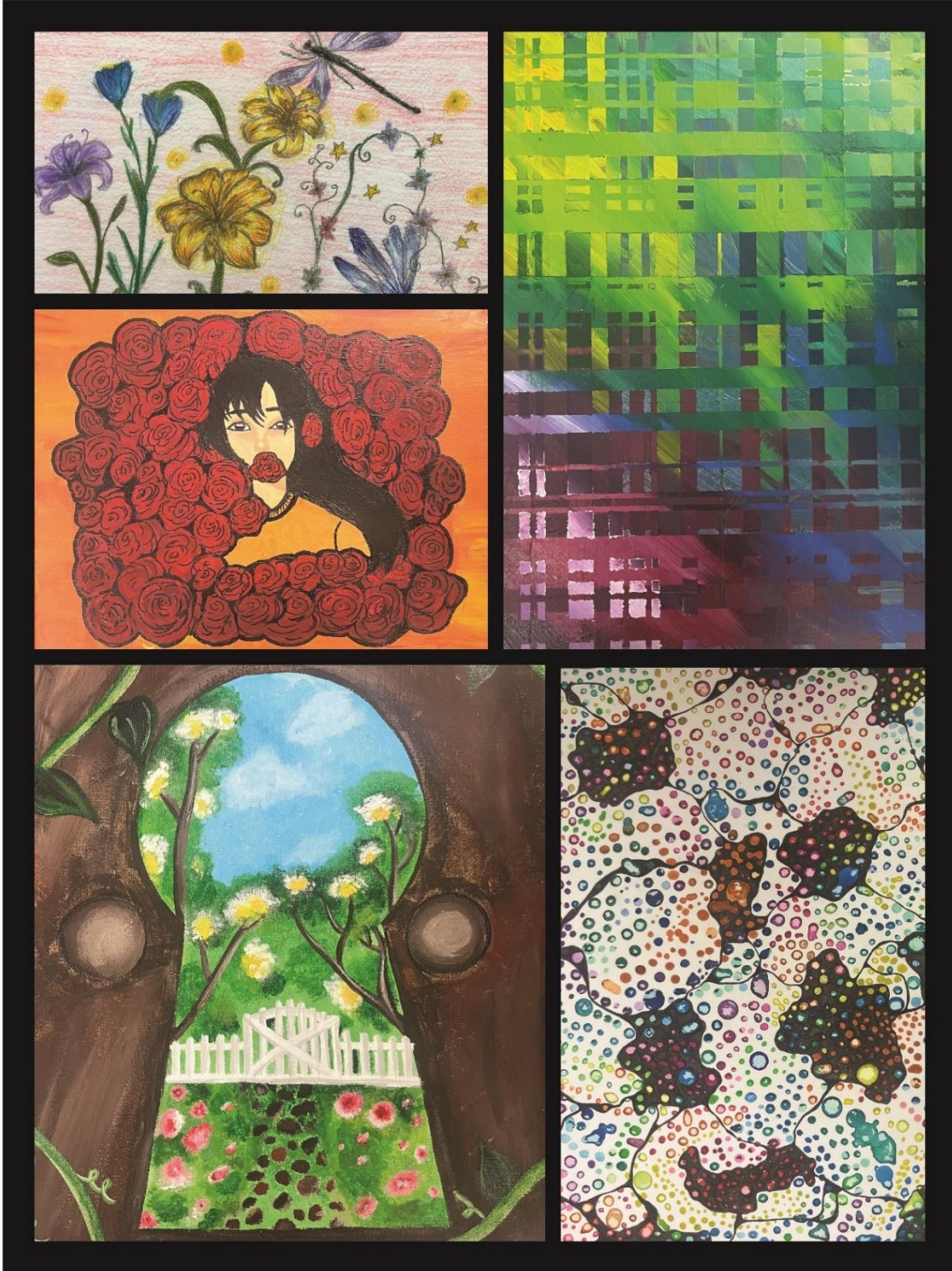
World Languages

Spanish for Spanish-Speakers I (placement test in conjunction with teacher recommendation)
LY501SP (CP), LY500SP (H) Full Year **5 Credits CP, H**

This course offers Spanish speakers, who speak Spanish at home, an opportunity to develop their academic skills in their heritage language while being appropriately challenged. This course explores the identity of Spanish speakers in and out of the Spanish speaking world through study of language, history, and the arts. Heritage Spanish speakers bring a unique skillset to language learning and therefore this course is designed to develop their academic language skills while reinforcing their home culture and language. This course will prepare students to participate in a second and third year of Spanish for Spanish speakers as well as upper-level Spanish classes such as Spanish 5 and AP Spanish. Students will develop the ability to communicate using academic Spanish and increase their awareness of the culture of the Spanish speaking world through classroom activities driven by thematic units. Classes will be conducted primarily in Spanish. The targeted ACTFL proficiency level for the end of this course is intermediate-low.

Spanish for Spanish-Speakers II (Successful completion of Spanish for Spanish Speakers I and/or placement test in conjunction with teacher recommendation)
LY504SP (CP) , LY503SP (H) Full Year Credits: **5 Credits CP, H**

This second level course offers Spanish speakers, who speak Spanish at home, an opportunity to further develop those skills and proficiencies attained in the first year of Spanish for Spanish speakers. Additional enrichment is achieved through the increasing emphasis on vocabulary acquisition and communication skills; reading and supplementary materials are featured more prominently than in level 1 and students will continue to develop their academic skills in their heritage language while being appropriately challenged. This course explores the identity of Spanish speakers in and out of the Spanish speaking world through study of language, history, and the arts. Heritage Spanish speakers bring a unique skillset to language learning and therefore this course is designed to develop their academic language skills while reinforcing their home culture and language. This course will prepare students to participate in a third year of Spanish for Spanish speakers as well as upper-level Spanish classes such as Spanish 5 and AP Spanish. Students will develop the ability to communicate using academic Spanish and increase their awareness of the culture of the Spanish speaking world through classroom activities driven by thematic units. Classes will be conducted primarily in Spanish. The targeted ACTFL proficiency level for the end of this course is intermediate-mid.



Front Cover Art: Elyssa S., Gr. 12, Lynn English HS Back Cover Art: (images left to right) Jade Q., Gr. 11, Lynn English HS; Johnny D., Visiting Artist, Lynn English HS; Veronica O., Gr. 12, Lynn English HS; Elyssa S., Gr. 12, Lynn English HS; Naylanie L., Gr. 11, Lynn Classical HS