

SOCIAL STUDIES

The Social Studies Department offers a four-year course of study in history and the social sciences. The content, reading materials, instructional activities, and assessments are designed to promote higher-level analytic, evaluative, and communication skills; to prepare students for college and career; and, to nurture active, productive, and responsible civic engagement. The graduation requirement and all of the history and social science courses at Lowell High School adhere to relevant requirements and standards set by Commonwealth of Massachusetts law, the 2018 Massachusetts Social Studies Curriculum Frameworks, requirements set by the Lowell School Committee, and the Common Core State Standards.

Each student must pass ten (10) credits in U.S. History and Civics to graduate from LHS.

All students must take SOC.4226 *American Civics Past & Present* as part of the ten (10) credit requirement; the only exception is for those students enrolled in AP US History and AP US Government and Politics, which include Civics as part of their courses.

AP US History students, however, may take SOC.4226 as an optional elective. Other courses in the U.S. History Core and Elective Courses section below fulfill the rest of the U.S. History graduation requirement. Some Social Studies department courses are also linked with the Civics, Citizenship, and Communities Pathway, and the Education Pathway. Most elective courses have prerequisites that are listed in their course description. *Exceptions to these prerequisites require written permission from the Social Studies Department Chair.*

WORLD HISTORY COURSES

4121	Essentials of World History - College	9 (FA)	2.5
4122	Topics in World History - College	9 (FA)	2.5
4141/4142	Survey of World History A & B - Honors	9 (FA)	2.5/2.5
4181/4182	Survey of World History A & B - High Honors	9 (FA), (LL)	2.5/2.5

U.S. HISTORY CORE AND ELECTIVE COURSES

**All of these count toward graduation requirements
some of them have prerequisites – see descriptions below**

4221	Essentials of U.S. History - College	10, 11	2.5
4222	Topics in U.S. History I - College	10, 11	2.5
4223/4224	Survey of U.S. History A & B - Honors	10, 11, 12	2.5/2.5
4225	Topics in U.S. History II - College	11, 12	2.5
4226	American Civics Past & Present - Honors	11, 12	2.5
4261/4262	U.S. History 1 AP - Advanced	10, 11	2.5/2.5
4361/4362	U.S. History 2 AP - Advanced	11, 12	2.5/2.5
4371	Education in America - Honors	11, 12	2.5
4380	America & the World Wars - Honors	11, 12	2.5
4383	Civil Rights & Jim Crow - Honors	11, 12	2.5
4384	The Civil War - Honors	11, 12	2.5
4385	The Cold War & Global War on Terror - Honors	11, 12	2.5
4386/4387	American History through Our Eyes	11, 12	2.5/2.5
4563	Lowell: Immigration & Industrialization - Honors	11, 12	2.5
4570	Seminar on American Diversity - Honors	11, 12	2.5
4661/4662	U.S. Government & Politics AP - Advanced	11, 12	2.5/2.5

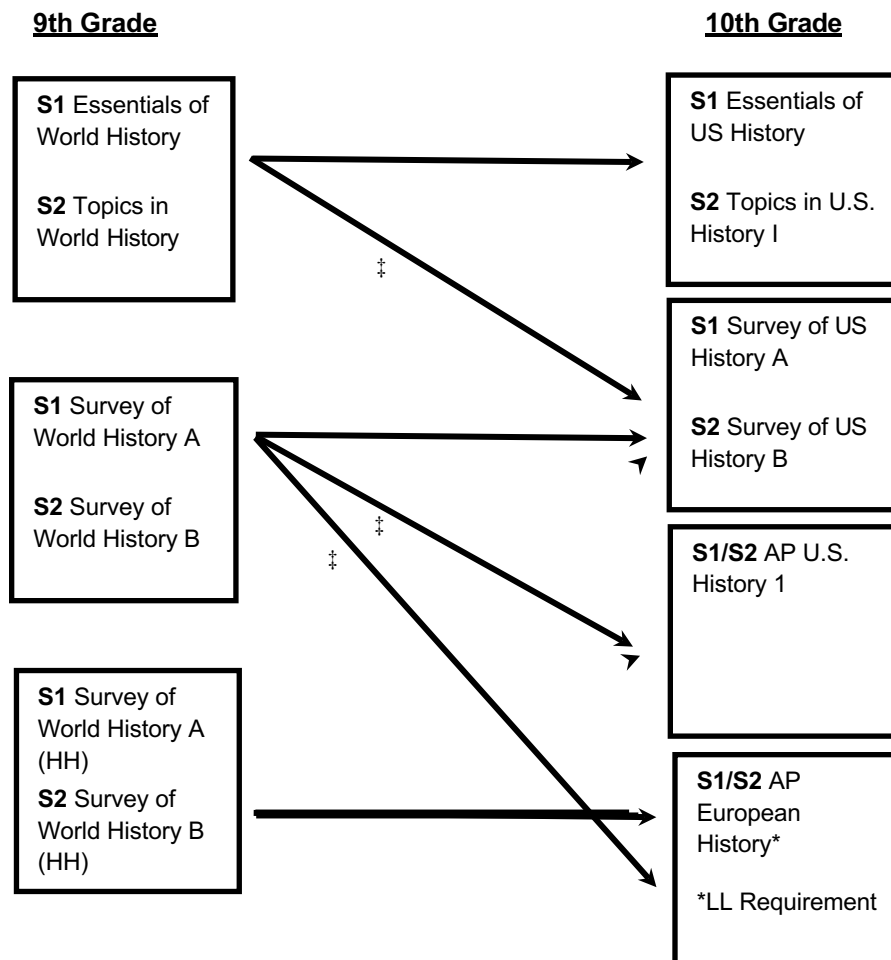
SOCIAL SCIENCES ELECTIVE COURSES

These do *not* count toward the U.S. history graduation requirement

4415	Intro to Economics & Finance - Honors	11, 12	2.5
4431	Intro to Sociology - Honors	11, 12	2.5
4435	Intro to Sociology - Dual Enrollment - Advanced	11, 12	2.5
4440	Psychology & American Culture - Honors	11, 12	2.5
4443	Intro to Psychology - Honors	11, 12	2.5
4445/4446	Psychology AP - Advanced	11, 12	2.5/2.5
4447	Intro to Psychology - Dual Enrollment - Advanced	11, 12	2.5
4451	Childhood & Adolescent Development - Honors	11, 12	2.5
4473	Philosophy and American Culture - Honors	11, 12	2.5
4513	Facing History & Ourselves - Honors	11, 12	2.5
4524	Cambodia: Culture & Conflict - Honors	11, 12	2.5
4541	Intro to Political Science - Honors	11, 12	2.5
4561/4562	European History AP- Advanced	10, 11, 12	2.5/2.5
4573/4574	Classroom Leadership for Students A & B – Honors	11, 12	2.5/2.5
6801	Internship - Honors	12	2.5

- **2021-2022 Social Studies Department Required Progressions: 9th to 10th Grade**

Possible progressions paths (dependent on teacher recommendation)



* Latin Lyceum requirement in the Sophomore year.

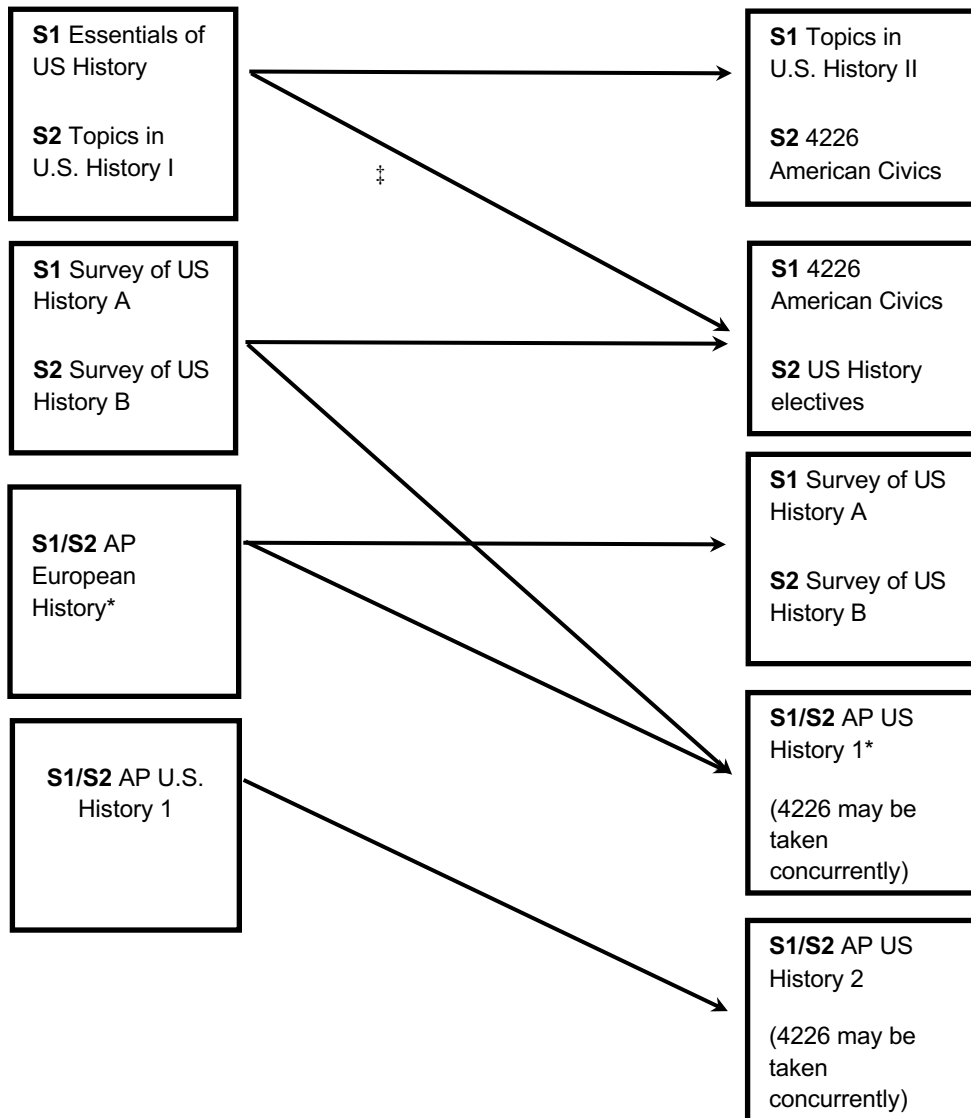
† Requires teacher recommendation.

- **2021-2022 Social Studies Department Required Progressions: 10th to 11th Grade**

Possible progressions paths (dependent on teacher recommendation)

10th Grade

11th Grade



* *Latin requirement in the Junior year.*

‡ *Requires teacher recommendation.*

Lyceum

In their Junior Year, students who meet course prerequisites may also take Social Sciences electives — including AP/DE courses — concurrently with the required Departmental course progression. *Juniors cannot substitute Social Sciences electives for graduation and/or Latin Lyceum requirements.*

2021-2022 Social Studies Department Required Progressions: 11th to 12th Grade

*If you took this
in the 11th
Grade,*

S1 Survey of US
History A

S2 Survey of US
History B

S1/S2 AP U.S.
History 1

*then you need to
take this in the
12th Grade.*

S1 or S2 4226
American Civics
S1 or S2 one
additional US
History Elective

S1/S2 AP US
History 2

(4226 may be
taken concurrently)

WORLD HISTORY COURSES

4121 ESSENTIALS OF WORLD HISTORY - College 9 2.5 Cr.

Essentials of World History is designed for students who need specialized support to be ready for the Social Studies Curriculum at Lowell High School. Focusing on reading, listening, and communication skills, instructors will use content from the World History curriculum and scaffolded, differentiated instruction to provide a sound base for students to be successful in their further work in social studies and to be ready to meet the graduation requirements of the department. *(Co-enrollment at the same level with 0131/0132 English 1 - College or 0111/0112 Explorations in English-College)*

4122 TOPICS IN WORLD HISTORY - College 9 2.5 Cr.

Building on the proficiencies developed in Essentials of World History, this project-based course helps students reinforce their competency in critical reading and listening, social sciences writing, and multi-media communication through research-based projects. Content is taken from the World History curriculum. Instructors will individualize their classroom focus and curriculum to provide the strongest platform possible for student success in the social studies curriculum. *(Co-enrollment at the same level with 0131/0132 English 1 - College or 0111/0112 Explorations in English-College)* **PREREQUISITE: 4121 Essentials of World History.**

4141/4142 SURVEY OF WORLD HISTORY A/B - Honors 9 2.5/2.5 Cr.

Survey of World History begins with a study of the development of democracy in ancient Greece and the development of empire in ancient Rome and ends in the late Middle Ages. It is designed in accordance with the Massachusetts Curriculum Frameworks and Common Core State Standards and integrates global studies, world history, geography, economics, and government. It emphasizes the development of a rich historical vocabulary, primary source analysis, and research techniques. Students will engage in a wide variety of enriching learning activities and assessments as they increase their knowledge of the global community. *(Co-enrollment at the same level with 0141/0142 English 1 - Honors)*

4181/4182 SURVEY OF WORLD HISTORY A/B - High Honors 9 2.5/2.5 Cr.

Survey of World History begins with a study of the development of democracy in ancient Greece and the development of empire in ancient Rome and ends in the late Middle Ages. It is designed in accordance with the Massachusetts Curriculum Frameworks and Common Core State Standards and integrates global studies, world history, geography, economics, and government. It emphasizes the development of a rich historical vocabulary, primary source analysis, and research techniques. In High Honors *Survey of World History* students will move through the essential literacy goals of Freshman *Survey of World History* at an accelerated rate, reaching milestones more quickly, and reinforcing those skills more deeply. They will engage in a wide variety of accelerated learning activities and assessments as they increase their knowledge of the global community. *(Co-enrollment at the same level with 0151/0152 English 1 - High Honors)*

U.S. HISTORY CORE AND ELECTIVE COURSES

4221	ESSENTIALS OF U.S. HISTORY - College	10, 11	2.5 Cr.
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Essentials of U.S. History is designed for students who continue to need specialized support to be successful in the Social Studies Curriculum at Lowell High School. Focusing on reading, listening, and communication skills, teachers in *Essentials* classes will use content from the U.S. History curriculum and scaffolded, differentiated instruction to provide further skills development and reinforcement for students to be successful in their further work in social studies and to be ready to meet the graduation requirements of the department.

4222	TOPICS IN U.S. HISTORY I - College	10, 11	2.5 Cr.
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Topics in U.S. History I builds on the proficiencies developed in *Essentials of U.S. History*; this project-based course helps students reinforce their competency in critical reading and listening, social sciences writing, and multi-media communication through research-based projects. Content is taken from the U.S. history curriculum. Instructors will individualize their classroom focus and curriculum to provide the strongest platform possible for student success in the social studies curriculum and to meet the graduation requirements of the department. **PREREQUISITE: 4221 *Essentials of U.S. History*.**

4223/4224	SURVEY OF U.S. HISTORY A/B - Honors	10, 11	2.5/2.5 Cr.
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Survey of U.S. History emphasizes the major events in the history of the United States from the French and Indian War to the current day. It is designed around major topics in U.S. History — in accordance with the Massachusetts Curriculum Frameworks, Common Core State Standards, and NCSS guidelines — to provide students with a fundamental knowledge of major currents in American history, with a sound knowledge of complex historical causes; the roots of American democracy, and the rights and responsibilities of citizenship; and, the importance of individual and group action in ensuring American liberty. The course will reinforce goals in critical reading, listening, and communication across multiple domains. **PREREQUISITE: *Successful completion of Survey of World History*.**

4225	TOPICS IN U.S. HISTORY II - College	11, 12	2.5 Cr.
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Topics in U.S. History II continues the focus of Topics in US History I with a project-based, in-depth examination of major events in United States history from the early 20th century to the present day. In the course, students will continue to develop competency in critical reading and listening, social sciences writing, and multi-media communication. Instructors will individualize their classroom focus and curriculum to provide the strongest platform possible for student success. Students are expected to follow this course with 4226 American Civics. **PREREQUISITE: 4222 *Topics in U.S. History I*.**

With the action civics program Generation Citizen at its core, *American Civics* challenges students to be active, productive, and responsible participants in the civic life of Lowell, Massachusetts, and the United States. This one-semester course covers the founding principles and governmental structures of the United States and Commonwealth of Massachusetts, protocols around governance, citizen engagement, voting, and symbols of the Commonwealth and nation. Students participate in a process of identifying a communal issue important to them, then learn how to be citizen change-agents to affect positive outcomes to resolve the issue. Each class sends a delegation to the Massachusetts State House at the end of the term to present their work in a statewide Civics Day. Except for AP US History students, this class is an obligatory portion of the ten-credit US History graduation requirement. Students who take AP US History may take it as an elective. **PREREQUISITE:** *Successful completion of Survey of World History or Essentials / Topics I in U.S. History.*

4261/4262	U.S. HISTORY 1 AP - Advanced	10, 11	2.5/2.5 Cr.
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U.S. History 1 - AP meets the standards of the College Board's Advanced Placement program as well as the Massachusetts Curriculum Frameworks. Beginning with European colonization and ends at the close of the Civil War and Reconstruction, it provides in-depth knowledge and inquiry in every major aspect of U.S. History. The course builds skills in working with primary and secondary sources as well as assessments developed with College Board AP standards. The course is reading and writing intensive. **NOTE:** *This course is required for students enrolled in the Latin Lyceum. PREREQUISITE: Successful completion of both Survey of World History (H/HH) and English 1(H/HH) with a minimum grade of 90, and written recommendation from at least one humanities teacher. All AP courses require Department Chair Approval.*

4361/4362	U.S. HISTORY 2 AP - Advanced	11, 12	2.5/2.5 Cr.
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U.S. History 2 - AP analyzes the development of the United States from Reconstruction through present day. This course stresses political history as well as examining economic development, diplomatic, intellectual, social, urban and ethnic history. The AP course in U.S. History is designed to meet the standards of the College Board's Advanced Placement program as well as the Massachusetts Curriculum Frameworks. The course builds skills in working with primary and secondary sources as well as assessments developed with College Board AP standards. The course is reading and writing intensive. This course is required for students enrolled in the Latin Lyceum. **PREREQUISITE:** *Successful completion of U.S. History 1 AP. Transfer into U.S. History 2 AP from any other course is reviewed on a case-by-case basis by the Department Chair for approval.*

4371	EDUCATION IN AMERICA - Honors	11, 12	2.5 Cr.
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In the United States of America, education is required for almost all students up to age 18. It is the single most important common experience of all Americans' childhood. Most people, however, do not have a full understanding of how education in America evolved into the system we have today or what it means to be a teacher in today's rapidly changing environment. Education in America course will introduce students to the historical foundations of U.S. education, including the major movements that shaped American education. It will explore what it means to be a public education teacher. The course will include required readings, projects, research, presentations, and, as a capstone of the course, the opportunity to explore the role of teaching by planning and implementing a lesson in an LHS classroom. Education in America is especially recommended for any student who is interested in education as a future career. **PREREQUISITE:** *Successful completion of English 2, and Survey of U.S. History or Topics II in US History.*

4380	AMERICA & THE WORLD WARS - Honors	11, 12	2.5 Cr.
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WWI was known as the “Great War” and WWII came to be known as the “Good War.” America was fundamentally changed by both wars. WWI saw a reluctant United States involve itself in a European war for the first time; WWI led to the Roaring Twenties and a new American view of itself and the affairs of the world. WWII thrust America into the role of a world leader — a role that continues to the current day. It also set the groundwork for the Cold War and many of America’s current alliances. *America and The World Wars* traces the cause, course, and outcomes of America’s involvement in each of these wars.

PREREQUISITE: Successful completion of English 2, and Survey of U.S. History or Topics II in US History.

4383	CIVIL RIGHTS AND JIM CROW - Honors	11, 12	2.5 Cr.
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Civil Rights and Jim Crow first answers the question “what is Jim Crow?” and why the term is at the center of much of America’s history around race relations. The course looks at the ways in which Jim Crow laws were conceived, constructed, and enacted, paying special attention to the ways in which they limited the freedoms of Black Americans and other minorities. *Jim Crow in America* brings issues raised in American history up to the present, examining both current legacies of Jim Crow and the ways in which different American communities view Jim Crow today, including the Black Lives Matter movement and opposing views. ***PREREQUISITE: Successful completion of English 2, and Survey of U.S. History or Topics II in US History.***

4384	THE CIVIL WAR – Honors	11, 12	2.5 Cr.
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In *The Civil War*, students will study where America stood in 1860 on the eve of its costliest war. Issues of politics, economics, civilian and military culture, strategy, and the course of the war will be examined. The question of slavery and President Lincoln’s role as the “Great Emancipator” are an important part of the course, as is the question of the Constitutional amendments that came out of the war, and Reconstruction, the effects of which are still felt by the United States today. ***PREREQUISITE: Successful completion of English 2, and Survey of U.S. History or Topics II in US History.***

4385	THE COLD WAR & GLOBAL WAR ON TERROR - Honors	11, 12	2.5 Cr.
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The Cold War arose out of WWII, as the West’s response to Soviet hegemony in Eastern and Central Europe as well as the rise of Communist China. *The Cold War & Global War on Terror* examines the history of the Cold War and the rise of the Nuclear Age; the relationship of the United States, the Soviet Union, and the People’s Republic of China; the rise of the American security state; American international relations and military responses to perceived Communist threats; the concept of blowback; the dissolution of the Soviet Union and the end of the Cold War; and the influence of all these historical trends on the present “Global War on Terror” that has arisen in the aftermath of 9/11. ***PREREQUISITE: Successful completion of English 2, and Survey of U.S. History or Topics II in US History.***

4386/4387	AMERICAN HISTORY THROUGH OUR EYES - Honors	11, 12	2.5 Cr.
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The majority of histories of the United States are based in the European-American experience of colonialism, independence, expansion, development, and global predominance. In *American History through Our Eyes*, the lived experiences of other peoples in our country take center stage, with a focus on the contributions that these groups have made to our shared history, and the challenges they continue to face as Americans. During this year-long course, American history will be examined through the lived experiences of Black, Hispanic, and people with Disabilities (semester 1), and Asian, Indigenous, and LGBTQ people (semester 2). An inquiry-based approach will focus on a rich variety of primary sources,

as well as members of our Lowell community, and students' own lived experiences. The goal of *American History through Our Eyes* is to broaden our perspective of American history, so that our collective voices are heard in all their diversity. **PREREQUISITES: Successful completion of English 2, and Essentials/Topics 1 in U.S. History or Survey of U.S. History.**

4563 LOWELL: IMMIGRATION & INDUSTRIALIZATION - Honors 11, 12 2.5 Cr.

Lowell: Immigration and Industrialization studies our city from multiple angles: history, sociology, demographics, urban geography, and urban anthropology. A major theme in this course is the way in which Lowell reflects America's experience of industrialization and immigration. Course projects will look both at the history and the present of Lowell. Students will participate in the collection and curation of an oral history collection, and in the Generation Citizen program. This course is provided in cooperation with the Tsongas Industrial History Center and UML. **PREREQUISITES: Successful completion of English 2, and Survey of U.S. History or Topics II in US History.**

4570 SEMINAR ON AMERICAN DIVERSITY - Honors 11, 12 2.5 Cr.

Seminar on American Diversity explores the diverse voices in the history and society of Lowell, the Commonwealth of Massachusetts, and the United States. Looking at a wealth of primary sources, the course will explore important and challenging issues in U.S. history and American current events around race, religion, ethnicity, socioeconomic class, gender, sexual orientation, and immigration and citizenship status. This course will include required reading, projects, teach-outs, short research papers, community interaction, and a final capstone project. The topics to be covered will be determined with input of the students through consensus building at the start of the semester. **PREREQUISITE: Successful completion of English 2, and Survey of U.S. History or Topics II in US History. This course is required for all CivCitComm Pathway students.**

SOCIAL SCIENCES ELECTIVE COURSES

4415 INTRO TO ECONOMICS & FINANCE - Honors 11, 12 2.5 Cr.

Intro to Economics & Finance introduces the study of Microeconomics, the analysis of the smaller, individual pieces of larger economic structures; and Macroeconomics, the analysis of the economic behavior of states and governments. This course begins with a survey of basic economic concepts, and then applies these concepts to personal, institutional, and social economic decisions. Students look at how decisions to buy and sell affect prices, output, and employment. Students also study the various factors that influence individual economic decisions and how the market reacts to the decisions of individuals. Students analyze the impact of price changes on supply and demand and the relationship between consumers and producers; and, students analyze different market structures. In the macroeconomic realm, students survey and apply basic macroeconomic concepts relating to institutional, governmental, and social decision-making. The main focus of this part of the course is on how decisions to buy, sell, lend, and regulate effect output, employment, income distribution, and the balance of trade. Students examine the factors that determine national income, employment, and prices. Students analyze patterns of consumption and saving, private investment, government policy, business fluctuations, and the interaction between money and national income. The last part of the course looks at international economics including exchange rates, markets, and monetary systems. ***PREREQUISITE: Successful completion of English 2, and Survey of U.S. History or Topics II in US History.***

4431 INTRO TO SOCIOLOGY - Honors 11, 12 2.5 Cr.

This one-semester course is designed to introduce students to sociology as a discipline, a science, and a way of examining the social world. Students will learn the analytical tools and concepts of sociology by engaging in a purposeful survey of the discipline, as well as a more focused study of selected topics. This course will emphasize a sociological perspective on structural and cultural inequalities, particularly those of race, class, and gender. Students will also learn to become knowledgeable consumers of sociological data as presented in the media and academic sources. This course is offered both semesters. ***PREREQUISITES: Successful completion of English 2, and Survey of U.S. History or Topics II in US History. Students may take DE Sociology after taking this course.***

4435 INTRO TO SOCIOLOGY - (EC - MCC) - Advanced 12 2.5 Cr.

Intro to Sociology provides an introduction to the sociological perspective which emphasizes the effect of society on human behavior. Major concepts covered include race, culture, wealth, poverty, and social class, education, the family and social change. ***PREREQUISITES: Successful completion of English 3A and 3B, with a minimum grade of 80 in high honors, 85 in honors or 90 in college level. Students must also have an overall GPA of 2.5, a score of 480 or better on the PSAT or SAT verbal test, and a formal teacher recommendation from their current Social Studies teacher.***

4440 PSYCHOLOGY & AMERICAN CULTURE - Honors 11, 12 2.5 Cr.

In Psychology & American Culture, psychology concepts will be examined through the lens of American popular culture. The focus of the course is on analysis and writing to synthesize traditional psychological theories and the relevance of those theories to modern popular culture. This course will enable students to become more accomplished critical thinkers and develop the conceptual abilities and analytical skills needed to apply psychological thinking to their own experiences of thinking, feeling, and taking action. Students will recognize how understanding psychology can form a framework for an approach to living and a reflective attitude toward every aspect of life. ***PREREQUISITES: Successful completion of English 2, and Survey of U.S. History or Topics II in US History.***

4443	INTRO TO PSYCHOLOGY - Honors	11, 12	2.5 Cr.
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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.

PREREQUISITES: Successful completion of English 2, and Survey of U.S. History or Topics II in US History. Students may take AP or DE Psychology after taking this course.

4445/4446	PSYCHOLOGY AP - Advanced	11, 12	2.5/2.5 Cr.
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The Psychology AP course introduces students to the study of the behavior and mental processes of human beings. Topics explored include: Scientific Inquiry, Biopsychology, Development and Learning, Socio-cultural Context, Cognition, Individual Variation, and Applications of Psychological Science. Students investigate the facts, principles, and phenomena associated with each of the major domains within psychology. This AP Psychology course has been designed to meet the standards of the College Board's Advanced Placement program. All students enrolled in the AP Psychology course must take the College Board AP Psychology exam to complete the course in good standing. ***PREREQUISITES: Successful completion of English 2, and U.S. History 1 AP or Survey of US History with a minimum grade of 90 and a passing grade on the Psychology Assessment. All AP courses require Department Chair Approval.***

4447	INTRO TO PSYCHOLOGY - (EC - MCC) - Advanced	11, 12	2.5 Cr.
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Intro to Psychology provides an introduction to the study of how people behave and function. Topics covered include: physiology of the brain, memory, learning, language, perception, life span changes, normality and abnormality, social interactions, group influence on individuals, and therapies.

PREREQUISITES: Successful completion of English 3A and 3B, with a minimum grade of 80 in high honors, 85 in honors or 90 in college level. Students must also have an overall GPA of 2.5, a score of 480 or better on the PSAT or SAT verbal test, and a formal teacher recommendation from their current Social Studies teacher.

4451	CHILD & ADOLESCENT DEVELOPMENT - Honors	11, 12	2.5 Cr.
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This one-semester course explores the physical, cognitive, and social development of children from the pre-natal stage through adolescence. Exploring important theories of development, the objective of this course is for students to comprehend the different ways that children and adolescents can be understood, through the use of different psychological domains. This course is especially relevant for students interested in going into education as their profession. ***PREREQUISITES: Successful completion of English 2, and Survey of U.S. History or Topics II in US History. Students may take AP or DE Psychology after taking this course.***

4473	PHILOSOPHY & AMERICAN CULTURE - Honors	11, 12	2.5 Cr.
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In Philosophy & American Culture, philosophy concepts will be examined through the lens of American popular culture. The focus of the course is on analysis and writing to synthesize classical philosophy — including the philosophical texts of Plato, Aristotle, Kant, Kierkegaard, Sartre, Hume, and Locke — and the appearance of those concepts in modern popular culture. This course will enable students to become more accomplished critical thinkers and develop the conceptual abilities and analytical skills needed to think philosophically about such issues as morality, personal freedom, and the nature of reality and human existence. Students will recognize how philosophical ideas can form a framework for an approach to living and a reflective attitude toward every aspect of life. ***PREREQUISITES: Successful completion of English 2, and Survey of U.S. History or Topics II in US History.***

4513 FACING HISTORY & OURSELVES - Honors 11, 12 2.5 Cr.

Facing History and Ourselves is based on the national program of the same name that helps students find meaning in the past and recognize the need for involvement and responsible decision-making. Using the Holocaust as a case study, students are asked to examine history in all of its complexities, including its legacies of prejudice and discrimination, resilience and courage. The Facing History course helps young people develop a voice in their conversations with peers, as well as in the important discussions and debates of their community and nation. In this course, students make the essential connection between history and the moral choices they confront in their own lives. Students will be required to complete an in-depth research project incorporating technological, written, and presentation components.

PREREQUISITES: Successful completion of English 2, and Survey of U.S. History or Topics II in US History.

4524 CAMBODIA: CULTURE AND CONFLICT - Honors 11, 12 2.5 Cr.

Cambodia: Culture and Conflict explores the history and culture of Cambodia from its earliest beginnings, as a protectorate of France, and as a modern independent nation. Students will also examine the causes, events, and aftermath of the Cambodian Genocide. The incorporation of primary source materials, oral histories, and guest speakers will be instrumental in this course. Students will be required to complete an in-depth research project incorporating technological, written, and presentation components.

PREREQUISITES: Successful completion of English 2, and Survey of U.S. History or Topics II in US History.

4541 INTRO TO POLITICAL SCIENCE - Honors 11, 12 2.5 Cr.

Political Science explores the origins of politics as a science from Machiavelli through Locke to Adams and Jefferson. Students consider such issues as power and sovereignty, nationalism and sectionalism, the federal system and the party system. Students delve into such questions as what is the state, what is authority, what are the psychological and sociological elements of the state and of national power. Students are required to complete written essays and research papers in this course. ***PREREQUISITES: Successful completion of English 2, and Survey of U.S. History or Topics II in US History.***

4561/4562 EUROPEAN HISTORY AP - Advanced 10, 11, 12 2.5/2.5 Cr.

European History is for students who wish to develop a broader base in university-level history. The course begins with the Renaissance and the religious upheavals that marked the emergence of early modern Europe and continues up to the present day. It follows a thematic as well as a chronological sequence to acquaint students with all major religious, political, social, economic, and artistic movements leading to the formation of the major nation states. Students are required to master a series of outside reading assignments and to demonstrate advanced analytical and writing skills. ***PREREQUISITE: World History - High Honors with a 90 or teacher recommendation, or AP U.S. History 2 or teacher recommendation, or Department US History requirement (10 credits) with cumulative 90 or better. All AP courses require Department Head approval. This course is a required component of the Latin Lyceum in the sophomore year.***

4573/4574 CLASSROOM LEADERSHIP FOR STUDENTS A/B – Honors 11, 12 2.5/2.5 Cr.

Classroom Leadership for Students trains students in how to mentor other students and assist teachers in classroom instructional leadership. Each student will be assigned to a freshman seminar in the Freshman Academy, and will both mentor students and act as a teaching assistant for the teacher of the class. Each week, students will receive one to two days of training in the fundamentals of instruction, including diversity training, cultural competence, motivation, and educational equity, in order to work alongside our grade nine

faculty to build a respectful, positive, and safe community in which all students feel valued, recognized, and honored. The other days will be spent mentoring and assisting a teacher in their assigned freshman seminar class for the entire year, facilitating discussion groups, supporting individual students through tutoring and mentoring, and completing a year-end capstone in which students work with their assigned teacher to construct and deliver a full classroom lesson. Students in *CLS* who are interested in further exploration of teaching will have access to specialized resources at UMass Lowell's School Education. Junior students who complete this course will have the option of completing the Internship and Capstone in the Education Pathway, in which they will take these skills and work with an elementary classroom in the Lowell Public Schools. ***PREREQUISITES: Successful completion of English 2 with a grade of 80 or higher; and, successful completion of Essentials/Topics or Seminar in US History with a grade of 80 or higher.***

4661/4662 U.S. GOVERNMENT AND POLITICS (AP) - Advanced 11, 12 2.5/2.5 Cr.

U.S. Government and Politics focuses on the study of the include the United States Constitution, public policy, political behavior, political and government institutions, civil liberties, and in-depth case studies of landmark Supreme Court decisions. This rigorous AP U.S. Government and Politics course has been designed to meet the standards of the College Board's Advanced Placement program. All students enrolled in this full year elective must take the AP College Board subject test. ***PREREQUISITE: Successful completion of English 2 and Survey of US History with a minimum grade of 90. All AP courses require Department Chair Approval.***

801 INTERNSHIP - Honors (S2) 12 .5 Cr.

High school internships allow students to explore their areas of interest, build skills, get prepared for college, and gain real-world work experience in a work place environment. Students will be released from school to work with a company as they are exposed and participate in real world experiences in a business setting. Students will work with their counselors to find a proper fit and placement with a local company in their area of interest. NOTE: Coordinator and Parent approval needed to take this course. This is a 2 period course and runs Periods 6B & 7.

ADVANCED PLACEMENT

Lowell High School offers 15 Advanced Placement (AP) courses throughout its curriculum. Advanced Placement is a nationwide program that is designed to prepare high school students for higher education. AP classes provide rigorous, college-level curriculum in various subjects and the opportunity to earn college credits or advanced college standing. The AP program is made possible by the close cooperation of secondary schools, colleges, and the College Board.

Students at Lowell High School are encouraged to take Advanced Placement courses so that they will experience rigorous, college-level work in high school. LHS currently offers 15 Advanced Placement courses in five different departments. A complete list of courses is available below. Students and parents are urged to read the AP course descriptions to understand the level of work expected. In addition, they are encouraged to seek advice from teachers, counselors, and department chairs about which AP classes would be the best fit with their high school program and their college and career plans.

LHS AP Course Offerings

0461/0462	English 4 AP	English	12	2.5/2.5
1651/1652	Computer Programming AP	Math, Technology	11, 12	2.5/2.5
1475/1476	Calculus AB AP	Math	11, 12	2.5/2.5
1477/1478	Calculus BC AP	Math	12	2.5/2.5
1465/1466	Statistics AP	Math	11, 12	2.5/2.5
3461/3462	Physics 1 AP	Science	11, 12	5/5
3463/3464	Physics 2 (LS) AP	Science	11, 12	5/5
4261/4262	U. S. History 1 - AP	Social Studies	10	2.5/2.5
4361/4362	U. S. History 2 - AP	Social Studies	11	2.5/2.5
4561/4562	European History - AP	Social Studies	11, 12	2.5/2.5
4661/4662	U.S. Government and Politics AP	Social Studies	12	2.5/2.5
4445/4446	Psychology AP	Social Studies	12	2.5/2.5
2545/2546	Spanish 4 AP	World Language	11, 12	2.5/2.5
	Latin AP	World Language	12	2.5/2.5

(Students taking 4 years of Latin are eligible for the Latin AP Exam)

EARLY COLLEGE & DUAL ENROLLMENT PROGRAM

Qualified students can earn both high school and college credit through this program by taking select Massachusetts State Universities and Community Colleges courses. These courses are part of the regular credit-earning program of U-Mass Lowell or Middlesex Community College with instruction provided by college and/or Lowell High School teachers. Students are awarded High School credit and College credit at their respective institutions.

EARLY COLLEGE

MCC

- Students must be of Junior or Senior Standing
- Students must have a minimum SAT or PSAT score of 480 in Evidenced Based Reading and Writing;
- Students must have an overall LHS GPA of 2.5 or better
- Instruction given by Lowell High School teachers

LHS EARLY COLLEGE COURSE OFFERINGS

0463/0464	English Composition - MCC	English	12	2.5/2.5
7871	Film and Society – MCC	English	12	2.5
3971	Intro to Engineering (LS) – MCC	Science	12	2.5
3731/3732	Principles of Biology – UML	Science	11, 12	2.5/2.5
3250	General Biology 1(LS) – MCC	Science	11, 12	2.5
3735	Environmental Studies (LS) - MCC	Science	11, 12	2.5
4435	Intro to Sociology - MCC	Social Studies	12	2.5
4447	Intro to Psychology - MCC	Social Studies	12	2.5

REMOTE EDUCATION

Lowell High School recognizes students learn in different ways. We believe students are best serviced when they are in front of a teacher. However, for a variety of reasons there are times that classroom style instruction can be delivered in a remote setting where the student can utilize technology to be in a classroom.

Remote Education provides students with a remote classroom that connects LHS teachers and students with the opportunity to succeed as if they were attending school. Class offerings are limited for Remote Learning students.

Students must be pre-approved to participate in the Remote Education Program.

CREDIT RECOVERY

Lowell High School recognizes students sometimes fall behind in their studies. When this happens, students may be eligible to take additional courses in our Credit Recovery Program at The Engagement Center within Lowell Public Schools. Student's eligible for this program take courses in the evening with additional support from a teacher. The goal for the Credit Recovery Program is to provide students with the opportunity of success and return to school day classes with their peers as they plan to graduate on time.

Students must be pre-approved to participate in the Credit Recovery Program.

COURSE BY ARRANGEMENT

There are times when a student's interests are outside of standard LHS Programming. In these situations, students may qualify for a Course by Arrangement. Students must be self-motivated and able to meet all stated outcomes with minimal supervision. Generally, students propose a topic reflecting their own learning interests and outline the way in which they will acquire and demonstrate knowledge. Coordination with a teacher, Department Head and Guidance Counselor are required.

Students must be in Grade 12 and pre-approved to participate in the Credit Recovery Program.

WORK STUDY

Lowell High School recognizes that work of all types is a learning experience and provides students with skills and opportunities for success during and after high school. Juniors and Seniors can be released to their work place as part of their schedule.

Students must be in Grade 11 or 12 to be eligible and will need to provide their own transportation to and from the Work Study site.

LHS INTERNSHIP PROGRAM

At Lowell High School, the Internship experience assists students in furthering their education and knowledge within the “real world”. The main focus is to ensure that all students gain experience in the work force and become more informed about possible career choices. Another focus is to help students be more independent and prepare them for the responsibilities of either the college experience or the world of work. The goal of the program is to provide students with an experience that will help shape their decisions regarding possible college majors and career direction.

There are many benefits of the Internship experience:

Student Benefits:

- Connects classroom to real world experience
- Helps define areas of interest, educational goals and future plans
- Acquires knowledge and skills about careers and labor market
- Opportunity to understand work place etiquette and practice communication skills
- Builds confidence, responsibility and self-advocacy skills
- Creates network of professionals for future internship and employment opportunities

Employer Benefits:

- Find future employees
- Help support the well-being of the local community
- Test drive talent
- Assistance with projects and office support
- Share knowledge and experience
- Train future leaders
- Inspire youth from the community

Preparation before site placement

- All students will go through a series of workshops that will prepare them for placement prior to internship experience as listed below.
- Resume preparation
- Interview skills
- Dress for success workshop
- Workplace etiquette
- Business communication
- Coursework exposure to related industry

LHS INTERNSHIP PROGRAM

COMMUNITY PARTNERS

Students have the opportunities, thank to our community partners, to experience internships at a number of different organizations across the city of Lowell, including:

Anne Sullivan Center	McAvinnue Elementary School
Career Center of Lowell	Mental Health Association of Greater Lowell
Chelmsford Animal Hospital	Mill City Environmental
Coalition for a Better Acre	MITRE
Colleen Creegan TV Studio	Murkland Elementary School
Community Teamworks, Inc.	M2D2
Congressional Office of Niki Tsongas	New England Neurological Care
Courtyard Restaurant	North Shore Merrimack Valley Legal Services
Cultural Organization of Lowell	Rapid Microbiosystems
D'Youville Nursing Home	SCORE Mediation Program
Enterprise Bank	Trinity Ambulance
Greater Lowell Engineering Associates	Therafit Physical Therapy
International Institute	Town and Country Nursing Home
Jeanne D'Arc	Tsongas Center of Industrial History
Lowell City Hall	University of Massachusetts at Lowell
Lowell Community Health Center	Visiting Nurse Association of Greater Lowell
Lowell Dentistry for Children	VNA Nursing Association
Lowell General Hospital	Watermark Environmental
Lowell National Parks	Wingate Nursing Home
Lowell Police Department	Xenith Corporation
MACOM	WCAP

If you are interested in getting more information about the Internship program or you know another community partner who would be willing to host an intern, please contact: Lynn Blouin, Career Relations Counselor, at (978) 970-3377.

ARTICULATION AGREEMENTS

Lowell High School has articulation agreements for select courses with Middlesex Community College, Johnson and Wales, Lincoln Culinary Institute and Central Maine Community College. Articulation Agreements provide students with college credits for successfully completing Lowell High School courses should they attend the school specified.

Each school has a minimum grading and attendance requirement in addition to other criteria that need to be met before credit is recognized by the colleges. Students must attend the school issuing credits through the Articulation Agreement. Students should consult their Guidance Counselor for more information.

MIDDLESEX COMMUNITY COLLEGE

TV Production

7825/7826 Introduction to TV Production

COM 121 Introduction to TV Production
(3 Credits)

Health and Bioscience

9023/9024 Medical Terminology

MAS 101 Medical Terminology

Culinary

Culinary Arts – Beginners and

Culinary Arts – Intermediate and

Culinary Arts – Advanced

BUS 155 Culinary Theory (3 Credits) and

BUS 156 Culinary Skills (3 Credits) and

BUS 157 Bakery and Pastry Skills (3 Credits) and
BUS 158 Sanitation and Food Service Operations
(3 Credits)

Culinary

Lincoln Culinary Institute

Culinary Arts – Beginners and

CUL 140 Introduction to Culinary Arts

Culinary Arts – Intermediate and

Culinary Arts – Advanced

Johnson and Wales University

Culinary Arts – Beginners and

CUL 1345 Introduction to Baking and Pastry

Culinary Arts – Intermediate and

CUL 1355 New World Cuisine

CUL 1385 Fundamentals of Food Service

Culinary Arts – Advanced

Production (9 Credits)

Central Maine Community College

Culinary Arts – Beginners and

CUA 121 Food Preparation Sanitation

Culinary Arts – Intermediate and

CUA 171 Nutrition and Food Quality

Culinary Arts – Advanced

LHS PATHWAYS

The Lowell High School Pathway Programs are directly connected to the skills and knowledge students need for post-secondary education and careers in some of the fastest growing professions in the world today.

Our Pathway Programs provide opportunities for all students and their different abilities, interests and talents. Whether a student is planning to work immediately after high school, or will continue learning by attending a training program, a technical institute, a college or university, there are courses in our Pathway Programs that are right for every student.

LHS PATHWAY PROGRAMS:

Air Force Junior ROTC Business: Marketing & Finance
Civics, Citizenship & Communities
Communications (STEM)
Culinary Arts Education Engineering (STEM)
Education Pathway
Environmental Sustainability (STEM) Fine Arts
Health & Bioscience (STEM)

Our Pathway Programs use an applied, hands-on/minds-on approach to learning that is connected to real-world work experiences. Students in these programs have access to some unique facilities, including: a newly renovated restaurant, the J'eanne D'Arc Credit Union, the 1826 School Store, an in-house television/media center, and state-of-the-art robotics equipment and MakerSpace. We also partner with local employers as we grow our externship/internship programs providing students an opportunity to apply the classroom skills to intern positions in the workplace.

Benefits of the Pathway Programs include:

- Courses tailored to a specific area of study, with a strong post-secondary and career focus.
- Teachers with industry experience as well as educational certifications.
- Skill-building around career trajectories and paths of study.
- Opportunities for students, parents, teachers and community members to be partners in the educational process.
- Internships within the community and Dual-Enrollment opportunities with UML and Middlesex Community College.
- Opportunities for independent learning and research.

CIVICS, CITIZENSHIP & COMMUNITIES PATHWAY

The Civics, Citizenship, and Communities Pathway is dedicated to educating student to be competent citizens who understand the rights and responsibilities of individuals in their community at the local, state, national, and international level. Within the Pathway, students will examine the various communities that make up Lowell and the United States, in order to probe the voice, contributions, and responsibilities of citizens in the 21st century. By providing students with challenging, thought-provoking courses grounded in the humanities and the social sciences, students will be prepared to pursue academic and professional goals in the fields of social services, community advocacy, conflict resolution, law, and education. Using a curriculum that adheres to state and national standards – and emphasizes issues of moral and responsible citizenship – students within the CCC Pathway will be prepared to participate in all aspects of our civic democratic structures. Pathway students will have requirements to fulfill each semester of their junior and senior year. During their senior year, students in the CCC Pathway will participate in a senior seminar and an internship, designed to prepare students for college, careers, and active citizenship.

- The CCC Pathway strives to provide a respectful learning community that allows students to realize their potential as compassionate and knowledgeable citizens who impact and support communities both locally and globally.
- The CCC Pathway nurtures the following critical skills in students before graduation:
 - Enhanced critical thinking, literacy, research, and technological skills;
 - Deep awareness of local, national, and global issues and cultural diversity;
 - Understanding of the complexity of social action and reaction;
 - Recognition of the consequences of individual choice in society; and,
 - The ability to apply coursework to real life experiences in the community.

CIVICS, CITIZENSHIP & COMMUNITIES PATHWAY COURSES:

Required Courses:

Grade 11:

4382	We the People: The Citizen and the Constitution – Honors (semester 1)
4563	The City of Lowell and American Industrialization and Immigration –Honors

Grade 12:

4570	Seminar on American Diversity - Honors
4571	Internship and Capstone Project in CCC – Honors

Recommended Electives:

0542	Race and Ethnicity and the Written Word – Honors
0544	Literature of the Holocaust – Honors
4371	Education in American – Honors
4431 or 4435	Introduction to Sociology – H or DE (MCC)
4524	Cambodia: Culture and Conflict – Honors
4513	Topics in Facing History and Ourselves – Honors
4541/4542	Political Science – Honors
4566	Gender and Identity – Honors

***All Pathway students must earn a minimum of 10 credits in the Civics, Citizenship, and Communities Pathway courses to receive the designation of Civics, Citizenship, and Communities Concentration status on the student's final transcript.**

EDUCATION PATHWAY

The Education Pathway is dedicated to opening up the world of education to students who are drawn to teaching. Within the Pathway, students will examine the various ways in which public education has developed, how it is practiced across different disciplines, what types of jobs exist in education, and what the day to day reality of being a teacher or other education professional looks like. In this Pathway, students will learn that there are many different approaches to education, as well as many different settings (public, private, parochial, and homeschooling) in which education exists. The Pathway is closely partnered with UML's School of Education; students will participate in UML's program through special events on and off the UML campus. Students who successfully complete the two junior-year required courses will be able to participate in the Senior Education Pathway Internship, which consists of in-the-classroom experience at an elementary school in the Lowell Public Schools. Further, Education Pathway students will have a special liaison to help them with the UML application, if they intend to apply to the undergraduate education program at UML.

- *The Education Pathway strives to prepare students to be educators in a diverse urban environment, like Lowell, respectful of the many different ways in which students encounter the educational process. Its outlook is progressive and cross-disciplinary. As much as possible, core courses are taught as co-constructed experiences for Education Pathway students.*
 - *The Education Pathway nurtures the following critical skills in students before graduation*
 - *Enhanced critical thinking, literacy, research, and technological skills*
 - *Deep awareness of pedagogical trends and practical instructional techniques*
 - *Understanding of the complexity and diversity of the human experience*
 - *Recognition of the fundamental role that public education plays in the basic fabric of society*
 - *The ability to apply coursework to real life experiences in the classroom*

EDUCATION PATHWAY COURSES:

Grade 11:

4371	Education in America - H (Required)
3621	STEM Education - H (Required)
4524	Intro to Sociology - H/DE (Recommended)
4431	Intro to Psychology - H/DE (Recommended)

Grade 12:

4570	Seminar on American Diversity - H (Required)
4572	Internship and Capstone Project in Education - H (Required)
4452	Early Childhood and Adolescent Behavior & Development - H (Recommended)
0567	Gender in Literature - H (Recommended)

Related Electives (Optional):

0569/0570	Psychology & Literature - C/H
4453	Childhood & Adolescent Development - H
4513	Facing History & Ourselves - H
0542	Race and Ethnicity and the Written Word - H
4563	Lowell: Immigration and Industrialization - H

***Education Pathway students must earn a minimum of 10 credits in the above courses to receive the designation of Education Concentration status on the student's final transcript.**

AFTER-DARK

After Dark is a collaboration between Lowell High School and Greater Lowell Technical High School that provides more students the opportunity of a technical education. The program requires a two year commitment.

Lowell High School students will take academic classes during the regularly scheduled school day before attending classes at GLTHS from 2:30 to 5:30. The After Dark Program is currently being offered for Information Technology and Advanced Manufacturing.

JOB'S FOR AMERICAN GRADUATES

JAG helps young people of truly great promise succeed both in school and on-the-job, leading to a productive and rewarding career. Jobs for America's Graduates is led by a public/private partnership at the national level, comprised of leading Governors, C-Suite Executives among the Fortune 500 and national community leaders. It is organized to support State Affiliates in the high-impact delivery of the JAG Model.

GUIDANCE

GRADUATION REQUIREMENTS

To obtain a diploma of graduation from Lowell High School, each student must satisfy the following requirements:

- Must have at least four (4) years' attendance at the high school level.
- Must pass ten (10) credits in U. S. History.
- Must pass twenty (20) credits in English.
- Must pass ten (10) credits in Mathematics.
 - Students need to pass one full year of Algebra and one full year of Geometry.
- Must pass ten (10) credits in Natural or Physical Science.
- Must pass ten (10) credits Physical Education.
 - AFJROTC, Dance, Show Choir or Band may be substituted each year for this requirement.
 - This requirement may be waived only by the Head of School for documented medical excuse, for critical course conflicts, or for other extenuating circumstances.
- Must pass five (5) credits in Health/Wellness.
 - Must select Health Education A in the Ninth (9th) grade and Health Education B in the tenth (10th) grade.
 - Health Education A or B can be postponed with permission of the Guidance Counselor.
 - Both health courses (2.5 credits each) must be passed for a total of five (5) credits. AFJROTC can substitute for Health.
- Must fulfill the standard requirement of earning at least 90 credits, of which at least 20 credits must be earned in the senior year.
- Must pass the MCAS exams in ELA, Mathematics and Science.

PROMOTION POLICY

Students must be promoted from the eighth grade to enter Lowell High School. In order to move to the next grade level. Grade level is calculated in the year students enter Lowell High School based on credits earned prior to the beginning of that school year. Students are then promoted in subsequent years pending meeting minimum earned credit. Grade 11 students can be promoted to Grade 12 at the end of Semester 1, provided they are on track to graduate at the end of the year.

Students must earn a minimum of the following credits to be promoted to the next grade:

- To grade 10 - 20 credits.
- To grade 11 - 40 credits.
- To grade 12 - 60 credits.

MASSACHUSETTS STATE COLLEGES AND UNIVERSITIES MINIMUM COLLEGE ADMISSIONS REQUIREMENTS

The admissions standards for the state colleges and universities emphasize a strong academic high school background so that students enter college ready to learn. These standards represent minimum requirements; meeting them does not guarantee admission, since campus officials consider a wide range of factors in admissions decisions. Students must have fulfilled all requirements for the high school diploma or its equivalent upon enrollment. It is important to note that admissions standards for the state's community colleges differ. Community colleges may admit any high school graduate or GED recipient.

Subject	Requirements for Entering College Freshman
English	4 Years
Mathematics	4 Years (Algebra 1, Algebra 2 and Geometry or Trigonometry, or comparable coursework.) including mathematics during the final year of high school
Sciences	3 years (from Natural Science and/or Physical Science and/or Technology/Engineering), including 3 courses with laboratory work
Social Sciences	2 years (including 1 year in U.S. History)
Foreign Language	2 years (in a single language)
Electives	2 years (from the above subjects or from the Arts & Humanities or Computer Sciences)

MASSCORE

What is MassCore?

MassCore is a state recommended, rigorous program of study that aligns high school coursework with college and workforce expectations. The recommended program of studies includes:

How Many?	Which Subjects?
4 years	English
4 years	Math
3 years	Lab-based Science
3 years	History/Social Science
2 years	The same foreign language
1 year	The Arts
5 additional “core” courses	Business education, career and technical education, health, technology or any other above subject area
additional learning opportunities including	<ul style="list-style-type: none"> • AP classes • Dual Enrollment • Senior Project/Capstone coursework • Online courses for high school or college credit • Service or Work-Based Learning

MassCore should be considered to be a critical component of a student’s overall high school experience and may also include work-based or community service learning, athletics, extra-curricular activities and additional learning opportunities that help prepare students for their future.

Why MassCore?

Challenging Courses = Big Financial Rewards	Preparation for College Success	What Employers Want	More Career Options
Graduates of four year colleges earn an average of \$1.4 million more over a lifetime than high school drop outs.	It's not just about getting in – it is about finishing.	Employers expect you to arrive with essential workplace skills, including speaking and writing clearly, analyzing information, conducting research, and solving complex problems.	Good jobs require education beyond high school. MassCore gives you more options and more opportunities to find a career with a real future.